

SET-BC Service Delivery Model

Background

For more than 26 years, Special Education Technology – British Columbia (SET-BC) has worked in partnership with BC school districts and independent schools to support their K-12 students' access to the curriculum through the use of communication, access and learning technologies. As the BC Ministry of Education has moved forward with its plan to create a more flexible and personalized education system for all students, we want to ensure our program's services remain relevant and effective for school districts, their teams, and their students.

The goal of SET-BC's service delivery model has always been to build school district capacity to support students through the implementation of assistive technologies. Our service delivery model had evolved as district and team needs have changed but the core process and services had remained fundamentally the same for many years. In the past, school districts screened individual students eligible for SET-BC services and selected those to receive SET-BC support based on an annual student allocation. A district's annual student allocation had been calculated based on the students they reported in specific Ministry of Education funding categories, the average cost per student technology solution at the time, and the annual SET-BC budget. Once the students were identified by the school district team, SET-BC consultants met with school teams to determine what technology solution(s) would best meet student needs. The SET-BC Provincial Loan Bank acquired and loaned the technology to the school district for use with the student and the SET-BC consultants trained one or more team members on the use and implementation of the technology for that student. SET-BC provincial and regional teams continued to support the technology use as the student moved through his/her grades with technical support and access to online training and web-based support resources. This previous service delivery model was based almost exclusively on providing individual student technology solutions and individual team training and implementation support.

Eligibility for SET-BC services had expanded over the past two decades beyond our original mandate but was limited to those students in the dependent handicapped, deafblind, moderate/profound intellectual disability, physical/chronic health impairment, visual impairment, and autism categories. As districts expressed a need to have SET-BC services for students outside our mandate, we stretched our services in recent years to include initiatives such as the Provincial Software Acquisition Plan (PSAP) and provincially coordinated classroom-based technology projects. These, and similar initiatives, have been very successful in expanding the impact of SET-BC services in BC classrooms.

In the spring of 2011, we undertook a formal program review to determine which services provided were valued by districts and which services districts would like us to provide in the future. This review involved gathering information from existing records as well as surveying and interviewing a wide variety of stakeholders including district special education administration, school team members (including parents), and SET-BC consultants. Several key issues were identified during the review and included:

- the classroom environment has changed and students now have more access to mainstream computer technologies as well as their own mobile devices
- the previous student-based mandate was viewed as too restrictive with many other students being identified as potentially benefiting from SET-BC supported technologies

- the one-to-one service delivery, while helpful to individual teams in a given year, was not effective in building overall district capacity to support the diversity of students who benefit from implementing technology in their educational programs
- the size of SET-BC consultant caseloads had expanded to the point where it was difficult or impossible to provide the type of ongoing and follow-up support needed by teams implementing the technologies being loaned
- the classroom-based technology initiatives that were supported by SET-BC were very successful in many ways with much more effective implementation overall and improved inclusion of students with specific needs in particular
- there is a need for more professional development opportunities to build teacher and district capacity to support diverse learners in the classroom
- the previous SET-BC program structure (nine individual provincial resource programs) created challenges in program cohesiveness, equity of service provision and program administration

These key issues supported the evolution of the SET-BC service delivery model to one that was more flexible and responsive to BC school district needs and the changing classroom environment. In the 2014-2015 school year, nine BC school districts piloted the three-tiered service delivery model. These districts provided invaluable information and feedback on how district teams could effectively plan for SET-BC services and how our SET-BC team can best deliver these services around the province.

In June 2015, the previous one-tiered service delivery model was retired with existing services and supports concluding. This allowed for delivery of our three-tiered services across the province in September 2015.

The current three-tiered service delivery model is one that has enhanced:

- school district technology implementation support offering a choice of services with flexible delivery options designed to more effectively build the capacity of teachers to support diversity in their classrooms
- classroom-based support with technology solutions for a wider range of student need with better support for implementation and opportunities for true inclusion
- student-based support for those students requiring intensive, ongoing services targeted to individual need based on a streamlined process which identifies students early in their school careers and provides committed support throughout their educational programs