**School Leaders:**

* **ONGOING:** 
  + Please continue to notify Inclusive Ed (Deanna and Palma) as you receive info about student return (eg: moving, not returning due to medical, going to DL, etc.)
  + Keep information updated daily in MyEdBC – students arriving, leaving, and changing/new designations.
* **by September 9,** 
  + provide link to [EA/YFW Handbook](chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https:/inclusiveeducation.sd8.bc.ca/sites/default/files/EA%20and%20YFW%20Handbook.pdf) to ALL staff
  + have a meeting with EAs/YFWs to review the [EA/YFW Handbook](chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https:/inclusiveeducation.sd8.bc.ca/sites/default/files/EA%20and%20YFW%20Handbook.pdf) (note attendance and keep), and ensure that EAs have all relevant information about students with diverse needs
  + have a meeting with Inclusion Support Teacher and Teacher Counsellor to ensure that teachers have all relevant information and updates
  + Update schedules for ISTs – remember their class schedule, their prep and meeting times – **keep Thursday afternoon free for meetings/training** if possible
  + determine EA/YFW schedules in classes, lunch and break schedules and also supervision schedules
  + choose either Tuesday or Thursday as LIF day for EAs & report to Inc Ed, HR and PR
  + determine evacuation method for students with disabilities who require alternate emergency evacuation – submit to Inclusive Education
  + ensure that staff training has been organized for students who require epi-pens, and that [care plans](http://www.bcchildrens.ca/our-services/sunny-hill-health-centre/our-services/nursing-support#Resources) have been constructed with [School District Nursing Services](https://www.interiorhealth.ca/sites/default/files/PDFS/nursing-support-services-list-by-school-district.pdf) where required (eg [rescue administration of seizure medication](http://www.bcchildrens.ca/SHHC-Inpatient-Services-site/Documents/NSS%20Seizure%20Referral%20-%20FINAL%2020210727.pdf)). Update information for students with Medic Alerts
  + Ensure that Threat Assessment protocols have been updated
  + Ensure that Critical Incident / Safe Schools Checklists have been updated
  + Ensure that all staff have had updated Duty to Report /Child Abuse Protocols training
* by **September 12**, send names of students for whom a **new** file is being prepared to Inc Ed:
  + new to SD8 students (kindergarten, moved to district over summer, from independent school)
  + newly diagnosed/assessed students over the summer (eg – medical, IHCAN or psych-ed)
  + students with changed diagnosis/designation request due to new medical, IHCAN or psych-ed
  + No Category H files will be accepted in the fall – they were due in the spring
* **by September 16**, School Based Team has met and started the Vulnerable Student Assessment forms
* **September 16, Inclusion Support Teacher training meeting for new ISTs (Nelson and Creston)**
* **by September 22**, ensure that ISTs have contacted parents of students with diverse needs directly to update and communicate about new school year
* by **September 22**, submit student support binders (only for students as above) – including SISARs where applicable. Creston –submit to Creston Ed Centre (Karen Nadler); Rest of district – submit to Board Office.
* **by September 22**, submit FSA exemption forms to Inclusive Education (copy provided via email in August)
* by **September 29**, responses for new student support binders & SISARs will be sent to principals via email
* **by September 29**, submit the LINK Food Program Allocation Plan to [clerical.inc@sd8.bc.ca](mailto:clerical.inc@sd8.bc.ca)
* **September 29** – SNAPSHOT DAY!
* **Stay in close communication with Inclusive Education especially in September**
* **early October** – Inclusive Ed will distribute LINKS food equity funds for vulnerable students to schools.
* **early October** – plan IEP meetings. Schedule the District Inclusive Education staff to attend.
* **early October** – start to internally review all student support files.

