



Inclusive Education Department Handbook

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Policy

Romans 12:5-6 **5** so in Christ we, though many, form one body, and each member belongs to all the others. **6** We have different gifts, according to the grace given to each of us. NIV

Delta Christian School (DCS) understands that every child is a unique individual in the body of Christ. We use an inclusive model to meet the needs of diverse learners in our school. All students will be included in classrooms at DCS. Students who have diversities, as defined by the BC Ministry of Education (MoE), are those students who have a disability of an intellectual, physical, sensory, emotional or behavioural nature and/or have a learning disability and/or have exceptional gifts or talents. All children will be educated in the school environment to the greatest extent possible with appropriate supports and accommodations in place.

In order to carry out successful Inclusive Education services, DCS requires:

- multiple layers of support involving both the school and community agencies, when appropriate
- curricular programming on an individual basis
- organizational structures based upon collaborative decision-making
- an environment which will effectively meet the students' best interests socially, emotionally, behaviourally, physically, and educationally
- strong home-school partnerships

In some situations, Delta Christian School may not be able to provide adequate educational support or programming for a student whose learning, behavioural, medical, or social-emotional needs are best met in a specialized setting in a school district or in a special education independent school.

Inclusive Education Department (IE)

The Inclusive Education Department (IE) is led by specialist teachers with training and expertise in Special Education. One or more of the IE teachers take on an additional administrative role as an IE Coordinator. The IE Department includes both the Special Education and Learning Assistance Programs. The IE Department follows the BC Ministry of Education's document *Special Education Services: A Manual of Policies, Procedures and Guidelines*. Many students receive services through the IE Department. The caseloads of the Inclusive Education teachers include students who meet BC Ministry of Education criteria for designation in a special education category, as well as students who have not met criteria but who require additional supports at school in order to be successful.

Special Education Program (Sped): Some students have cognitive, behavioural, emotional, health, and/or physical needs that impact their learning. These students meet specific criteria set by the BC Ministry of Education (MoE) for designation in a particular special education category. In almost all cases, a diagnosis given by a qualified professional is required. The Sped program typically manages students in categories A – H. Other students supported by the Special Education program are those whose needs are significant, but who do not meet criteria for designation. Many Sped students will also receive the services of the Learning Assistance program.

Sped services are provided by a specialist teacher(s) and Educational Assistants (EA's), both inside and outside the classroom. The IE teachers and EA's collaborate with and support the classroom teachers. Students may work on select learning standards from different grade levels within a subject area, on a "supplemental program". A very small number of students will require a developmentally appropriate "replacement curriculum". Students with a MoE special education designation will be placed on an Individual Education Plan (IEP). Those who do not meet the criteria for a special education category designation will be placed on a Learning Support Plan (LSP). IEP's and LSP's are explained later in this document.

- **Behavioural:** There are students who require support due to behavioural difficulties. These difficulties may include mental health conditions or other diagnoses. Some students with behavioural needs do not have a diagnosis and therefore may or may not have a MoE designation. Some students require a Positive Behaviour Support Plan and/or a Safety Plan (see **Appendices A and B**). A Positive Behaviour Support Plan is required when a child has behavioural difficulty such that it interferes with their own or their classmates' learning. A Safety Plan is required if there is a potential risk of the student injuring another person within the school. A student may be sent home following an incident involving physical harm. The Society of Christian Schools of BC has provided DCS with a binder of materials titled *Guidelines for the Progressive Intervention of*

Behaviour. DCS also follows the manual titled *Physical Restraint and Seclusion - Policy, Procedures, and Guidelines*.

Learning Assistance Program (LA): Students who require additional academic support due to learning disabilities, emotional difficulties, ADHD, giftedness, low proficiency in English, or other academic learning needs are given support through the LA program. Students receive support within the classroom and/or they are given support in the Learning Assistance Centre on a pull-out schedule. During pull-out times, students receive one-to-one or small group direct instruction in basic academic skills, and/or homework support. Programming is supplemental to the BC curriculum, which means the student works on select learning standards from different grade levels within a subject area.

LA services are provided by a specialist teacher(s) and by Educational Assistants (EA's). The LA teacher(s) and EA's work collaboratively with and support the classroom teachers. Students receiving LA services are those in categories K, P, Q and R, as well as English language learners (ELL), and others requiring learning support but who do not qualify for a MoE designation. Students with a MoE special education designation will be placed on an Individual Education Plan (IEP). Those who do not meet the criteria for a special education category designation will be placed on a Learning Support Plan (LSP). IEP's and LSP's are explained later in this document.

- **English Language Learners (ELL):** Students must meet a minimum level of English competency to be considered for enrolment at DCS. It is preferred that ELL students have at least one year of exposure to English before enrolling. DCS does not employ an ELL specialist teacher; however, ELL students are provided some support within the Learning Assistance program. ELL students are expected to enlist a private tutor to provide English programming outside of the school day. The Learning Assistance teacher(s) assesses each ELL student's level of English, and may, to a limited extent, provide regular language instruction and homework support. An Annual Instructional Plan (see **Appendix C**) noting the student's assessment results and goals for the year will be written by the Learning Assistance teacher(s).
- **Enrichment:** Every effort is made to differentiate a gifted or advanced student's learning within the classroom. A gifted or advanced student may additionally receive enrichment activities through the Learning Assistance program. A student who is determined to be a gifted learner will have an IEP and a Category P designation.

Program Funding

The Inclusive Education Coordinator(s) and administrators at Delta Christian School endeavour to be careful financial stewards so that DCS students can be supported to the greatest extent possible. The BC Ministry of Education funds students with diverse needs in two ways. One way is through the supplemental special education grants for students with diverse needs identified in categories A-H. These students are considered “low incidence”, meaning the diagnoses occur in low numbers. These grants are received by the school directly from the MoE following submissions of enrolment data on the 1701 collection form, twice per year. The special education grants are used at the discretion of the IE Department and cover only a portion of the actual cost to run the Sped program. The parent/guardian has the opportunity to contribute financially to the costs of IE programs. As well, parents are the primary payors for on-site services provided by outside specialists through extended benefits, charity grants, autism funding and/or personal funds. Under certain circumstances, DCS may be the primary or secondary payor for the services of outside specialists.

