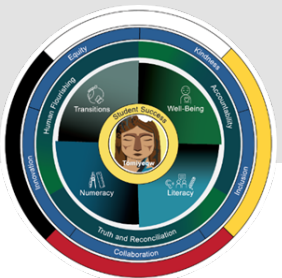




Chilliwack  
School District

# Integrated Care

School Board Presentation – March 2<sup>nd</sup>, 2026





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# System Tensions

- Meaningful inclusive programming and safety for students/staff
- Meaningful inclusive programming and student dignity
- Unique student sensory thresholds and vibrant school environments
- Equitable access to unique and specialized supports (ex. Music therapy, toileting, K9, play therapy)





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# Research

## Integrated Child and Youth (ICY) teams

- <https://www2.gov.bc.ca/gov/content/governments/about-the-bc-government/mental-health-and-addictions-strategy/integrated-child-youth-teams>
- [https://www2.gov.bc.ca/assets/gov/health/mental-health/icy\\_teams\\_fact\\_sheet\\_web.pdf](https://www2.gov.bc.ca/assets/gov/health/mental-health/icy_teams_fact_sheet_web.pdf)

## Therapeutic Day Program (TDP)

- <https://nsyouth.ca/services/therapeutic-day-program-tdp-mountainside-secondary-school/>

## Adolescent Day Treatment

- <https://www.fraserhealth.ca/Service-Directory/Services/mental-health-and-substance-use/mental-health---child-and-youth-services/adolescent-day-treatment-program>

## Chris Rose Therapy Centre for Autism

- <https://chrisrosecentre.org/programs/>





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# Our Intention

- To provide a learning space for students where School, District and Community Staff can work collaboratively in an enhanced way to learn what a student needs to **communicate, regulate** and **learn**.
  - The learning environment needed:
    - to reduce/minimize stimuli and barriers that schools can not (other students, transitions, unpredictability)
    - Specific therapies/supports (music therapy, play therapy, Speech etc) that are unique to the student and their needs
- Skills taught must be transferrable to school environment
- Student must stay connected daily/weekly with their School so learning is occurring in both locations
- Staff from the school is learning alongside District Staff
- The time at IC is temporary





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# The Pilot

- Imagine High
- 2 students
- 1 RSW/EA for each student
- 1 rotational teacher (daily)





Chilliwack School District

Year 1



2024-25

## SD33 STUDENT SERVICES



- ✓ Human & Social
- ✓ Transitions
- ✓ Collective Responsibility



## INTEGRATED CARE SERVICES

Our Integrated Care services aim to provide specialized support for students with disabilities who have complex needs. By creating a supportive and structured environment, the services focus on helping students gain essential communication skills, and improve self-regulation for the purpose of transferability to the school and classroom environments. Additionally, a multi-disciplinary staffing approach, including occupational and physio therapists, ensures a holistic approach to student development. The integrated services emphasize collaboration with school, parents and community resources to create a consistent and effective therapy plan. Students will maintain enrollment and connection with their classroom and school community for the duration of the time they are accessing the additional supports and services. Students will attend the Integrated Care for a percentage of their day or week depending on the goals and unique needs determined by their team. The team will include the inter-disciplinary perspective of the family, school, district and community personnel

### HOW SUPPORTS CAN BE ACCESSED...

1. SBT has determined a student with an A-G designation is are not managing to be safe in a school setting (over stimulated, dysregulated, and their communication is physically and verbally aggressive) despite having all universal, targeted and specific supports in place for a length of time
2. MHBT referral has been completed and the Inclusion Support Coordinator and BCBA have supported the school with an individualized support plan for the student (including a FBA, ISWI, ERP)
3. Response Support Worker has come alongside the school/family team to support the implementation of the plan developed by the Coordinator/BCBA and School Based Case manager
4. Coordinator/BCBA, with the support of the school team and family, brings the name to ACCESS and it is determined that student behaviors continue to be of concern and that they would benefit from the supports and services offered through Integrated Care.

