

2.9 Inclusive Education Tasks and Timelines

	PRINCIPAL	SCHOOL INCLUSION SUPPORT TEACHERS (IST) AND DISTRICT STAFF
SEPTEMBER	<ul style="list-style-type: none"> <input type="checkbox"/> Identify all currently designated students and assign to an IST <input type="checkbox"/> Review class composition/placements for all designated students to ensure inclusion <input type="checkbox"/> Ensure all classroom teachers have reviewed IEPs and SLPs for their assigned students <input type="checkbox"/> Identify CYIC and ensure those students have an IEP or SLP in place <input type="checkbox"/> Direct IST to prepare support binders by September deadline for any new designations or transfers from out of district <input type="checkbox"/> Create IST and EAs schedule as per Inclusive Education Procedure 2.5 Inclusion Staff Scheduling Procedure and post to SBT document <input type="checkbox"/> Create SBT document and meeting schedule as per SBT Plan with the first meeting by the second week of school <input type="checkbox"/> Ensure IST have communicated with classroom teachers and all teachers are aware of and can access IEPs <input type="checkbox"/> Ensure MyEd data is updated and accurate for designated and ELL students <input type="checkbox"/> Ensure all classroom teachers have reviewed AIPs for continuing ELL students <input type="checkbox"/> Communicate to classroom teachers to ensure they know to refer any potential ELL students for assessment/re-assessment <input type="checkbox"/> Ensure plan is in place to ensure itinerant staff, EAs and TTOCs are aware of safety, medical, and diverse learner needs <input type="checkbox"/> Review employee safety plans from last year and determine whether to update or discontinue <input type="checkbox"/> File FSA exemptions due to SBO by 3rd Friday of September <input type="checkbox"/> Ensure all students are scheduled as per Inclusive Education Procedure 1.10 <input type="checkbox"/> Complete Partial Day Schedule form for any student not attending full days and ensure they are on plan to attend full days <input type="checkbox"/> Ensure all data in MyEd for ELL and designated students is accurate for 1701 	<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; <input type="checkbox"/> School-Based Team (SBT) Meetings <ul style="list-style-type: none"> • With principal, update SBT document as per district SBT plan including all IST caseloads • Bring forward new referrals for consideration • Outline students' strengths and needs and develop action plans for learners <input type="checkbox"/> Review any behavior plans on file from prior year to determine if they require updating or to be paused <input type="checkbox"/> Ensure all students support binders are securely stored and that any needed files have been requested <ul style="list-style-type: none"> • <i>See 2.1 File Management under Inclusive Education Procedures</i> <input type="checkbox"/> Be present in classrooms with students on caseload and connect with teachers to ensure they understand IEP <input type="checkbox"/> Communicate with parents to schedule initial IEP review <input type="checkbox"/> Ensure all parents have signed a Consent for the Release of Confidential Information for this school year before reviewing or sharing medical reports or other confidential records in the support binders <input type="checkbox"/> With signed parent consent, connect with outside agencies/doctors/counselors for students on your caseload <input type="checkbox"/> Review IEPs and Behaviour plans and determine if any need updated or to be paused <input type="checkbox"/> MyEdBC <ul style="list-style-type: none"> • Ensure all current designated students are accurate and active in MyEd • Enroll any new designated students in Student Services • Prepare any binders to be submitted for designated students new to SD8

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OCTOBER	<ul style="list-style-type: none"> <input type="checkbox"/> Continue weekly SBT meetings <input type="checkbox"/> Ensure staff are aware of process to refer students to SBT <input type="checkbox"/> Ensure all fall IEP meetings have taken place or are scheduled <input type="checkbox"/> Attend IEP meetings for higher need students <input type="checkbox"/> Review IEPs and support binders as they are completed 	<ul style="list-style-type: none"> <input type="checkbox"/> Continue weekly SBT meetings <input type="checkbox"/> Continue collaborative planning and IEP meetings <input type="checkbox"/> Support classroom teacher on report writing/ conferences as scheduled
NOVEMBER	<ul style="list-style-type: none"> <input type="checkbox"/> Continue weekly SBT meetings <input type="checkbox"/> Review SBT data for patterns of need re: universal support and plan staff support/PD as needed <input type="checkbox"/> Schedule IEP review meetings for any students with significant challenges <input type="checkbox"/> Review attendance for all designated students 	<ul style="list-style-type: none"> <input type="checkbox"/> Assist classroom teacher with assessment for reporting where needed <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 <input type="checkbox"/> Participate in Parent/Teacher conferences <input type="checkbox"/> Review attendance for all designated students

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DECEMBER	<ul style="list-style-type: none"> <input type="checkbox"/> Reassess allocations of human resources for second term with SBT 	<ul style="list-style-type: none"> <input type="checkbox"/> Plan activities at school carefully to assist students with transitions into winter break
JANUARY	<ul style="list-style-type: none"> <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"> <input type="checkbox"/> Plan activities at school carefully to assist 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 <input type="checkbox"/> Support principal in 1701 updates



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 3.7 Inclusive Education Plans under Inclusive Education Procedures
MARCH	<input type="checkbox"/> Kindergarten planning meetings <ul style="list-style-type: none"> • See 7.1 Kindergarten Planning under Inclusive Education Procedures 	<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 assist students with transitions into spring break <input type="checkbox"/> Review and update IEP goals <i>See 3.7 Inclusive Education Plans under Inclusive Education Procedures</i> <input type="checkbox"/> Kindergarten planning meetings <i>See 7.1 Kindergarten Planning under Inclusive Education Procedures</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 assist 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



	PRINCIPAL	SCHOOL INCLUSION SUPPORT TEACHERS AND DISTRICT STAFF
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 <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 MyEdBC <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 2.1 File Management under Inclusive Education Procedures <input type="checkbox"/> Sharing of student information with upcoming teachers in school