Funding for categories A-H is as follows:

Level	Category	Description	Funding 2024-2025 (usually increases yr to yr)
1	A B	Physically Dependent Deaf/Blind	\$50,730
2	C D E F G	Moderate to Profound Intellectual Disability Physical Disability or Chronic Health Impairment Visual Impairment Deaf or Hard of Hearing Autism	\$24,070
3	H	Intensive Behaviour Intervention OR Serious Mental Illness	\$12,160

The other source of MoE monies is the general enrollment funding, a percentage of which is allocated to the Learning Assistance Program. Students supported by the Learning Assistance Program are those in high incidence categories K, P, Q, and R as well as other students who require academic support but who do not meet criteria for a category designation.

Category	Description
K	Mild Intellectual Disability
P	Gifted
Q	Learning Disability
R	Moderate Behaviour Support OR Moderate Mental Illness

The IE department is subject to audits by the MoE. All students claimed in a category by DCS must meet the specific provincial eligibility criteria for the category as outlined in the *Special Education Services: A Manual of Policies, Procedures and Guidelines* and the *Special Education Services: Category Checklist*.

Students claimed for special education funding must be receiving an additional service which:

- is over and above the regular educational program
- is clearly identifiable as a Special Education Program or service; and,
- requires additional expenditures on the part of the school.

Even though a student may have a diagnosis that causes them to require special education support at one time, their condition may change such that they no longer require supports more than a typical student. Once the student becomes an independent learner and no longer meets the criteria for a special education category designation, the student will become “de-listed” from the 1701 Special Education Designation list, and consequently, if they had been in a funded category, DCS will no longer receive supplemental grant funding.

A student can only be assigned one MoE designation, even though they may have more than one diagnosis and area of need. The area of greatest need determines the category, but the IEP can address goals related to the secondary category. For example, a gifted learner who also has a learning disorder will be given a Q designation and there will be IEP goals related to both their giftedness and learning disorder.

Ministry of Education Special Education Categories

Information regarding the categories and criteria for designation in each category can be found on the BC Ministry of Education website at <http://www.bced.gov.bc.ca/specialed/ppandg.htm>

The BC Ministry of Education Category Checklists can be found at:

http://www.bced.gov.bc.ca/independentschools/is_resources/se_cat_chklst.pdf

Physically Dependent (A)

Students reported to the Ministry as Physically Dependent are completely dependent on others for meeting all major daily living needs and require assistance at all times for feeding, dressing, toileting, mobility, and personal hygiene.

Deafblind (B)

Students reported to the Ministry as Deafblind must have a visual impairment (partial sight to total blindness) and a hearing impairment (moderate to profound hearing loss). The degree of impairment results in significant communicative, educational, vocational, and social difficulties.

Moderate to Profound Intellectual Disability (C)

A student with a moderate to profound intellectual disability has intellectual functioning that is 3 or more standard deviations below the mean on an individually administered Level C assessment instrument of intellectual functioning and has limitations of similar degree in adaptive functioning in at least two skill areas appropriate to the student's age.

Physical Disability or Chronic Health Impairment (D)

A student is considered to have a physical disability or chronic health impairment based on the need for special educational services due to one or more of the following:

- nervous system impairment that impacts movement or mobility;
- musculoskeletal condition and/or;
- chronic health impairment that seriously impacts the student's education

A medical diagnosis, by itself, does not determine the need for special educational services by students with physical disabilities or chronic health impairments. Students are only eligible for funding in this category if their functioning and education is significantly affected by their physical disabilities or chronic health impairments.

Visual Impairment (E)

The generic term Visual impairment includes individuals who are legally blind, partially sighted, have low vision or are cortically visually impaired. For educational purposes, a student reported as having a visual impairment is one whose visual acuity is insufficient for the student to participate with ease in everyday activities. The impairment interferes with optimal learning and achievement and can result in a

substantial educational disadvantage unless adaptations are made with respect to the presentation of learning opportunities, the nature of materials used, and/or the learning environment.

Deaf or Hard of Hearing (F)

A student may be reported as Deaf or Hard of Hearing if they have a medically diagnosed hearing loss which results in substantial educational difficulties that require direct services on a regular, frequent, and ongoing basis by a Teacher of the Deaf or Hard of Hearing (TDHH).

Autism Spectrum Disorder (G)

The term Autism Spectrum Disorder (ASD) is used to describe a group of neurodevelopmental disabilities characterized by the manifestation of behavioural characteristics across multiple areas of functioning (e.g., socialization, communication, sensory responsiveness). Behavioural characteristics exist in varying degrees.

Intensive Behaviour Interventions or Serious Mental Illness (H)

note: lower in severity to Category R

Students identified as requiring intensive behaviour intervention or as having a serious mental illness exhibit disruptive behaviour in school and other settings or have mental health conditions that manifest themselves in profound withdrawal or other internalizing or externalizing behaviours. These students have needs that extend beyond the normal capacity of the school to manage. Accordingly, educators and community partners must collaborate (e.g., Child and Mental Health, Maples Adolescent Treatment Centre) to develop and implement educational programs.

Mild Intellectual Disability (K)

note: lower in severity to Category C

A student with a mild intellectual disability has intellectual functioning that is 2 or more standard deviations below the mean on an individually administered Level C assessment instrument of intellectual functioning, and has limitations of similar degree in adaptive functioning in at least two skill areas appropriate to the student's age. While individual needs differ, many require specific instruction for motor skills, academic skills, communication skills, social skills, and life skills.

Gifted (P)

A student is considered gifted when they possess demonstrated or potential abilities that give evidence of exceptionally high capability with respect to intellect (IQ >129), creativity or the skills associated with specific disciplines. Gifted learners often demonstrate outstanding abilities in more than one area; however, they may also have accompanying disabilities and should not be expected to have strengths in all areas.