### WHO IS THE TEAM...

**Integrated Care Coordinator**

Kathryn Heley

**Occupational Therapist**

**District staff - student team**

**BCBA- student team**

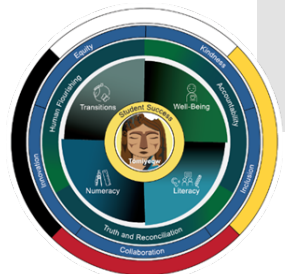
**Case Manager - student team**

**Education Assistant- Student Team**

**Community Supports - student specific**

Partners in Learning

[www.sd33.bc.ca](http://www.sd33.bc.ca)





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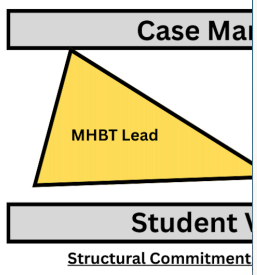
# Processes Developed

**6** **WHO:** Integrated Care Team, School Team, Family  
**WHAT:** Provide ongoing support, check-ins, adjust interventions in school setting and in alternate parent support, reintegration

**1** **WHO:** School Staff, School-Based Case Manager

**5** **WHO:** ACCESS Team, Coordinator/BCBA, School Team, Family  
**WHAT:** ACCESS team determine alternate space and support through Integrated Care area for a portion of a student's week to establish communication, respect and dignity.

**4** **WHO:** Coordinator/BCBA, School Staff  
**WHAT:** Review progress, bring ACCESS if concerns persist. All Student Services departments look for additional (District, Provincial Partners that may not already be in place)



**Planning Meetings:** full team participation in both meeting

**Site Visit:** Student, Parent/Guardian, School Team enrollment

**Transportation:** to and from IC needs to be coordinated

**Education Assistant(s):** a current member of the staff participate in IC with the student

**Case Manager Involvement:** participate in regular meetings, provide appropriate supports and planning during school visits when possible

## Integrated Care Process Sequence





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# Planning

Defining the team

Establishing GOALS for IC

Ex: communication, regulation, toileting routines, etc

Communication

Planning – schedule at school and IC

Schedule – time of day at IC and school

Transportation

## MHBT Student Support Interview



Student: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Category: \_\_\_\_\_

Team Members:

_____	_____	_____
_____	_____	_____
_____	_____	_____

### 1. Presenting Concerns:

Describe the behaviours or challenges observed that led to this referral.

### 2. Function of the Behaviour:

Why is the student engaging in this behaviour? (e.g. escape, attention, sensory, access to tangibles)

### 3. Goal of the MHBT, RSW, IC Support?

What are the goals of the support provided? What skills or strategies are we aiming to build and for who

### 4. Desired Outcome and Replacement Behaviour:

What will success look like? Describe what positive replacement behaviours the student will demonstrate

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What will success look like? Describe what positive replacement behaviours the student will demonstrate.

### 6. Indicators for Fading Support:

What criteria or evidence will indicate the student is ready for a reduction in support?

### 7. Timeline:

What is the estimated timeline for fading support?

### 8. Communication

How will the team communicate progress, setbacks and consistency? (teams meeting, in-person) and how often?





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# Current Students

	S1	S2	S3	S4	S5	S6	S7
8:00							
8:30							
9:00							
9:30							
10:00							
10:30							
11:00							
11:30							
12:00							
12:30							
1:00							
1:30							
2:00							

- 7 enrolled student (G1, G3, G4, G4, G6, G6, G7)
- Bi-weekly meeting to review monitor students
- Commonalities:
  - 4 students have been to BC Children’s P1 Program
  - high numbers of WPVI Reports submitted
  - Inclusion BC was involved in support many of these students
  - Most students have attended more than one school because of lack of success
  - All have community/medical supports with limited success





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# IC Tensions

- Limited access to community therapist (OT, SLP, Music, Play etc)
- Transportation
- Space is amazing and.....
  - limited time (8-2)
  - set up and taken down each day
  - No meeting space
  - Limited storage for sd 33 staff (shared spaces)
  - Health and Safety protocols for an off-site school
- Staffing capacity limits student numbers
- Unfilled staffing (OT, SLP)





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