

## SEPTEMBER START UP TIMELINES:

### PVP:

- ONGOING:** Please continue to notify Inclusive Ed as you receive info about student return (eg: moving out, moving in, not returning due to COVID, going to DL, etc.).
- by **September 18**, PVP will have sent in any requests for 2020/21 changes to INADS.
- by **September 18**, PVP will have received individual allocations for students from Inclusive.
- by **September 25**, PVP will notify Inclusive Ed what type of supports the school will be using its allocation for (remember - this is PVP discretion, as long as the allocation is used for student support).
- by **September 25**, PVP will complete and send in *Vulnerable Student Assessment Forms* to Inclusive Ed for review for LINKS funding.
- September 25** - date for plans for still pending *Category H audit binders* from the spring 2020 internal audit due to Inclusive Ed (or removed from designation).
- September 25** - date for pending binders to be submitted. Remember that we have reviewed pending students for next year already, so this group of pending are ONLY:
  - new students
  - Category H student binders that have been updated since audit (but have until November 30 to complete IF plan has been submitted
  - newly diagnosed students (eg: psycho-ed or IHCAN over the summer)
  - students with changed diagnosis/designation (along with documentation)
- September 25** - due date for any changes to designations for MyEdBC updates for 1701 information - due to Lovette. Ask Rob Simpson any questions regarding MyEdBC.
- By October 1** - Inclusive Ed will distribute LINKS allocations.
- early October** - Kindergarten EAs will start in schools.
- Once PVP have received approval for use of allocations, send Human Resources posting information as soon as possible. Send HR any questions regarding this process.
- Once PVP have received approval for use of allocations, send Human Resources layoff information as soon as possible. Send HR any questions regarding this process.

# September

## General Items for September:

### Principal:

- Review Roles/Responsibilities of District Inclusive Education team
- Review contact information of District Inclusive Education team
- Review Roles/Responsibilities of Case Managers, LSTs, Counsellors, EAs, YFWs, PVP and any others working with students
- Caseloads determined and distributed among School Based Support team
- Contact Inclusion Support Teacher to discuss/plan yearly meetings & supports (including plan for involvement in IEP meetings)
- Contact Inclusive Education support staff to discuss/plan support & schedule for the year for current caseload students
- Case Manager and LST timetable determined by school based Principal:
  - Principal - include in schedule time and opportunity to meet and develop IEPs at this time of year, as well as during reporting and review periods
  - Principal - remember to include prep time in schedule for CM and LST
- Medical Alert Plans and Nursing Care Plans - updated, signed by staff, staff trained, staff aware, and plans in place
  - Ensure FIPPA compliance with above
- School Based Team determine and implement supports for designated and other vulnerable prior to September 30
- Plan/request/provide training (SET BC, technology, nursing support and services, etc.)

### Students - Individual Education Plans, etc.:

- Review notes and IEPs from June of previous school year
- Review what has and has not worked in previous years
- If students are new to school, may require consultation with previous team
- Consultation with classroom teachers (CRT's)
- Consultation with other professional and/or community agencies involved
- Consultation with parents
- Consultation with Inclusive Education (**invite Inclusive Education Team members to all IEP Meetings - they can attend virtually or F2F**)
- Confidentiality releases to be completed and placed in file
- Baseline assessments to be completed and recorded
- Include completed Ministry Support Planning Tools (for categories G/Q/H/D/C and K), \*\*\*to be included every year in red binder\*\*\* **[Under review - will update by September 30]***
- Create or update new IEP's for current school year
- Ensure that files are organized/maintained: relevant documentation, and all IEPs in red binder

## September

- Review of Speech and Language/OT-PT/Vision/Hearing/Behaviour Support/Inclusion Support specialist caseloads in the school (including noting discharged students) - discuss with Coordinator of Inclusive Education if questions
- Identify technology requirements of students and ensure that they are in place, training for teams organized
- Make fire drill plans and lockdown plans for students with diverse needs and communicate with teams
- Communicate emergency plans /evacuations etc to Inclusive Ed team members who work at the school
- Schedule and facilitate School Based Team Meetings
- Complete list of students who qualify for Ministry 1701 count for submission to District Admin by September 25**

### **Case Managers/Learning Support Teachers:**

- Update file reviews, reconfirm designation, \*\*\*to be done every year\*\*\*
- Completed category checklists for year to be included in red binder
- All information in red binder
- Document how education is SIGNIFICANTLY impacted through “Support Planning Tool”
- Ensure that service is being provided as soon as possible and in class as much as possible
- New students to the school are reviewed and followed to determine if support services are required (before September 30 if possible)
- Students are identified on class lists once confirmation completed

### **Education Assistants and Youth and Family Workers:**

- COVID training plans/safety plans, etc.
- PVP/SBT assign EAs/YFWs to Learning Group
- PVP determines EA/YFW schedules (breaks, start/end, schedule with students/classes, etc)
- Plan for emergencies (health and safety)
- Ensure Medical Alerts are shared with EAs/YFWs
- Plan for absences of EA/YFW, updated binders available for relief EAs/YFWs
- Schedule regular meetings with EAs/YFWs in school to monitor progress and challenges (or provide handouts if meetings aren't possible)
- Plan for outside supervision (ie: before school, after school, lunch)