Learning Disability (Q)

The term Learning Disability (LD) refers to a number of disorders that may affect the acquisition, organization, understanding or use of verbal or nonverbal information. These disorders affect learning in individuals who otherwise demonstrate at least average cognitive abilities (IQ of 85+) essential for thinking and/or reasoning. Learning disorders result from impairments in one or more processes related to perceiving, thinking, remembering or learning. These include but are not limited to: language processing, phonological processing, visual-spatial processing, processing speed, memory and attention, and executive functioning.

LD's range in severity and may interfere with the acquisition and use of one or more of the following:

- oral language (e.g., listening, speaking, understanding)
- reading (e.g., phonetic knowledge, decoding, word recognition, comprehension)
- written language (e.g., spelling, written expression)
- mathematics (e.g., computation, problem solving)

Moderate Behaviour Support or Mental Illness (R)

Most students with social-emotional difficulties can be supported at school through counselling and other school-based support services. Students who require Moderate Behaviour Support demonstrate behaviours such as aggression and/or hyperactivity. Students with mental illness may demonstrate a diagnosed illness such as anxiety, a stress-related disorder, depression, thought disorder or neurological or physiological conditions. The frequency or severity of the behaviours or negative internalized states have a very disruptive effect on the classroom learning environment, social relations or personal adjustment. Students demonstrate the above behaviour(s) or condition(s) over an extended period of time, in more than one setting, and with more than one person, and the students have not responded to support provided through Tier 1 school discipline and classroom management strategies.

School-Based Team

The School-Based Team (SBT) is “an ongoing team of school-based personnel which has a formal role to play as a problem-solving unit in assisting classroom teachers to develop and implement instructional and/or management strategies and to coordinate support resources for students with special needs within the school” (*Special Education Services: A Manual of Policies, Procedures and Guidelines* - 2016). The SBT serves students requiring Tier 2 or Tier 3 interventions; tiers are explained later in this document. The SBT typically includes the principal or vice principal, IE teachers, the classroom teacher, and school-based or private specialists when appropriate. Separate, additional meetings may include the EA, parent/guardian, and family advocate. Each meeting is chaired by a designated person. Each meeting has a note taker other than the chair. A student’s case manager will be decided at an SBT meeting.

Referral Process

Admissions

In order to help identify newly enrolling students to DCS who may require support, the initial application forms contain questions pertaining to language, learning, medical, and behavioural needs. Every child’s application for admission must be complete and signed. The withholding of information that affects a child’s education may delay the application process or cause the application to be denied.

Potential families who wish to apply for their child with additional learning needs must first go through the regular DCS application process and interview with the school administration. Upon recommendation by the administrator, families must:

- 1) provide appropriate documentation of any previous assessments, diagnosis or specialist reports
- 2) permit an IE teacher to observe the student at his/her present school, as well as discuss the student with the appropriate professionals
- 3) meet with an IE teacher to discuss the student’s learning needs and which services DCS can or cannot provide

DCS considers class size, class composition, and available supports and services when reviewing a special needs student’s application for enrolment.

Students must meet a minimum level of English competency to be considered for enrolment. It is preferred that ELL students have at least one year of exposure to English before enrolling at DCS.

Current students

When there is evidence that a DCS student is experiencing learning challenges, or other extraordinary needs, the classroom teacher will fill out a referral form (see **Appendix D**) and discuss it with an IE Coordinator. Prior to an initial SBT meeting, the IE Coordinator may conduct: a file review; direct observation of the student; data collection; analysis of work samples; and a parent/guardian interview. The parent/guardian will be informed by the classroom teacher or IE Coordinator that their child will be discussed at a SBT meeting. Following the SBT meeting, the IE Coordinator will communicate the outcome with the parent/guardian.

If IE services are advised, the parent/guardian will be provided with a consent form (see **Appendix E**). Students with academic learning needs will typically be assessed by an IE teacher and may receive pull out programming through the Learning Assistance program. There will be additional consent forms required if other services are recommended. The services of a specialist(s) such as a psychologist, medical doctor, occupational therapist, speech-language pathologist, behaviour consultant, counsellor, etc. may be recommended. DCS contracts with a limited number of specialists, but can refer to outside private specialists, as needed.

Consent forms are required every school year.

A parent/guardian can request that their child be brought forward to the SBT.

Multi-Tiered System of Support

Multi-Tiered System of Support (MTSS) is a framework consisting of three tiers that target a different level of need among students. **Response to Intervention (RTI)** is a method of academic intervention used to provide early, systematic assistance to children who are having difficulty learning or difficulty with behaviours. RTI utilizes early intervention, frequent measures of progress, and intensive research-based instructional interventions for children who continue to have difficulty. RTI implements the MTSS.

Academic systems

TIER THREE

- Individual students
- Assessment-based
- High intensity

TIER TWO

- Some students (at risk)
- High efficiency
- Rapid response

TIER ONE

- All students
- Preventive, proactive

Behavioural systems

TIER THREE

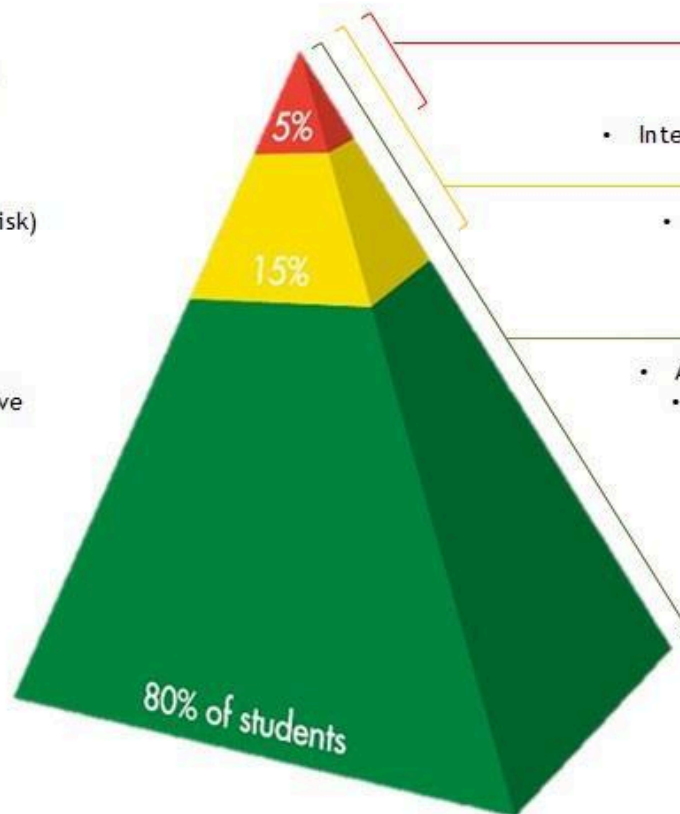
- Individual students
- Assessment-based
- Intense, durable procedures

