

IE.4 School Inclusion Support Allocation Request (SISAR)

Student Support Level 1-3 (Categories A-H)
For NEW Students or CHANGES ONLY

To be completed by the **INCLUSION SUPPORT TEACHER (IST)**, **PRINCIPAL**, and **OTHER SCHOOL STAFF** (where appropriate). The information on this form reflects the school environment only.

The following principles guide your work in completing this form:

- The SISAR level does not equate to staffing! The SISAR level provides information about a level of support a particular student requires to be fully included in school. The SISAR does not provide a staffing level.
- This form reflects what occurs in the school and is to be completed by school staff.
- Students must be included to greatest extent possible in their classroom with classroom teacher and peers.
- Environmental and curricular supports must be considered prior to asking for additional staffing resources
- Allocations for additional staffing resources are prioritized for students in grades K-3.
- Students in grades 4-12 may receive supports and/or resources in a variety of forms (eg: curricular adaptations, equipment, physical accommodations, environmental changes, assessment adaptations, district staff, etc).
- All requests for additional staff for grades 4-12 will reflect the student's gradual increase in independence.
- Requests for additional staff must reflect the Ministry expectation that wherever possible, students are included with their peers in their classroom environment, with their classroom teacher as the primary resource.
- Requests for additional staffing resources must be clearly connected to goals and objectives in a Competency-Based IEP is current within the past year and reviewed regularly.
- Student competence is presumed - we start with strengths, not with deficits.
- Supports for student follow a tiered/RTI/UDL model: Universal Supports are for ALL; Targeted Supports are for SOME; Essential Supports are for FEW.
- An Individual Profile and a Class Profile are required by September 30 for all classes with added resources.
- Requests for an increase in SISAR level will require a follow up discussion between the Principal and the Director of Inclusive Education.

From the BC Ministry of Education: To provide an inclusive education system in which student with special needs are fully participating members of a community of learners, additional support may be required by means of additional staff, specialized learning materials, physical accommodations or equipment, and assessments to enable them to meet their educational and social needs.

Students with designated diverse needs should be prioritized in programming at the school level to ensure that the students are in environments that meet their needs. We adapt the environment to meet the student's need - we don't adapt the student to mee the environment's need.

Inclusion Support Rating Scale

Indicates resources required by a school for student to be included and supported within their classroom/school.

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|--|-----------------|
| 1. Very low requirement for support in school | 0-20% of time |
| 2. Low requirement for support in school | 20-40% of time |
| 3. Moderate requirement for support in school | 40-60% of time |
| 4. High requirement for support in school | 60-80% of time |
| 5. Very high requirement for support in school | 80-100% of time |

PRINCIPALS AND ISTs PLEASE NOTE: SISAR LEVEL DOES NOT EQUATE TO STAFFING LEVEL.

THE FOREGOING FORM IS TO BE COMPLETED BY SCHOOL STAFF FOR THE SCHOOL CONTEXT AND IS FOR NEW STUDENTS OR REQUEST FOR CHANGE TO LEVEL (i.e. INCREASE) ONLY.

SCHOOLS MAY DECREASE OR REMOVE A LEVEL IF THEY WISH WITHOUT REQUIRING A NEW SISAR.

School Year	2022-2023			Due to Inclusive Education												
Student Name							School						Grade			
1701 PRIMARY Category	A		B		C		D		E		F		G		H	
Date of Last CB-IEP Update							Date of Last Consultation with Parents									
School Inclusion Support Teacher																

Inclusive Education District Staff currently working directly with student:

Hearing		OT		District IST		Psychologist	
Vision		PT		SLP/SLPA		Mental Health Coord	
Date of Last Consultation with District Inclusive Staff							
Names of staff consulted with and for what purpose							

1. **GRADUATION TYPE.** Select one and include year.

DOGWOOD* Certificate Year of Graduation (YOG):	
EVERGREEN** Certificate Year of Completion (YOC):	

*All K-9 students have a Dogwood Graduation type. Grade 10-12 could have either depending on their plan.

**Requires advance planning starting in Grade 9/10, parent and student participation, and Director of Inclusive Education and principal approval prior to planning. The Evergreen is a Completion certificate - not a graduation certificate.

2. STUDENT ATTENDANCE AND SCHEDULE

Is student attending Full-time? Yes ☐ No ☐ If no, what is the rationale for requested part-time program:

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Student Schedule - Indicate days of week & hours per day (or provide MyEdBC timetable printout)

Monday	Tuesday	Wednesday	Thursday	Friday

3. **CLASSROOM ENVIRONMENT.** Describe how the classroom and school environment have been adapted to support the student's needs. (NOT what the student is doing - what the school is doing to adapt the environment, i.e., lower lighting, headphones, seating, buddies, supplemental activities, technology, etc.)

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4. **EXCEPTIONAL PROFILE.** This applies to Categories A-G, Category H does not fall into this profile.

Does the student have an Exceptional Medical or Exceptionally Complex Profile? No ☐ Yes* ☐

*Provide evidence in **COMMENTS** Section, PRINCIPAL SIGNATURE: _____

5. TYPE OF STUDENT SUPPORT RESOURCE BEING SOUGHT:

Universal Supports for all students in class	Yes	No	
Specific Supports for this student	Yes	No	
District Inclusive Education support requested	Yes	No	Describe:
Physical accommodations and/or Equipment (including Tech/Apps) requested	Yes	No	Describe:
Staffing Support requested	Yes	No	Describe:

COMMENTS. Please include any extra considerations and/or what kind of support(s) this student will need to meet their CB-IEP goals. If staffing is requested, describe how staffing will be organized in the school to allow shared support when possible.

