



### 3.2 Tasks & Timelines - Secondary

	PRINCIPAL	SCHOOL INCLUSION SUPPORT TEACHERS AND DISTRICT SUPPORT STAFF
ONGOING	<ul style="list-style-type: none"> <li><input type="checkbox"/> New students to school:               <ul style="list-style-type: none"> <li>• Review and share file with teacher</li> <li>• Assign Inclusion Support Teacher</li> <li>• Confirm designation status</li> </ul> </li> <li><input type="checkbox"/> Education Assistants (EAs)               <ul style="list-style-type: none"> <li>• Review/adjust school-wide EA schedules in consultation with IST</li> <li>• Schedule regular EA meetings -include IST in the meetings</li> </ul> </li> <li><input type="checkbox"/> Initiate process with IST to establish which students will be referred for Level B assessment by the District team</li> <li><input type="checkbox"/> 1701 Process - review 1701 list bi-annually</li> <li><input type="checkbox"/> Ensure TTOCs receive IEP &amp; Safety Plan</li> <li><input type="checkbox"/> Ensure itinerant staff are aware of Safety Plans for any students they work with</li> <li><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 put a plan into place to ensure that another qualified individual is given that responsibility</li> <li><input type="checkbox"/> Ensure that there is a quiet, distraction-free space suitable for standardized assessment in the school</li> <li><input type="checkbox"/> Attend SBT meetings</li> <li><input type="checkbox"/> Review Employee Safety Plans as required</li> <li><input type="checkbox"/> Ensure Universal Supports for Provincial Graduation Assessments are complete</li> <li><input type="checkbox"/> Review special ed files and ensure accuracy and completeness</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide academic interventions</li> <li><input type="checkbox"/> New students to school:               <ul style="list-style-type: none"> <li>• Create IEP and update to MyEdBC within 30 days;</li> <li>• Ensure Ministry Support Planning tool is completed</li> </ul> </li> <li><input type="checkbox"/> School-Based Team Meetings               <ul style="list-style-type: none"> <li>• With SBT, prioritize students for school-level and district assessments</li> <li>• Bring forward new referrals for consideration</li> <li>• Outline students' strengths and needs and develop action plans to support teachers and learners</li> </ul> </li> <li><input type="checkbox"/> Education Assistants (EAs)               <ul style="list-style-type: none"> <li>• Consult with and support administration with schedules and attend regular EA meetings</li> <li>• Review IEPs and plans with EAs</li> </ul> </li> <li><input type="checkbox"/> Review FBA/BIP and adjust as necessary               <ul style="list-style-type: none"> <li>• Monitor ongoing data collection</li> <li>• <i>See FBA/BIP in the Inclusive Education Handbook</i></li> </ul> </li> <li><input type="checkbox"/> Write and update Service Plans as required               <ul style="list-style-type: none"> <li>• <i>See Service Plan in the Inclusive Education Handbook</i></li> </ul> </li> <li><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"> <li>• <i>See File Management in the Inclusive Education Handbook</i></li> </ul> </li> <li><input type="checkbox"/> Initiate meetings with teachers/EAs for data collection and IEP goals               <ul style="list-style-type: none"> <li>• <i>See Inclusive Education Plans in of the Inclusive Education Handbook</i></li> </ul> </li> <li><input type="checkbox"/> Liaise with teachers and provide support as needed</li> <li><input type="checkbox"/> Communication with parents/external team</li> <li><input type="checkbox"/> Maintain student profiles</li> <li><input type="checkbox"/> Maintain current caseload lists</li> <li><input type="checkbox"/> Provide appropriate and timely assessment within level of training</li> <li><input type="checkbox"/> MyEd BC               <ul style="list-style-type: none"> <li>• Enroll new special ed designations</li> <li>• Monitor exited/active list</li> </ul> </li> <li><input type="checkbox"/> Schedule ICM Meetings</li> <li><input type="checkbox"/> Maintain record keeping for student special ed files</li> </ul>