TIER TWO

- Some students (at risk)
- High efficiency
- Rapid response

TIER ONE

- All settings, all students
- Preventive, proactive



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Tier 1: Whole class

Approximately 80-90% of students should succeed in a classroom with differentiated instruction, research-based skill practice, and effective teaching strategies from the classroom teacher. All students in a classroom receive Tier 1 interventions. Tier 1 involves the classroom teacher, parent/guardian, and student. If the teacher has a concern about learning or behaviour, they will observe and discuss the concerns with the student and with the parent/guardian. The teacher identifies and uses strategies to support the student.

Tier 1 strategies include, but are not limited to:

- preferential seating
- giving praise and feedback
- re-teaching, repetition
- movement breaks
- extra time
- external organization
- enforcing structure, rules, and routines
- regular communication with parent/guardian

Tier 2: Small group interventions

Approximately 15-20% of students require Tier 2 interventions. After attempting various strategies, including consulting and problem solving with the parent/guardian, the teacher or parent/guardian may bring forward a student to the School-Based Team. The SBT will assist the teacher in the process of analyzing the student's difficulties and choosing strategies and determining next steps. Parents will be notified when the initial SBT meeting will take place. These students benefit most from instruction in small groups delivered through collaboration between the classroom teacher, student case manager, and IE teacher. A classroom EA will also likely work with the student. A Learning Support Plan or Individual Education Plan will be in place.

Tier 3: One-on-one support

Approximately 1- 5% of students will require Tier 3 interventions, which are more intensive and individualized. These children have significant delays in their skill development and require additional specialized assistance, often outside the regular classroom. Assessment is frequent and ongoing. These students typically require a great deal of EA support as well as direct specialist services, such as from a psychologist, behaviour consultant, speech-language pathologist, etc. An Individual Education Plan will be in place, and other plans such as a Safety Plan or Behaviour Plan may also be in place.

Individual Education Plan

An Individual Education Plan (IEP) will be developed for a student who meets the criteria for designation in a MoE special education category. These students require significant adaptations to: methods of instruction; methods of assessment; instructional materials. Their learning targets may include targets from other grade levels (i.e., supplemental programming) or their learning outcomes have been replaced by learning outcomes that are outside of the BC Curriculum (i.e., replacement programming). The student's case manager is responsible for the writing, filing, and distribution of the IEP.

IEP's will be developed as soon as practical upon qualification and will be reviewed at least once per school year. The parent/guardian will be invited to contribute to the development of an IEP and will sign the Ministry's form called *Special Education Funding: Parent/Guardian Consent*. If appropriate, the student may also be invited to participate in the development or review of their IEP (see **Appendix F**). Students should know what their IEP goals are. The IEP is a working document accessible to teachers and EA's at all times.

An IEP must include:

- the goals set for the student for that school year where they are different from the learning outcomes set out in the regular educational program
- the list of support services required to achieve the goals
- a list of adaptations
- method of evaluation
- evidence of parental involvement

Should include:

- present levels of performance
- student voice (e.g., interests, learning preferences)
- specific, measurable, achievable, and relevant objectives
- setting where the program is to be provided
- names of all personnel who will provide the educational program & the support services
- the period of time and the process for review of the IEP
- evidence of review and tracking of achievement of goals

Learning Support Plan

A Learning Support Plan (LSP) is a less formal document than an IEP (see **Appendix G**). An LSP is provided for those students who require additional support from the IE Department but who do not meet criteria for designation in a MoE special needs category. The student's case manager is responsible for the writing, filing, and distribution of the LSP. Meetings between staff and parents/guardians are held as needed.

Grade and Class Placement

There are occasions when a parent/guardian requests that their child not be placed with their same-aged classmates, but rather be retained or be advanced. It may also be recommended by school staff that a child be retained or advanced. Each case is carefully considered and a meeting(s) is held with the parents/guardians, principal, IE teacher, and classroom teacher. A psycho-educational assessment and the recommendation of that assessor to either retain or advance are required in most cases. It is preferred that a student has at least a 2-year history with DCS before a decision about grade advancement or retention is made.

DCS considers class size, class composition, and available supports and services when reviewing student applications for initial enrolment, or for placing current IE-supported students in a particular class.

Grade Transitions

Preschool to Kindergarten: The IE Coordinator(s) is available to discuss concerns, conduct file reviews, and complete preschool observation of those children who may require support in kindergarten. The IE Coordinator(s) attends the Kindergarten Orientation in the spring at DCS in order to observe all new kindergartners. The Coordinator(s) also gains information about new kindergartners from a questionnaire (see **Appendix H**) that is completed by the child's preschool or daycare. Parents/guardians are also expected to complete additional questionnaires about the child prior to September entry.

Grade 7 to grade 8: The IE case managers and grade 7 teacher(s) ensure that an IE student's pertinent information is provided to the in-taking school at the earliest convenience. An IE teacher may speak to or otherwise communicate with staff from the in-taking high school. Additionally, an IE teacher and/or EA may accompany a student to the new school in May or June to help them begin to transition.

Grade to grade at DCS: Prior to the start of a new school year, the current classroom teacher and current IE case manager will share important relevant information about the IE students with the in-taking teacher. Classroom teachers fill out Transition Forms (see **Appendix I**) for these students to give to the in-taking teacher. Meetings will be held, as needed, to further discuss student strengths and needs.

IE Teachers, IE Coordinators, and Classroom Teachers

The Inclusive Education Department is led by specialist teachers who work collaboratively with classroom teachers. An IE teacher will work mostly in either the Learning Assistance program or Special Education program; however, an IE teacher is able to carry out responsibilities in both programs. One or more of the IE teachers take on an additional administrative role as an IE Coordinator.