NOTE: WE NOW REFER TO OUR STUDENT FILES AS

“STUDENT SUPPORT BINDERS”



(Photo from Ummeed Child Development Center)

# 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 School Inclusion Support Teacher (IST)s, Counsellors, EAs, YFWs, Principal and any others working with students

❏ School Based Support team started and first meeting(s)

❏ Contact District Inclusion Support Teacher (DIST) to discuss/plan yearly meetings & supports (including plan for involvement in IEP meetings)

❏ Contact Inclusive Education Itinerant staff to discuss/plan support & schedule for the year for

current caseload students

❏ School Inclusion Support Teacher (IST) 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 (2/3 primary & 1/3 intermediate)

❏ Principal – remember to include prep time in schedule for IST

❏ Principal – remember to schedule IST meeting times (Thursday afternoons)

❏ Medical Alert Plans and Nursing Care Plans - updated, signed by staff, staff trained, staff aware, and plans in place

❏ Ensure FIPPA compliance with all student info (ie – be mindful of where info is posted)

❏ School Based Team determines and implement various supports for designated and other vulnerable students prior to September 29

❏ Plan/request/provide training (SET BC, technology, nursing support and services, etc.)

❏ Any designated students not attending full time must have an approved exclusion plan – see website

❏ Start planning for inclusion of designated students in assessments (including FSAs, etc) and where students cannot take assessments, request assessment exclusion from Inclusive Ed – see emailed form

# Students – Competency Based Individual Education Plans, etc.:

❏ Review notes and CB-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 IEP Meetings – they can attend virtually or F2F**)

❏ Confidentiality releases to be completed and placed in file

❏ Baseline assessments to be completed and recorded

❏ Create or update new IEP’s for current school year

❏ Input CB-IEPs into MyEdBC

❏ Ensure that information for students is organized/maintained in student support binder

❏ Review students who Speech and Language/OT-PT/Vision/Hearing/Behaviour Support/Inclusion Support specialists work with – discuss with relevant specialist if questions

❏ Identify technology requirements of students and ensure that they are in place, and training for

teams organized

❏ Determine with SBT and classroom teacher need for any new safety plan(s)

❏ Make fire drill plans and lockdown plans for students with diverse needs and communicate with teams and with Scott Rothermel ([safe.schools@sd8.bc.ca](mailto:safe.schools@sd8.bc.ca))

❏ Communicate emergency plans /evacuations etc to Inclusive Ed team members who work at

the school and ensure that plans are in writing & sent to Executive Assistant for Superintendent

❏ Schedule and facilitate School Based Team Meetings

# ❏ Ensure that students who qualify for Ministry 1701 count have updated information in MyEdBC by September 29

**School Inclusion Support Teacher (IST)s/Learning Support Teachers:**

❏ Work in classes with classroom teachers to get to know students (eg – Who Am I or similar)

❏ Use a Trauma-Informed lens to welcome students back to school

❏ Work with teachers, students, and EAs to ensure that students feel connected and safe

Update file reviews, reconfirm designation, \*\*\*to be done every year\*\*\*

❏ Completed category checklists for year to be included in student support binder

❏ All information in student support binders and CB-IEP info is in MyEdBC

❏ Document how education is SIGNIFICANTLY impacted through CB-IEP/notes/etc, especially for students with Category D designation. Include teacher notes and assessments where necessary

❏ Ensure that service to meet IEP goals is being provided as soon as possible (classroom teacher, IST, and where assigned, EA)

❏ Ensure that students are included in their class with their teacher and peers as much as possible (unless unsafe to child or does not meet student needs)

❏ Follow procedures above (Principal section) for identification of new students

❏ Connect with parents and Inclusive Education to consult/plan/ask questions/get information

# Education Assistants and Youth and Family Workers:

❏ EAs /YFWs provided with training plans/safety plans, etc.

❏ PVP/SBT assign EAs/YFWs to classes

❏ 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

❏ Invite EAs/YFWs to meetings, training and events where possible

❏ Plan for outside supervision (ie: before school, after school, lunch)

❏ Plan for professional learning with EAs/YFWs

❏ Plan for LIF time (1 hour per week – must select one of: Tuesdays or Thursdays)