

Inclusive Education Services
Protocol for Inclusive Education Plans

1. Offer parents an IEP review meeting halfway through the year.
2. A principal or vice-principal is expected to be involved in IEP meetings. For highly complex students, the principal needs to attend the meeting.
3. CEA schedule needs to be a part of the individual student's schedule and housed in the SPED file
4. Renew IEPs for 2020-2021 before Sept. 30th
5. Name the Version 1 IEP like this: 73-IEP-2021-V1
6. MyED IEPs- Start date: October 1, 2020. End date: September 30, 2021.
7. Two versions of the IEP are needed in MyEd: Version 1 dated October 1; Version 2 in MyED before June.
8. Review the IEP 3x/year.
9. Review date is the date you plan to review the IEP. (e.g. January 8, 2021)

Inclusive Education Plan
Guiding Notes

Tab: My Access to Learning

- The "Access to Learning" section includes a number of possible tabs. Please fill in as appropriate.
- You may not need to fill in all boxes such as Accessibility, Essential Supports, and Emergency Evacuation Plan.

Accessibility Plans

- Include any facility related accessibility requirements.
- Example: Change table and portable lift.

Current Services

- Everyone **must** include the statement "See schedule of support" and attach the schedule of support behind the IEP. High school case managers, provide school bell schedule and attach to the individual student schedule. Also, indicate which classes have CEA support.
- **District Resource Room Teachers** can further include the statement "Full teacher & CEA support for all structured and unstructured activities" or "DRR Life Skills class with full teacher & CEA support for all aspects of their educational programs."

- Include specialist support above classroom support with no specific times attached. Example: LART, CEA, OT, PT, SLP, Counselling, CYMH
- Partial Day Program is **not** listed in an IEP. If the student attends the Chris Rose Therapy Centre, indicate it here.

Curricular- SD 73

- Include a list of all adaptations/modifications that support curricular learning.
- List 5+ items. See [List of Adaptations](#) available under Inclusive Services.

Emergency Evacuation Plan

- This section is only required for students who have impediments to evacuation during an emergency.
- Case managers type the plan **directly** into the section. Example: "CEA #1 secures student in their wheelchair and exits through the south door to access the ramp. Once CEA #2 has removed the kids in their care from the building, they check on CEA #1 to ensure they have safely left the building."
- Can use these plans for students who are Category R or H who may refuse to leave/shut down for example. With these students, write /type the use of a "CPI transport."

Environmental

- Include a list of all physical and classroom adaptations to support classroom learning.
- List 5+ items. See [List of Adaptations](#). Examples: Preferential seating, noise reduction headphones.

Essential Supports

- Include a list of items essential to life functioning or specifically required to support a disability.
- Example: Standing frame, feeding tube, FM system, augmentative communication device (AAC), access to braille print.
- Include if the student has a **Safety Plan**

Parent/Guardian Consult

- Include the date of the IEP meeting. Example: "Meaningful consultation and IEP meeting with parents and student took place on September 18, 2020."
- If parents were offered consultation and did not respond to your emails/calls, indicate they were offered consultation **three times** and **document this**.

- Example: Parents were offered meaningful consultation on the following dates and declined or did not respond: September 18, 2020; September 22, 2020; and September 25, 2020.

Supplementary Plans

- Supplementary plans are the plans that tell adults what to do.
- Example: A Personal Care Plan, Annual Instructional Plan for ELLs, behavior plan, work transition plan

Universal Classroom

- Include a list of supports required for either the Provincial Foundation Skills Assessment or Provincial Graduation Assessments for Literacy and Numeracy.
- Example: Google Read and Write

Tab: Goals and Objectives

- First, use the Planning Tool (see IES Handbook) to develop your goals and objectives
- Domains of the Planning Tool should be implemented
- Use **SMART** objectives: S(specific), M (measurable), A (attainable), R (realistic), T (timely)
- **Attendance cannot be an objective**

Tab: Student Profile

My Interests

- Include a team-generated bullet list of interests created from student, guardians, and educator. Limit list to 3 - 5 items.
- Example: Loves superheroes, Minecraft, Star Wars.

My Learning Preferences

- Include a team-generated bullet list of learning preferences created from student, guardians, and educator. List 3 - 5 items.
- Examples: I learn when I am involved in a hands-on lesson. I learn when I can move. I learn when I can sing and perform to show what I have learned

What You Need to Know about Me

- Create this section from the student's voice to include other pertinent personal information. In situations where the student is unable to communicate this, you can create this from guardians' and educators' knowledge. Please consider the use of AT and Augmentative and Alternative Communication (AAC) to help the student communicate. List 3 - 5 items.

- Questions you can ask to build this section: What do you want teachers to know about you? How do you learn best? What is something special or different about you?

Strengths/Stretches

- Include a list of strengths and stretches created by the student. List 3 - 5 items for each category.

Functional Needs Assessment (Relevant Medical and Assessment Information)

- Include the most recent assessment leading to diagnosis and any pending for this school year
- Do NOT include assessment scores
- Example: Level B + C assessments were completed in 2018 which led to a Ministry Category C. See IHCAN 2016 –diagnosed with Autism Spectrum Disorder or indicate IHCAN pending 2021
- If the student has an FBA/BIP it should be included here

Tab: Student Support Team

- The principal must be included and the VP can be included if they are part of the planning team or provide support to the student
- Do NOT list CEAs in this section
- List any Inclusive Education Services staff involved (e.g. SFC, IST, SLP)
- Include community support staff such as OT/PT, social workers, Active Care.

Tab: Plan Details

Parent/Guardian Information

- All legal guardians listed will now show up on the IEP
- Check the box for parent/guardian consultation. However, this alone does **not** make the document audit compliant.
- You **must** add the date of the IEP meeting in the *My Access to Learning* Section.

Progress Reports (Required but optional on MyEd)

Top Tab: Plan

- Choose a Student > Progress side tab > Options add
- Indicate how the student has progressed in each objective