Qualifications of an IE teacher:

- holds certification necessary to teach in public or independent schools in BC
- has successful classroom teaching experience or other relevant experience
- completed additional university level coursework in the following areas:
 - students with diverse needs
 - assessment/testing theory and practice
 - administering Level B measures
 - strategies in Universal Design for Learning

Responsibilities of an IE teacher:

- models Biblical values, conduct, and lifestyle
- interacts in a professional manner with students, parents/guardians, and co-workers
- maintains confidentiality
- is a case manager for a set of students, both designated and non-designated
- has regular communication regarding students on their caseload with staff, particularly the classroom teacher and the EA
- convenes/attends/chairs meetings of a student's team (e.g., SBT, parent meetings, IE team)
- develops documents with the student's team (i.e., IEP's, LSP's, Annual Instructional Plans, Behaviour Support Plans, Safety Plans)
- collaborates on and determines appropriate supplemental and replacement learning objectives and accommodations in line with IEP goals
- provides appropriate learning resources, activities, equipment
- reviews and reinforces learning activities for concept and skill development
- instructs, supervises, and facilitates student learning
- defines the use of specific techniques, strategies, and appropriate language, as required in individual situations for academic learning, behaviour, and social-emotional development
- ensures assessment and learner profiles are current; evaluates progress
- reports to parents in formal and informal formats
- maintains school records for students on their caseload
- shares relevant student-related information on behaviour, social, emotional, and physical health subject to privacy regulations
- supports occupational therapists and physiotherapists, speech- language pathologists, vision and hearing-impaired specialists, and nurses in the delivery of required services
- supports the administration of whole class testing such as Foundational Skills Assessment and other achievement testing
- reviews report cards of students on caseload
- provides recommendations regarding student class placements for new school year

- facilitates the transition of students into high school
- participates in regular professional development opportunities, including SCSBC Inclusive Education networking opportunities
- is capable of presenting inclusive education workshops to staff

Responsibilities of an IE Coordinator(s), in addition to the above:

- participates on the Leadership Team of DCS
- for EA's:
 - participates in hiring
 - determines placements
 - supervises and evaluates
 - provides professional development opportunities
 - maintains records of absences
 - manages on-call EA's with the office (e.g., contact list, on-call folders, etc.)
 - supervises practicum students
- manages the Special Education and Learning Assistance budgets
- liaises with outside service providers (work spaces, student pull out schedules, IEP development)
- maintains and distributes the Inclusive Education Department Handbook and EA Handbook
- maintains and shares the relevant 1701 information with the DCS office for MoE data collections in Sept and Feb
- collaborates with administration regarding new student applications

Responsibilities of classroom teachers:

- takes responsibility for the learning of all students in their class
- differentiates instruction
- works in collaboration with IE teachers to support the needs of all learners through co-assessing, co-planning, and co-teaching
- provides general direction to the EA in the classroom, daily
- meets regularly with the EA

Educational Assistants

At Delta Christian School, an EA works under the general direction of an IE Coordinator and classroom teacher(s), and under the supervision of the principal/vice-principal. An EA may work in the regular classroom and/or in a pull-out environment. An EA must possess sufficient skills, training, and school-based experience in order to best assist students who need academic and/or behavioural and/or medical support.

There may be circumstances that arise when an EA must be absent from work but an on-call EA cannot be brought in, resulting in DCS being unable to provide adequate support for a student on an IE caseload. In this instance, an IE student(s) may be required to not attend school, and the parents/guardians will be notified as soon as possible.

An EA will be assigned to a student for one to three years. The length of assignment should not be more than three years in order that both student and EA can have the opportunity to grow and experience new challenges.

An EA is expected to:

- model Biblical values, conduct, and lifestyle
- create a safe and supportive learning environment
- maintain the confidentiality of sensitive information
- interact in a professional manner with students, parents/guardians, and co-workers
- assist in developing and implementing all student plans (i.e., IEP, PBS, LSP, AIP, and Safety Plans)
- know the IEP goals and directly support the student in working towards those goals
- collect anecdotal records, work samples, and data to document student progress and contribute to student evaluation
- keep records of daily activities when they differ from those of the typical student
- regularly communicate with their case manager
- regularly meet with the classroom teacher to plan and implement activities
- provide support to students in the classroom or designated support rooms
- monitor class/students when teacher is out of the room; must not exceed 30 minutes
- adapt environment, activities, and materials as needed for student success
- implement therapy programs (e.g., occupational, physio, speech-language)
- provide personal care and/or implement physical safety measures, as required
- communicate information to relevant staff regarding student-specific program needs (e.g., safety, health, academic, emotional and social needs)
- use computers and specialized equipment to provide support and instruction
- communicate with parents only according to procedures established in the IEP
- attend all relevant meetings (IE team, all-staff, IEP, etc.)
- participate in ongoing professional development training
- perform clerical or other duties as assigned (e.g., outside supervision)

Home-based Service Providers

Delta Christian School is committed to fostering effective partnerships between school staff, families, and community specialists. Many of our students are able to have support at home or in the community from other professionals. Some practitioners are directly engaged by the family while others are engaged by the school and they provide regular on-site services at school.

It is essential that community services be coordinated to avoid duplication, and to ensure consensus regarding goals, consistency in interventions, and an integrated approach to service delivery (*Special Education Services: A Manual of Policies, Procedures and Guidelines*, 2016).

Collaboration with outside service providers can result in a helpful dialogue about the student and their needs and can enhance a positive and co-operative partnership between the home and school.

The procedures below have been established to ensure that collaboration with outside service providers is done in the most productive way possible.

Occasionally, parents/guardians request outside service providers to observe and/or meet about their student at school. These requests will be considered on an individual basis by the school. The home-based service provider may be asked to fill in a Letter of Agreement with DCS.