TRANSITION. If transitioning, please provide details about supports that will be necessary to ensure this student experiences success in their new environment.

INCLUSION SUPPORT RATING SCALE

Indicate the level of resources needed for inclusion and support or use 0 if not applicable.

Note: Numbers do not equate to staffing but indicate the level of support the student needs. School and District staff review IEPs and determine together the final funding allocated for student support.

M o b i l i t y					
1	2	3	4	5	Total
Some mobility challenges, but these do not impede student's function	Student is mobile with some supervision with walking/use of supports	Student may fall and is not able to walk without supervised use of supports	Student requires use of wheelchair/ walker/cane and assistance to use supports	Student is non-ambulatory and requires assisted transfers and/or positioning	

M e d i c a l N e e d s					
1	2	3	4	5	Total
Student requires daily prescribed medication - staff monitor medical needs	Student requires support to monitor allergies. Epi-pen may or may not be required by student. Student may need support with Epi	Student requires support to monitor insulin levels and/or requires support with insulin administration. Nursing Care Plan in place	Student requires daily medical procedure while at school and requires significant support from staff for medical needs. Nursing Care Plan may be in place	Student has Seizure Plan in place in conjunction with Nursing Care Plan and daily monitoring. BC Children's Hospital or other external hospital care team is in place	

S e n s o r y I n t e r v e n t i o n					
1	2	3	4	5	Total
Student requires occasional monitoring of sensory strategies	Student needs supervision of and reminders for specific in class sensory strategies	In addition to sensory strategies, student has daily body breaks in class with occasional supervision	In addition to sensory strategies, student has daily body breaks out of class and needs supervision out of class. OT and/or PT involved regularly	In addition to sensory strategies, student has daily body breaks out of class more than 1x per day and needs significant supervision. OT/PT and Inclusion Support Coordinator involved regularly	

S o c i a l S k i l l s					
1	2	3	4	5	Total
Student needs some monitoring & coaching	Student needs regular assistance & prompting	Student needs monitoring & social skill instruction	Student needs more intensive, formalized social skill instructions on a regular ongoing basis. Student requires support for social skills	Student needs intensive, formalized, constant support for social activity. Social skill instruction and practice is regular and ongoing	

A c a d e m i c S u p p o r t s					
1	2	3	4	5	Total
Student requires occasional supplemental (added) support in class with academic materials (could include technology)	Student requires frequent supplemental (added) support in class with academic materials (could include technology)	Student frequently requires supplemental supports for academic materials (could include technology). May require out of class learning support or alternate support	Student frequently requires supplemental supports for academic materials. May require out of class learning support. May require alternate programming occasionally for academic curricular competency development. May require some replacement activities	Student requires replacement learning activities to meet their academic learning goals in addition to supplemental supports. Requires approval of principal, parents, District Inclusion Support Coordinator, Psychologist, and Director of Inclusive Education	

R e g u l a t i o n a n d S a f e t y					
1	2	3	4	5	Total
Needs occasional support to self-regulate. May require occasional classroom breaks. Can use own strategies with minimal cueing from an adult	May disrupt the learning environment but is able to use strategies to self-regulate with support from an adult. Student may require occasional classroom breaks	Struggles to self-regulate and regularly disrupts learning environment. Requires regular intervention from an adult to regulate. Student may require regular classroom breaks. Student may have a Behaviour Plan in place	Requires frequent redirection and support from an adult to regulate. May occasionally act in manner that pose harm to self and/or others. SBT involved with teacher and ISTs, Behaviour Plan is in place. Student may require regular classroom breaks	Student regularly acts in a manner that poses harm to self and/or others. May have mental health concerns that impact safety. Needs intensive support from an adult to redirect and regulate. SBT involved with teacher and ISTs and other District Staff. Behaviour Plan in place. Student may require regular classroom breaks	

C o m m u n i c a t i o n					
1	2	3	4	5	Total
Student needs reminders to use language appropriately and to check for understanding	Student has difficulty using social language to express needs; may need social stories, some challenges with expressive language	Student has some difficulty expressing needs and wants; Student has difficulty understanding instructions & being understood by others	Student has poor receptive language and/or expressive language. Student has difficulty understanding instructions & being understood by others	Student is functionally non-verbal. Student may need an augmentative communication system. Inclusive Education staff are involved with student and staff	

F i n a l S I S A R S c o r e						
Level	1	2	3	4	5	Total
Score	4-10	11-15	16-23	24-29	30-35	
	Very low intensity and/or frequency	Low intensity and/or frequency	Moderate intensity and/or frequency	High intensity and/or frequency	Very high intensity and/or frequency	

Principal Signature:	Date:
Inclusion Support Teacher Signature:	Date:

<u>OFFICE</u> <u>USE</u> <u>ONLY</u>	<p style="text-align: center;">APPROVED SISAR SCORE: _____</p> <p style="text-align: center;">SISAR LEVEL: _____</p> <p style="text-align: center;">Discussion Date to Review: _____</p> <p style="text-align: center;">Exceptional Profile Approved: Yes / No</p>
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