

## 2.9 Inclusive Education Tasks and Timelines

	PRINCIPAL	SCHOOL INCLUSION SUPPORT TEACHERS (IST) AND DISTRICT STAFF
SEPTEMBER	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify all currently designated students and assign to an IST</li> <li><input type="checkbox"/> Review class composition/placements for all designated students to ensure inclusion</li> <li><input type="checkbox"/> Ensure all classroom teachers have reviewed IEPs and SLPs for their assigned students</li> <li><input type="checkbox"/> Identify CYIC and ensure those students have an IEP or SLP in place</li> <li><input type="checkbox"/> Direct IST to prepare support binders by September deadline for any new designations or transfers from out of district</li> <li><input type="checkbox"/> Create IST and EAs schedule as per Inclusive Education Procedure 2.5 Inclusion Staff Scheduling Procedure and post to SBT document</li> <li><input type="checkbox"/> Create SBT document and meeting schedule as per SBT Plan with the first meeting by the second week of school</li> <li><input type="checkbox"/> Ensure IST have communicated with classroom teachers and all teachers are aware of and can access IEPs</li> <li><input type="checkbox"/> Ensure MyEd data is updated and accurate for designated and ELL students</li> <li><input type="checkbox"/> Ensure all classroom teachers have reviewed AIPs for continuing ELL students</li> <li><input type="checkbox"/> Communicate to classroom teachers to ensure they know to refer any potential ELL students for assessment/re-assessment</li> <li><input type="checkbox"/> Ensure plan is in place to ensure itinerant staff, EAs and TTOCs are aware of safety, medical, and diverse learner needs</li> <li><input type="checkbox"/> Review employee safety plans from last year and determine whether to update or discontinue</li> <li><input type="checkbox"/> File FSA exemptions due to SBO by 3rd Friday of September</li> <li><input type="checkbox"/> Ensure all students are scheduled as per Inclusive Education Procedure 1.10</li> <li><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</li> <li><input type="checkbox"/> Ensure all data in MyEd for ELL and designated students is accurate for 1701</li> </ul>	<ul style="list-style-type: none"> <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> </ul> </li> <li><input type="checkbox"/> School-Based Team (SBT) Meetings <ul style="list-style-type: none"> <li>• With principal, update SBT document as per district SBT plan including all IST caseloads</li> <li>• Bring forward new referrals for consideration</li> <li>• Outline students' strengths and needs and develop action plans for learners</li> </ul> </li> <li><input type="checkbox"/> Review any behavior plans on file from prior year to determine if they require updating or to be paused</li> <li><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"> <li>• See 2.1 File Management under Inclusive Education Procedures</li> </ul> </li> <li><input type="checkbox"/> Be present in classrooms with students on caseload and connect with teachers to ensure they understand IEP</li> <li><input type="checkbox"/> Communicate with parents to schedule initial IEP review</li> <li><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</li> <li><input type="checkbox"/> With signed parent consent, connect with outside agencies/doctors/counselors for students on your caseload</li> <li><input type="checkbox"/> Review IEPs and Behaviour plans and determine if any need updated or to be paused</li> <li><input type="checkbox"/> MyEd BC <ul style="list-style-type: none"> <li>• Ensure all current designated students are accurate and active in MyEd</li> <li>• Enroll any new designated students in Student Services</li> <li>• Prepare any binders to be submitted for designated students new to SD8</li> </ul> </li> </ul>

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

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DECEMBER	<ul style="list-style-type: none"> <li><input type="checkbox"/> Continue weekly SBT meetings</li> <li><input type="checkbox"/> Review inclusion staff assignments to ensure highest need students are being supported</li> <li><input type="checkbox"/> Review H designations to ensure behavior tracking and documentation is in place</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Plan activities at school carefully to assist students with transitions into winter break</li> </ul>
JANUARY	<ul style="list-style-type: none"> <li><input type="checkbox"/> Continue weekly SBT meetings</li> <li><input type="checkbox"/> Mid-month: update list of Ministry identified students for 1701 update</li> <li><input type="checkbox"/> Beginning of kindergarten registration/identification of children with significant needs</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Plan activities at school carefully to assist students with transitions back into school after winter break</li> <li><input type="checkbox"/> For students with intensive transition needs, begin Grade 6/7/8 transition visits</li> <li><input type="checkbox"/> Support principal in 1701 updates</li> </ul>



<b>FEBRUARY</b>	<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
<b>MARCH</b>	<input type="checkbox"/> Plan for Kindergarten meetings	<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 and begin scheduling spring IEP updates <input type="checkbox"/> Support Kindergarten planning meetings
<b>APRIL</b>	<input type="checkbox"/> Start kindergarten transition visits and planning <input type="checkbox"/> Kindergarten planning meetings <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"> <li><input type="checkbox"/> Schedule school-based kindergarten transition meetings with parents, Inclusive Education staff as needed, and outside agencies</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Continue Grade 6/7/8 transition visits for low incidence students/high needs students</li> <li><input type="checkbox"/> Kindergarten planning meetings</li> <li><input type="checkbox"/> Prepare designated student files any students transitioning to secondary school</li> <li><input type="checkbox"/> Conference with teachers/EAs re: report cards and IEP objectives</li> <li><input type="checkbox"/> Include outside agencies and school district clinicians in year- end ICM meetings</li> <li><input type="checkbox"/> Book ICM meetings for category R &amp; H students transitioning to secondary</li> </ul>
JUNE	<ul style="list-style-type: none"> <li><input type="checkbox"/> Plan for next year's teacher/EAs for designated students</li> <li><input type="checkbox"/> Review files/assessment information for new students; identify needs and plan for next year</li> <li><input type="checkbox"/> Final IEP review meetings</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Grade 6/7/8 and Kindergarten transition</li> <li><input type="checkbox"/> Final IEP reviews/meetings/planning with parents for next year</li> <li><input type="checkbox"/> Ensure all IEPs are updated in MyEdBC</li> <li><input type="checkbox"/> Collaborate with teachers for final report cards</li> <li><input type="checkbox"/> Review files/assessment information for new students; identify needs               <ul style="list-style-type: none"> <li>• See 2.1 File Management under Inclusive Education Procedures</li> </ul> </li> <li><input type="checkbox"/> Sharing of student information with upcoming teachers in school</li> </ul>