Requirements for each Requested Visit:

- parent/guardian will contact the student's case manager to identify the outside service provider (name, position, and agency represented) who wishes to observe or to communicate with the student's team. This request should be made at least one week in advance of a proposed date and time.
- approval of a visit will be determined collaboratively with the principal, classroom teacher, and case manager
- prior to an observation, the case manager and classroom teacher will work with the parent/guardian and service provider to determine the specific goals of the observation to ensure the information from the observation will be used to enhance the student's educational programming
- the parent/guardian must give consent if any information about the student is to be shared between the school and service provider
- the service provider may be required to produce a criminal records check for the office prior to the visit

Observation Procedures:

- the visiting professional will be accompanied to the observation by a staff member
- the observation must not unduly disrupt or inconvenience the educational program of students
- observations must in no way be evaluative of teachers, other staff or other students in the classroom
- strategies used in the home program may be shared with the school team to support consistency in interventions and goals; however, it is the school administrator and case manager who have the professional responsibility to decide on the instructional/behavioural strategies most appropriate to the student in the school setting

Direct Services at School:

- occasionally, there are requests for consultants/therapists from outside agencies to provide direct service to a student during the school day on the school campus
- direct service by community partners may be considered on a case-by-case basis. Requests for direct service at school by service providers should be directed to the administrator or case manager.

Attendance at Meetings:

- meetings may be in person or remote (i.e., by phone or by video conferencing)
- parents/guardians are welcome to invite outside service providers to attend meetings for their child
- some practitioners charge families for their time to attend meetings. This cost is the responsibility of the family.

On-site Service Providers

Delta Christian School is fortunate to be able to accommodate certain service providers on site during the school day. DCS provides a work space and a schedule. Specialists may include: speech-language pathologists, occupational therapists, Orton-Gillingham practitioners, behaviour consultants, hearing teachers, counselors, etc. Each service provider has either an annual contract or an annual Letter of Agreement with DCS.

Parents are the primary payors for on-site services provided by outside specialists through extended benefits, charity grants, autism funding and/or personal funds. Under certain circumstances, DCS may be the primary or secondary payor.

The practitioner's services may include:

- a) assessments (i.e., observation, file review, interview with school staff and/or parents, administration of formal and informal measures)
- b) written and verbal communication re: assessment results, student learning objectives, student progress, concerns, potential grant applications
- c) therapy/treatment sessions on site
- d) attendance at team meetings, when requested (e.g., IEP meeting, school-based team meeting)

The practitioner is required to:

- a) hold a contract/agreement with parents
- b) provide a criminal record check to DCS every 3 years
- c) carry liability insurance
- d) maintain the confidentiality of student, staff, and school information

The responsibilities of the school's staff liaison include:

- a) facilitating regular communication with the practitioner, appropriate staff, and students' parents
- b) scheduling
- c) providing an appropriate work space
- d) determining the end date of services for a school year and notifying the practitioner with at least two weeks' notice
- e) receiving and verifying invoices, then providing them to DCS accounting

Delta Christian School fosters a collaborative approach with all members of a student's team.



APPENDIX A

Positive Behaviour Support Plan

Student:	Date:
Teacher:	Inclusive Education Coordinator:
Diagnoses and how these impact behaviour:	
Strengths & preferences:	

Setting Events: Prior/setting events that predict the student will have more difficulty in a day (e.g. lack of sleep, hunger/thirst, disrupted morning routine, absence of person, illness, allergies, pain, uncomfortable clothing, medication, negative interactions with family before school).				
(A) Antecedents (Immediate Triggers)	(B) Behaviour	(C) Consequences	Perceived Function	Replacement Behaviour
Actions/events that often occur before problem behaviours e.g. verbal overload, non-preferred task demand, inflexible demands, unfulfilled expectations, unstructured social situation, change of routine, object removed, being corrected, hearing no", "stop".	What does the student do? What does it look like? How often, how long and when? How serious/dangerous/disruptive is it?	What happens just after these inappropriate behaviours that might be reinforcing/rewarding this behaviour? e.g. given attention/help, ignored/left alone, removed from situation, given something	What does the student "get" – activity, person, help, object, attention, sensory stimulation? OR What does the student "escape" or "avoid" – activity, food, person, place, demand, request, attention, transition?	What appropriate behaviour can the student do to get what they need? e.g. ask for help, ask for break, initiate an interaction

--	--	--	--	--

Desired behaviour when presented with Antecedent What would you like the student to do? e.g. get to work w/o protest, accept change or disappointment calmly.	Consequences for desired behaviour What would happen if they did the desired behaviour? e.g. praise, extra free time, high 5.

Signs of anxiety/frustration e.g. becomes loud/quiet, body tenses up, short gruff responses, increase in repetitive/obsessive/compulsive behaviours, crying, shut down, head on table.
STRATEGIES: select strategies that will make problem behaviours irrelevant, ineffective, inefficient
Setting event strategies Immediate actions to prevent escalation e.g. warning before transitions, allow processing time, breaks, monitor tone of voice, self-calming techniques, review behavioural strategies and expectations in advance, offer choices, use non-verbals, home/school communication log.
Prevention Strategies Implement preventative practices such as reducing anxiety, remind of the “why”, offer breaks, personal support, changes in expectations, Plan B activities for difficult days, adapt resources/activities, preload expectations, check-ins, Social Stories, increase supervision.
Teaching Strategies Teach replacement behaviours such as asking for help, requesting a break, using calm down routine, using 5-point scale, use natural if/then technique, practice skills in a safe context, role play.
Consequence Strategies Respond to problem behaviours in ways that will <u>not</u> maintain the behaviour, such as positive redirection. Positive reinforcement of replacement behaviour such as high 5, nice note home, token reward system.



Safety Plan

Date: _____
 Name: _____
 DOB: _____
 Grade: _____
 Safety Plan review date (no more than 4 weeks after implementation): _____

Objective: To ensure that all staff working with ____ are aware of responses and safety procedures in place to maintain a safe, productive learning environment for __, other students and staff.

Rationale (why do we need a plan?):

Student Background

Safety Issues

Known Triggers

A. Proactive Strategies

Ecological changes

Positive Programming

Focused Support

B. Reactive Strategies – Crisis Response Plan

Designated staff will implement the following crisis management plan when necessary.