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SEPTEMBER	<ul style="list-style-type: none"> <li><input type="checkbox"/> Determine External School-Based Team Schedule &amp; Meeting (SBT) procedures in your school</li> <li><input type="checkbox"/> 1701 Data Due</li> <li><input type="checkbox"/> Prepare EA schedules in consultation with IST</li> <li><input type="checkbox"/> Establish the process for teachers to make referrals to SBT/assessment</li> <li><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"> <li>• Anaphylaxis</li> <li>• Child Protection &amp; Duty to Report</li> <li>• Seizure management/Diabetes safety</li> <li>• BDTM/Worrisome Behaviour, Critical Incident response plan processes</li> <li>• Safety Plan process</li> </ul> </li> <li><input type="checkbox"/> Create Medical Alert Posters with photos + info</li> <li><input type="checkbox"/> Review existing Ministry 1701 caseload documentation and consult with District Psychologist on any changes</li> <li><input type="checkbox"/> Determine caseload assignments</li> <li><input type="checkbox"/> Update Safety Plans</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Finalize timetables for students on caseload, attach to IEP in student file</li> <li><input type="checkbox"/> Assist classroom teacher to develop programming for students</li> <li><input type="checkbox"/> ID students who require FBA/BIP, review existing ones, update as required               <ul style="list-style-type: none"> <li>• <i>See Student Safety in the Inclusive Education Handbook</i></li> </ul> </li> <li><input type="checkbox"/> Start collaborative planning for IEPs and ICM (Integrated Case Management); ensure Ministry Planning tool is completed as applicable</li> <li><input type="checkbox"/> Schedule IEP consultation meetings with parents and teachers and collaboratively write the new IEP with parents and classroom teachers               <ul style="list-style-type: none"> <li>• <i>See Inclusive Education Plans in the Inclusive Education Handbook</i></li> </ul> </li> <li><input type="checkbox"/> Provide full caseload list to Principal by Sept. 30<sup>th</sup></li> <li><input type="checkbox"/> Collaborate with principal to prepare EA schedules</li> <li><input type="checkbox"/> Manage Google Read and Write accounts</li> <li><input type="checkbox"/> Manage adaptive technology</li> </ul>
OCTOBER	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review IEPs as they are completed and ensure all IEPs are completed by Nov. 30<sup>th</sup></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Nov. 30<sup>th</sup>: IEPs Due</li> <li><input type="checkbox"/> Continue collaborative planning and IEP meetings</li> <li><input type="checkbox"/> Complete Universal Support for Provincial Graduation Assessments process</li> <li><input type="checkbox"/> Provide IEP goal tracking sheets to teachers and EAs as appropriate</li> <li><input type="checkbox"/> Collaborate with classroom teacher on report writing/ conferences as scheduled</li> </ul>
NOVEMBER		<ul style="list-style-type: none"> <li><input type="checkbox"/> Support classroom teacher with assessment for reporting</li> <li><input type="checkbox"/> Collaborate with classroom teacher on report writing/ conferences as scheduled</li> <li><input type="checkbox"/> Report on IEP, Service Plans, BIP &amp; goal tracking sheets               <ul style="list-style-type: none"> <li>• <i>See District Reporting Procedures in the Inclusive Education Handbook</i></li> </ul> </li> <li><input type="checkbox"/> Participate in Parent/Teacher conferences</li> </ul>



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DECEMBER	<input type="checkbox"/> Reassess allocations of human resources for second term with SBT	
JANUARY	<input type="checkbox"/> Mid-month: update list of Ministry identified students for 1701 update <input type="checkbox"/> Create a student transition list <input type="checkbox"/> Prepare EA schedules in consultation with ISTs	<input type="checkbox"/> Liaise with elementary ISTs to begin planning for students with intensive needs <input type="checkbox"/> Begin Grade 6/7/8 transition visits with elementary-based adult support <input type="checkbox"/> Facilitate Universal Support for Graduation Assessments process <input type="checkbox"/> Collaborate with principals to create EA schedules <input type="checkbox"/> 1701 update support <input type="checkbox"/> Prepare student transition lists <input type="checkbox"/> CLBC Transitions <input type="checkbox"/> Mid-Year IEP reviews
FEBRUARY	<input type="checkbox"/> 1701 data due at Ministry	<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"> <li>• See <i>Inclusive Education Plans in the Inclusive Education Handbook</i></li> </ul>
MARCH	<input type="checkbox"/> Complete student transitions with IST	<input type="checkbox"/> Continue Grade 6/7/8 transition visits for all students <input type="checkbox"/> Report cards/conferences <input type="checkbox"/> End of month: check incoming Grade 6/7/8 transition forms and schedule transition meetings <input type="checkbox"/> Prepare student transition list (all students)
APRIL	<input type="checkbox"/> Work with family of schools to identify and transition incoming/outgoing students	<input type="checkbox"/> Continue Grade 6/7/8 transition visits <input type="checkbox"/> Continue Grade 6/7/8 transition meetings <input type="checkbox"/> CLBC Planning <input type="checkbox"/> Post-secondary planning



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MAY		<input type="checkbox"/> Continue Grade 6/7/8 transition visits <input type="checkbox"/> Conferencing with teachers/EAs re: report cards and IEP objectives <input type="checkbox"/> Liaise with district staff re: documentation <input type="checkbox"/> Complete Universal Support for Provincial Graduation Exams process <input type="checkbox"/> Update/review planning tools <input type="checkbox"/> CLBC planning <input type="checkbox"/> Post-secondary planning
JUNE	<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"/> Complete Universal Support for Provincial Graduation Exams process <input type="checkbox"/> Final IEP reviews/meetings/planning for next year <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 <input type="checkbox"/> Student files to be organized and updated <ul style="list-style-type: none"> <li>• See <i>File Management in the Inclusive Education Handbook</i></li> </ul> <input type="checkbox"/> Work with principal/counsellor to finalize timetables for identified students for next year <input type="checkbox"/> Develop profile information to be shared with classroom teachers in September <input type="checkbox"/> Prioritize students for IST support for next year <input type="checkbox"/> Update/Review planning tools <input type="checkbox"/> Final IEP reviews