



2.7 Allocations of Resources to Schools

BACKGROUND

School District No. 8 (Kootenay Lake) follows the direction of the BC Ministry of Education and Child Care (MECC) with regard to determination of special needs designations for students. The Ministry's [Inclusive Education Services: A Manual of Policies, Procedures and Guidelines 2024](#) describes the expectations of the MECC to fully include students with special needs with a goal of student graduation.

The MECC expects that districts create an inclusive education system where "students with disabilities and diverse abilities are fully participating members of a community of learners". In the inclusive system, "all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their educational programs".

The MECC's direction to school districts is to "provide a student who has disabilities and diverse abilities with an educational program in a classroom where the student is integrated with other students who do not have disabilities and diverse abilities, unless the educational needs of the student with disabilities and diverse abilities or other students indicate that the educational program for the student with disabilities and diverse abilities should be provided otherwise".

Districts who have students with an approved MECC special needs designation may receive supplemental funding from the MECC, depending on the student's ministry designation. This supplemental funding to districts is described by the MECC in [K-12 Funding - Special Needs](#).

Supplemental operating funds from the MECC is determined by the number of students who meet criteria as Level 1, 2 or 3 unique needs, in Categories A-H. These funds form a portion of the district's operating funds and are allocated throughout the district; the Ministry does not allocate funds to specific students.

Supplemental operating funds are provided in the following categories:

- * **Level 1 (Category A and B)** - Includes students with multiple needs who are physically dependent or deafblind.
- * **Level 2 (Categories C - G)** - Includes students with moderate/profound intellectual disabilities, with physical disabilities or chronic health impairments, with visual impairments, with autism spectrum disorder, or students who are deaf or hard of hearing.
- * **Level 3 (Category H)** - Includes students requiring intensive behaviour interventions or students with serious mental illness.

The district is not provided supplemental funding for all special education designations. Designation categories K-R are included as part of regular operational funds only; there is no supplemental special needs funding received by the district from the MECC for students in these categories.



Allocation of human resources to schools for the next year is completed in the spring of each year based on a variety of factors, including in part: Ministry budget guidelines, audit guidelines, projections provided by school principals, overall school resources, vulnerability and student need, comparison of allocations from one year to the next and over the past five years, and other services provided to schools (e.g., itinerant staff, outside/third party agencies/Provincial Outreach Programs, etc.), so that staffing is in place prior to the start of the next school year. These human resources include non-enrolling teachers, education assistants (EA) and youth and family workers (YFW).

Following collection of information from school principals, a comprehensive review of information is conducted by district staff in conjunction with school principals.

Principals are notified of their next year's school human resource allocations in early April. Principals meet with district staff in April/May to confirm their final staffing for the following school year. Once staffing has been determined and hired through HR in the spring, redistribution of resources amongst schools is considered in exceptional circumstances only and fully completed by the beginning of October.

DISTRICT INFORMATION

Regardless of district funding from the MECC, students are supported according to their presented needs, through classroom teacher adaptations to curriculum and learning environments, assistive technology, in school staff resources, and in some cases, district staff resources. In its fundamental competency-based approach, [BC's curriculum](#) has built-in adaptations for all students including those with disabilities and diverse abilities. All students are supported to learn about big ideas and to develop their curricular competencies and core competencies.

There are many forms of support provided to students with disabilities and diverse abilities in SD8, including differentiated teaching strategies, environmental changes to the classroom and seating, technological resources (e.g., TextHelp/Google Read & Write), structural changes (e.g., more frequent breaks or timed breaks), and adaptations to classroom materials (e.g., one-point rubrics, reduction of workload, greater flexibility and choice in demonstrating learning, adapted assessments, flexible access points for curriculum, etc.).

All education staff assist students with disabilities and diverse abilities. However, the classroom teacher is the **primary adult** for students with disabilities and diverse abilities and is responsible for **designing programs** for students with disabilities and diverse abilities and for **implementing the strategies described in the individual education plan (IEP)**. The teacher's role is described in Sections 17(1) and (2) of the [School Act](#) (RSBC 1996) and the attendant [School Regulation Section 4](#), which prescribe that "the teacher responsible for a student with disabilities and diverse abilities is responsible for designing, supervising and assessing the educational program for that student".



School principals have a significant role in assisting students with disabilities and diverse abilities, including "ensuring that a SBT is operational in the school and facilitating the collaborative efforts of the team members in meeting the special needs of students". School principals assign and supervise staff within the school and ensure that the IEP and care plans are followed by school staff; principals are responsible for scheduling staff in their schools.

EAs may be an additional resource for classrooms with students with disabilities and diverse abilities. Not every classroom in a school has an EA. EAs are assigned, scheduled, and supervised by the school principal. [Section 18 of the School Act](#) indicates that "a board may employ persons other than teachers to assist teachers in carrying out their responsibilities and duties" and that EAs "shall work under the direction of a teacher and the general supervision of a teacher or school principal".

Students and school staff may also be assisted by the district's inclusive education department. This may include specialized consultation, the provision of specialized resources, strategies and/or interventions for students, and the provision of professional learning, training, and mentoring for staff. inclusive education staff also work closely with parents, outside agencies, and other government agency supports (i.e., [Community Living BC](#)).

Each student with a MECC special needs designation has an annually updated IEP that provides information about the student's strengths, interests, stretches and needs, and guides school and district staff in supporting the student. As the Ministry notes, "some students require small adaptations and minimum levels of support; other students with more complex needs may require detailed planning. The IEP will reflect the complexity of the student's need".

The IEP for students with disabilities and diverse abilities describes supplemental strategies to promote development and describes possible strategies that students may access. In the classroom for example, these may include materials adapted by the teacher, adapted assessment strategies, learning environment changes, seating changes, augmentative technology, software and hardware in the classroom, adaptive tools, and other adaptations based on the student's learning profile. It is required that the classroom teacher implements the strategies in the IEP in the classroom, and that the principal ensure that school-wide strategies are also implemented and reviewed regularly.

Further background information describing inclusion, IEPs, adaptations for students, and roles and responsibilities of staff is included in the linked documents.

- [BCTF/CUPE joint paper on the Roles and Responsibilities of Teachers and Education Assistants](#)
- [BC Ministry of Education and Child Care's Special Education Services: A Manual of Policies, Procedures and Guidelines](#)
- [BC Ministry of Education and Child Care Special Education](#)
- [Inclusion BC Chapter 5: Individual Education Plans.](#)