Precursor behaviours (what you see) → →	→ Staff responses (what you do)
Anxiety (Noticeable increase or change in)	Be Supportive (empathetic, non-judgemental response)
Defensive: (cues that this student is beginning to lose the ability to think or process information)	Be Directive: (set clear, enforceable limits)
Acting Out (risk to self or others)	Crisis Intervention Plan (injury prevention)
Tension Reduction (cues that student is calm)	Therapeutic rapport (re-establish rapport – do not incriminate)

1) Response progression

- A. Keep a safe distance
- B. Clear the area
- C. Call for support
- D. Assign one person to direct actions of intervening adults

E. Use physical restraint strategies as a last resort. Only a trained person to do so and when there is danger to self or others.

2. Criteria for calling home:

3. Emergency contact procedures:

C. In the Event of an Incident

1. Post incident debriefing (all involved employees and parents are included)

2. Reintegration Plan

D. Maintenance Plan

E. Stakeholder Signatures

Principal -

Date

Parent

Date

Classroom teacher(s)

Date

Inclusive Education Coordinator

Date

Educational Assistant

Date

Date of termination of this plan: _____

Reason for termination:

Signature: _____



APPENDIX C

Annual Instructional Plan - English Language Learner

Primary

Name	Date	Birth Date	Gender	PEN	Grade
First Language:			Date of arrival in Canada:		
Case manager:			Classroom teacher:		

Additional student information:
--

	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
Oral Language	Student can understand and respond to simple statements and questions in familiar situations.	Student can participate in a conversation on everyday topics using simple structures.	Student can participate in a conversation about familiar topics and some academic content.	Student can participate in conversation with some opinions and details on a range of academic topics.	Student can speak fluently and accurately on a wide range of academic topics.
Reading	Student can begin to recognize some letters, sounds, and words, and begin to make meaning of text.	Student can begin to use strategies to read and understand simple words and make personal connections to text.	Student can use some strategies to decode unfamiliar words and make basic connections to the world from text.	Student can use a variety of strategies to read unfamiliar text and understand increasingly complex words and meaning.	Student can use a range of strategies and understand a wide range of words to make connections and access concepts in text.
Writing	Student can use or copy a string of letters and simple words to communicate	Student can use some familiar vocabulary, repetitive phrases and patterned sentences to communicate.	Student can use simple vocabulary with some descriptive words to create simple sentences.	Student can use a range of vocabulary and some connections to communicate personal ideas.	Student can use a wide range of vocabulary with loosely organized ideas, and begin to write clearly with some detail.
Overall English Level is					

ASSESSMENT INFORMATION
<p>PPVT-4</p> <p>READING Jerry Johns' Basic Reading Inventory-8th edition: oral reading grade equivalent: comprehension grade equivalent:</p> <p>Dolch sight words:</p> <p>Phonemic Awareness/Phonics:</p> <p>WRITING</p> <p>ORAL LANGUAGE</p> <p>MATH</p>

LANGUAGE & LITERACY GOAL: will improve English language skills.		
Objectives	Strategies & resources	Assessment/evaluation
<p>will:</p> <ul style="list-style-type: none"> - be immersed in English at DCS - increase his/her expressive and receptive English language vocabulary - will be able to comprehend grade ____ level written passages, 70% accuracy by ____ - write 	<p>Learning assistance</p> <ul style="list-style-type: none"> - 2X/wk, small group - focus on English vocabulary and comprehension development, and written composition skills <p>Classroom teacher will:</p> <ul style="list-style-type: none"> - check for understanding - provide visual support for concepts - write key words on white board - assign partnered activities - re-phrase idioms - ensure meaning of spelling words is taught and reviewed - shared EA support 	<ul style="list-style-type: none"> - regular end of term reporting by the classroom teacher, - assessment by the learning assistance teacher

Inclusive Education Referral

Instructions - Make a copy of this template doc, fill it out, then share/submit to IE Coordinators.

Doc title format: "Joe Smith 5M IE referral April 2025".

Date: **Student Name:** **Grade:**

Referring teacher:

REASON for REFERRAL (highlight each)

- academic concerns • behavioural difficulties • poor focus/distractible • sensory needs
- cognitive (i.e. (high or low learning potential)) • social/emotional issues • motor skills deficits

SUPPORTING DOCUMENTS

Provide as many of the items below as possible. Highlight Yes or No if you have the item.

- *Yes or No* student work samples
- *Yes or No* observation notes of student at work
- *Yes or No* observation notes of student at play
- *Yes or No* medical information (i.e., hearing, vision, medical paperwork, etc.)
- *Yes or No* other:

Academic performance (X)	below grade level	at grade level	above grade level
oral reading skills			
reading comprehension			
math reasoning			
math computation			
spelling and punctuation			
writing organization			
language skills			
other:			

Possible factors in student's low achievement (X)	
organization	
time management	
memory	
listening skills	
stress/worry	
English language skills	
social conflict	
other:	

list **STUDENT STRENGTHS**

SOCIAL - EMOTIONAL (highlight on the number scale)

self concept: *weak* 1 2 3 4 5 *strong*
social skills: *lacks friends* 1 2 3 4 5 *outgoing*
work habits: *dependent* 1 2 3 4 5 *independent*
 gives up 1 2 3 4 5 *perseveres*
behaviour: *defiant* 1 2 3 4 5 *cooperative*
 aggressive 1 2 3 4 5 *passive*
 distracted 1 2 3 4 5 *attentive*

Further information:

Would this child benefit from counseling? Yes No

Reasons:

TIER ONE INTERVENTIONS ATTEMPTED

RESULTS

list **CONTACTS MADE with PARENTS** (provide date, communication format, notes)

Consent for Inclusive Education Services 2024-2025

Date: _____ Dear Parent/Guardian of _____

You are receiving this consent form because your child was referred to the Inclusive Education (IE) department **OR** the *School-Based Team (SBT) has recently met to review the referral **OR** your child is already supported by the IE department. The ✓'s in the left column of the table below indicate the services that are recommended now or that may be possible later this school year. The staff member(s) directly involved with your child's programming will be in communication with service providers during the school year. ** indicates that the service provider requires separate additional forms.

