



3.1 Tasks & Timelines - Elementary

	PRINCIPAL	SCHOOL INCLUSION SUPPORT TEACHERS AND DISTRICT SUPPORT STAFF
ONGOING	<ul style="list-style-type: none"> <input type="checkbox"/> New students to school: <ul style="list-style-type: none"> • Review and share file with teacher • Assign Inclusion Support Teacher • Confirm designation status • Prepare student file with IST <input type="checkbox"/> Certified Education Assistants (EAs) <ul style="list-style-type: none"> • Review/adjust school-wide EA schedules in consultation with IST • Schedule regular EA meetings -include IST in the meetings <input type="checkbox"/> Initiate process with School Based Team to determine students recommended for Level B assessment by District staff <input type="checkbox"/> 1701 Process - review 1701 list bi-annually <input type="checkbox"/> Ensure TTOCs receive IEP & Safety Plan <input type="checkbox"/> Ensure itinerant staff are aware of Safety Plans for any students they work with <input type="checkbox"/> As per BC Ministry of Education Manual of Policies, Procedures and Guidelines, ensure that IST has necessary qualifications for interpreting Level B tests or request assistance from District staff for interpreting results <input type="checkbox"/> Ensure that there is a quiet, distraction-free space suitable for standardized assessment in the school <input type="checkbox"/> Attend SBT meetings <input type="checkbox"/> Review Employee Safety Plans as required <input type="checkbox"/> FSA Exemptions due to SBO by 3rd Friday of September <input type="checkbox"/> Review special ed files and ensure accuracy and completeness 	<ul style="list-style-type: none"> <input type="checkbox"/> New students to school: <ul style="list-style-type: none"> • Create IEP and update to MyEdBC within 30 days; • Ensure Ministry Support Planning tool is completed <input type="checkbox"/> School-Based Team Meetings <ul style="list-style-type: none"> • With SBT, prioritize students for school-level and district assessments • Bring forward new referrals for consideration • Outline students' strengths and needs and develop action plans to support teachers and learners <input type="checkbox"/> Certified Education Assistants (EAs) <ul style="list-style-type: none"> • Consult with and support administration with schedules and attend regular EA meetings • Review IEPs and plans with EAs <input type="checkbox"/> Review FBA/BIP and adjust as necessary with DIST support <ul style="list-style-type: none"> • Monitor ongoing data collection • <i>See FBA/BIP in the Inclusive Education Handbook</i> <input type="checkbox"/> Write and update Service Plans as required <ul style="list-style-type: none"> • <i>See Service Plan in the Inclusive Education Handbook</i> <input type="checkbox"/> File IEPs, behaviour plans, safety plans, ICM minutes, emails, contact sheets, etc. in Spec Ed file <ul style="list-style-type: none"> • <i>See File Management in the Inclusive Education Handbook</i> <input type="checkbox"/> Initiate meetings with teachers/EAs for data collection and IEP goals <ul style="list-style-type: none"> • <i>See Inclusive Education Plans in of the Inclusive Education Handbook</i> <input type="checkbox"/> Liaise with teachers and provide support as needed <input type="checkbox"/> Communication with parents/external team <input type="checkbox"/> Review IEPs and Behaviour plans with EAs <input type="checkbox"/> Maintain current caseload lists <input type="checkbox"/> Provide appropriate and timely assessment within level of training <input type="checkbox"/> MyEd BC <ul style="list-style-type: none"> • Enroll new special ed designations • Monitor exited/active list <input type="checkbox"/> Schedule ICM Meetings <input type="checkbox"/> Maintain record keeping for student special ed files



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SEPTEMBER	<ul style="list-style-type: none"> <input type="checkbox"/> Determine External School-Based Team Schedule & Meeting (SBT) procedures in your school <input type="checkbox"/> Determine PBIS Committee meeting schedule <input type="checkbox"/> 1701 Data Due <input type="checkbox"/> Prepare EA schedules in consultation with IST <input type="checkbox"/> Establish the process for teachers to make referrals to SBT/assessment <input type="checkbox"/> Review the following procedures/policies at your first staff meeting; liaise with public health as needed: <ul style="list-style-type: none"> • Anaphylaxis • Child Protection & Duty to Report • Seizure management/Diabetes safety • BDTM/Worrisome Behaviour, Critical Incident response plan processes • Problematic Sexualized Behaviour • Safety Plan process <input type="checkbox"/> Create Medical Alert Posters with photos + info <input type="checkbox"/> Review existing Ministry 1701 caseload documentation and consult with District Psychologist on any changes <input type="checkbox"/> Determine caseload assignments <input type="checkbox"/> Update Safety Plans 	<ul style="list-style-type: none"> <input type="checkbox"/> Assist classroom teacher to develop programming for students and establish type of supports that will be provided. Facilitate transfer of information from previous year. <input type="checkbox"/> Review existing Ministry 1701 caseload documentation and consult with DIST on any changes <input type="checkbox"/> ID students who require FBA/BIP, review existing ones, update as required <ul style="list-style-type: none"> • <i>See Student Safety in the Inclusive Education Handbook</i> <input type="checkbox"/> Start collaborative planning for IEPs and ICM (Integrated Case Management); ensure Ministry Planning tool is completed as applicable <input type="checkbox"/> Schedule IEP consultation meetings with parents and teachers <input type="checkbox"/> Collaboratively write the new IEP with parents and classroom teachers and district staff as required <ul style="list-style-type: none"> • <i>See Inclusive Education Plans in the Inclusive Education Handbook</i> <input type="checkbox"/> Provide full caseload list to Principal by Sept. 30th
OCTOBER	<ul style="list-style-type: none"> <input type="checkbox"/> Review IEPs as they are completed and ensure all IEPs are completed by Nov. 30th 	<ul style="list-style-type: none"> <input type="checkbox"/> Nov. 30th: IEPs Due <input type="checkbox"/> Continue collaborative planning and IEP meetings <input type="checkbox"/> Provide IEP goal tracking sheets to teachers and EAs as appropriate <input type="checkbox"/> Collaborate with classroom teacher on report writing/ conferences as scheduled
NOVEMBER		<ul style="list-style-type: none"> <input type="checkbox"/> Support classroom teacher with assessment for reporting <input type="checkbox"/> Collaborate with classroom teacher on report writing/ conferences as scheduled <input type="checkbox"/> Report on IEP, Service Plans, BIP & goal tracking sheets <ul style="list-style-type: none"> • <i>See District Reporting Procedures in the Inclusive Education Handbook</i> <input type="checkbox"/> Participate in Parent/Teacher conferences



