

## Pre-Referral Process

Teachers access a broad range of formal and informal tools and strategies to assess student progress on an on-going basis. In addition, teachers welcome input from parents regarding strengths and areas of concerns. When a classroom teacher notices that a student is struggling to meet expected learning outcomes, schools will generally follow a process that includes:

### I. Classroom Instruction

Teacher adjusts instruction and implements universal supports to accommodate student needs within the classroom.

### II. Informal Consultation

Teacher consults other school-based personnel (i.e. Learning Assistance / Resource Teacher) in planning appropriate instruction to meet student needs within the classroom. Parents are consulted.

### III. Referral to School-Based Team (SBT)

Student is referred to School-Based Team to make further recommendations:

- Refer for service from Learning Assistance/Resource/Skill Development Teachers and/or other school-based personnel
- Develop an action plan to address the concerns
- Refer for assessment and/or other district services (e.g. Speech-Language, School Psychology, Inclusion Team Support)

**Note:** Parents will be consulted and may be invited to attend a SBT meeting in order to participate in decision-making concerning their child.

## LEARNING ASSISTANCE

### Purpose

Learning assistance services are school-based services delivered in collaboration with classroom teachers to support students who have mild to moderate difficulties in learning and/or behaviour.

### Description of Services

The learning assistance teacher may provide the following services in a classroom and/or Learning Centre setting:

- Consultation with parents
- Collaborative planning with the classroom teacher for implementation of universal supports
- Instruction in learning strategies for use in classroom settings
- Instruction in specific skills
- Assessment

### Documentation

A Record of Intervention is used to track assessment, individualized intervention plan, and progress.

*Note: Terminology and the way in which services are delivered may vary from school to school.*

## LEARNING RESOURCE

### Purpose

Learning resource services are school-based services for students in Ministry of Education special education categories. These services are designed to support students who have moderate to severe difficulties in learning and/or behaviour.

### Description of Services

The nature of a Resource Services varies depending on the needs of individual students. The resource teacher in collaboration with the classroom teacher provides the following services in a classroom and/or Learning Centre setting:

- Consultation with parents
- Collaborative planning with the classroom teacher for curriculum access and implementation of supports
- Supplemental academic or skill-building instruction
- Coordination of program and IEP development and implementation and other school-based or district services
- Assessment

### Documentation

Students with a Ministry of Education Special Education designation will have an Individual Education Plan (IEP).

## SKILL DEVELOPMENT

### Purpose

Skill Development is a school-based service for students identified as meeting the criteria for low incidence Ministry of Education special education categories; these services are designed to support classroom teachers and their students who have moderate to severe difficulties in learning and/or behaviour.

### Description of Services

The nature of Skill Development services varies depending on the needs of individual students. Generally, the Skill Development teacher provides the following services in a variety of settings (i.e., classroom, school, and community):

- Direct skill-building instruction
- Consultation with parents
- Collaborative planning with the classroom teacher for curriculum access and implementation of supports
- Development and coordination of implementation of an individualized curriculum for students who require replacement curriculum in a specific subject area or course
- Assessment in collaboration with classroom teacher and other school personnel
- Coordination of program and IEP development and implementation, and school or district services (i.e. SLP, OT/PT, School Psychology, Hearing and Vision)
- Coordinate the development of Supplementary Support plans (i.e. positive behavior intervention support plan, health plans, safety plan, transition plan)

### What should I do if I have questions or concerns pertaining to a student's educational program and/or IEP?

- Contact the Case Manager and Classroom Teacher and request an opportunity to discuss the student's educational program and/or the IEP
- Contact the school principal if you continue to have concerns

### Where can I access more information?

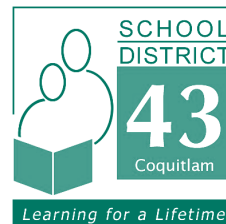
For more information pertaining to services for students with special needs:

#### District Website:

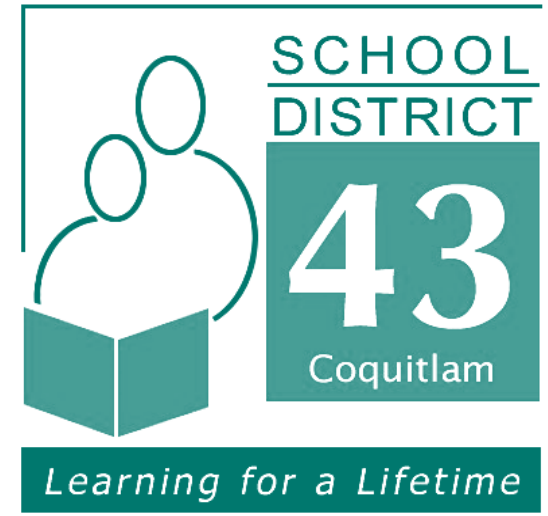
[www.sd43.bc.ca/District/Departments/LearningServices/Pages/](http://www.sd43.bc.ca/District/Departments/LearningServices/Pages/)

#### BC Ministry of Education Website:

[www2.gov.bc.ca/gov/content/education-training/k-12/teach/resources-for-teachers/inclusive-education](http://www2.gov.bc.ca/gov/content/education-training/k-12/teach/resources-for-teachers/inclusive-education)



Revised January 2022



## SCHOOL-BASED SERVICES FOR STUDENT ACHIEVEMENT

### *At-a-Glance*

### *A Resource for Schools, Parents, and Students*

#### Learning Services

School District No. 43 (Coquitlam)  
1100C Winslow Avenue  
Coquitlam, BC  
V3J 2G3

604-937-6386