Parents are the primary payors for on-site services provided by outside specialists through extended benefits, charity grants, autism funding and/or personal funds. Under certain circumstances, DCS may be the primary or secondary payor. For more information about IE, please see the *Inclusive Education Handbook* found at www.deltachristianschool.org.

*The School-Based Team (SBT) is "an ongoing team of school-based personnel which has a formal role to play as a problem-solving unit in assisting classroom teachers to develop and implement instructional and/or management strategies and to coordinate support resources for students with special needs within the school" (Special Education Services: A Manual of Policies, Procedures and Guidelines - 2016). The SBT typically includes the principal or assistant principal, IE teachers, and the student's classroom teacher. It may also include outside specialists who are contracted by DCS and educational assistants (EA's).

Please initial *yes* or *no* in the appropriate column.

✓ or n/a	Service	YES, I consent	NO, I do not consent
	Inclusive Education (IE) case management.		
	Skills assessment by an IE teacher.		
	Direct instruction/intervention by an IE teacher or an EA under teacher direction.		
	Exemption from French class		
	**Behaviour Consultant		
	**Occupational Therapist		
	**Counselor		
	Other:		

Name: _____

Date: _____



APPENDIX F




Individual Education Plan

Student Details		
Name:	PEN:	Grade:
Date of Birth:	Ministry Designation:	
Case Manager:	IEP Date:	

Student Support Team		
Name	Role	Attended IEP meeting
	Learning Assistance Teacher	
Bryan Young	Principal	
	Classroom Teacher	
	Educational Assistant	
	Parent	
	Parent	

Personal Profile	
My interests:	Evidence: student interview/questionnaire school staff input parent questionnaire/interview
I learn best when:	
What you need to know about me (includes services/programs):	

✓

My Learning Profile			
	Personal <i>What I am able to do on my own</i>	Social <i>What I am able to do with others</i>	Intellectual <i>How I think</i>
Strengths			
Stretches			
My Focus Areas This Year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
These learning domains can inform the IEP development in these core	Core Competency Connections		
	 Positive Personal & Cultural Identity	 Communication	 Creative Thinking



Learning Support Plan

A learning support plan is an informal document prepared for a student who does not require an IEP, but who can benefit from certain adaptations, teaching strategies, and resources.

Student Details		
Name:		Date:
Birthdate:	Grade:	Case Manager:
Teacher:		EA:

Student Information

Strengths	Stretches

Action Plan	
Description of concern	Strategies to try
Description of concern	Strategies to try
Description of concern	Strategies to try



Preschool Student Evaluation

APPENDIX H

INSTRUCTIONS TO PARENTS:

Dear parent/guardian: please complete the information requested in the spaces directly below and give this form with the pre-addressed envelope to your child's current preschool or daycare. This form is confidential and must be sent by the preschool to Delta Christian School. Please read the following statement and sign the form. ***I acknowledge that I waive my right to read this confidential evaluation.***

Parent/Guardian Name

Parent/Guardian Signature

Child's Name

Date

Preschool/Daycare Name

Teacher's Name

Preschool/Daycare Address

Frequency of attendance (days per week/hours per day)

INSTRUCTIONS TO PRESCHOOL/DAYCARE TEACHERS:

Dear Teacher: Delta Christian School (DCS) is a faith-based Independent School for students in Kindergarten to Grade Seven. Your completion of this evaluation is extremely helpful. It is important to all of us that this child's next school placement be an appropriate one for both the student and the family. Your observations on academic readiness and social-emotional development are important to us. Please know that the professional comments you share are **STRICTLY CONFIDENTIAL**, and do not become a part of a student's permanent record. We thank you in advance for the help your comments will provide.

TEACHER'S EVALUATION:

How long have you known this child? _____

Social & Emotional Development:	Mature	Age Appropriate	Developing	Immature
Listens to the teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperates with peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relates appropriately to peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relates appropriately to adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exhibits self-confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adjusts to changes in routine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transitions between activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tolerates frustration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Separates from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shares toys, materials and possessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Functions independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asks for help when needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide additional comments on the above: _____

Physical Development:	Mature	Age Appropriate	Developing	Immature
Fine motor control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gross motor control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Toilets independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manages clothing independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide additional comments on the above: _____

Cognitive Development:	Mature	Age Appropriate	Developing	Immature
Expresses ideas clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pronounces words clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sustains attention in small groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grasps concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recalls details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates an interest in learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plays appropriately with toys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follows two and three step directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math readiness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading readiness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide additional comments on the above: _____

Please check the corresponding box for services and supports in which the child has received either currently or in the past:

Additional Services and Supports:	Yes	No	Referred	Current	Past
Infant Development Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supported Child Development (SCD) Consultant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support Worker at Preschool/Daycare	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Occupational Therapist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speech-Language Pathologist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physiotherapist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Behaviour Consultant/Behaviour Analyst	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How would you describe this child: _____

☐ Check here if you would like us to call you for further information about this applicant.



APPENDIX I

Transition Planning Notes June 2024 for 2024-2025

Student:	Current grade is	Classroom teacher:
Highlight docs on file: IEP LSP AIP (for ELL) Safety Plan Pos Behaviour Plan medical (red dot)		

STRENGTHS at SCHOOL

AREAS of CONCERN (highlight) • academic • behavioural • attentional • cognitive concerns • social-emotional • physical
--

Academic performance (X or shade)	below grade level	at grade level	above grade level	Possible factors in student's low achievement (X)	
oral reading skills				organization	
reading comprehension				time management	
math reasoning				memory	
math computation				listening skills	
spelling and punctuation				stress/anxiety	
writing organization				language skills	
language skills				other:	
other:					

WHAT WORKED WELL THIS YEAR	WHAT DID <u>NOT</u> WORK WELL THIS YEAR
----------------------------	---

RECOMMENDATIONS FOR NEXT YEAR (list the most important adaptations/supports)

CLASSROOM ENVIRONMENT
AIDE TIME REQUIREMENTS
ACADEMICS
BEHAVIOURAL
SOCIAL-EMOTIONAL
OTHER

Additional Notes from Inclusive Ed case manager
--