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DECEMBER	<input type="checkbox"/> Reassess allocations of human resources for second term with SBT	<input type="checkbox"/> Plan activities at school carefully to support students with transitions into Winter Break
JANUARY	<input type="checkbox"/> Mid-month: update list of Ministry identified students for 1701 update <input type="checkbox"/> Beginning of kindergarten registration/identification of children with significant needs <ul style="list-style-type: none"> • See <i>Kindergarten Planning in the Inclusive Education Handbook</i> 	<input type="checkbox"/> Plan activities at school carefully to support students with transitions back into school after Winter Break <input type="checkbox"/> For students with intensive transition needs, begin Grade 6/7/8 transition visits with elementary-based adult support <input type="checkbox"/> 1701 update support
FEBRUARY	<input type="checkbox"/> 1701 data due at Ministry mid-month <input type="checkbox"/> Work with transition team to complete transition forms for grade 6/7/8 students	<input type="checkbox"/> Continue Grade 6/7/8 transition visits for low incidence students/high needs students <input type="checkbox"/> Recommended mid-year IEP Review + meetings with parents <ul style="list-style-type: none"> • See <i>Inclusive Education Plans in the Inclusive Education Handbook</i>
MARCH	<input type="checkbox"/> Kindergarten planning meetings <ul style="list-style-type: none"> • See <i>Kindergarten Planning in the Inclusive Education Handbook</i> 	<input type="checkbox"/> Continue Grade 6/7/8 transition visits for low incidence students/high needs students <input type="checkbox"/> Report cards/conferences <input type="checkbox"/> Plan activities at school carefully to support students with transitions into Spring Break <input type="checkbox"/> Review and update IEP goals <i>See Inclusive Education Plans in the Inclusive Education Handbook</i> <input type="checkbox"/> Kindergarten planning meetings <i>See Kindergarten Planning in the Inclusive Education Handbook</i>
APRIL	<input type="checkbox"/> Start kindergarten transition visits and planning <input type="checkbox"/> Kindergarten planning meetings <input type="checkbox"/> Send transition forms to secondary schools <input type="checkbox"/> Schedule Grade 6/7/8 transition meetings	<input type="checkbox"/> Plan activities at school carefully to support students with transitions after Spring Break <input type="checkbox"/> Continue Grade 6/7/8 transition visits for low incidence students/high needs students <input type="checkbox"/> Kindergarten planning meetings <input type="checkbox"/> Schedule Grade 6/7/8 transition meetings



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MAY	<ul style="list-style-type: none"> <input type="checkbox"/> Schedule school-based kindergarten transition meetings with parents, Inclusive Education staff as needed, and outside agencies <input type="checkbox"/> Kindergarten Planning meetings 	<ul style="list-style-type: none"> <input type="checkbox"/> Continue Grade 6/7/8 transition visits for low incidence students/high needs students <input type="checkbox"/> Kindergarten planning meetings <input type="checkbox"/> Special ed student files to be organized and prepared for secondary schools <input type="checkbox"/> Conferencing with teachers/EAs re: report cards and IEP objectives <input type="checkbox"/> Include outside agencies and school district clinicians in year- end ICM meetings <input type="checkbox"/> Book ICM meetings for category R & H students transitioning to secondary - include their support teams <input type="checkbox"/> Update/review planning tools
JUNE	<ul style="list-style-type: none"> <input type="checkbox"/> Planning for next year's teacher/EAs for designated students <input type="checkbox"/> Review files/assessment information for new students; identify needs and plan for next year <input type="checkbox"/> Final IEP review meetings 	<ul style="list-style-type: none"> <input type="checkbox"/> Grade 6/7/8 and Kindergarten transition <input type="checkbox"/> Final IEP reviews/meetings/planning with parents for next year <input type="checkbox"/> Update/review planning tools <input type="checkbox"/> Update IEPs in MyEd <input type="checkbox"/> Collaborate with teachers for final report cards <input type="checkbox"/> Review files/assessment information for new students; identify needs <ul style="list-style-type: none"> • See <i>File Management in the Inclusive Education Handbook</i> <input type="checkbox"/> Sharing of student information with upcoming teachers in school