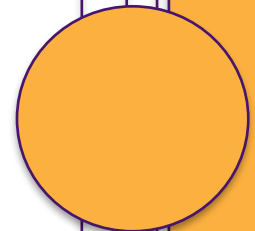


INTEGRATION SUPPORT TEACHER (IST) / BUILDING ACADEMIC, SOCIAL AND EMPLOYMENT SKILLS (BASES)

Handbook of Guidelines & Procedures

Student Support, Education Services

Revised: September 2020



Student Support

*Director of Instruction: Kate Colter
District Principal: Diana Di Cesare
Acting District Principal: Kristen Pawar
District Principal: Colin Reid
District Principal: Carla Green
Administrative Assistant: Sandra Uno*

14033 - 92 Avenue
Surrey, BC
V3W 5Y4

Ph: 604-596-7733
Fax: 604-595-6105
Email: SS-office@surreyschools.ca



TABLE OF CONTENTS

Part 1	Roles & Responsibilities IST & BASES	2
	<ul style="list-style-type: none">• <i>The Full Inclusion Model of Special Education</i>• <i>Case Management</i>• <i>Supporting the Classroom Teacher: Differentiation of Instruction</i>• <i>Staff Development</i>• <i>Integration Support Teacher (IST)</i>• <i>BASES - Building Academic, Social And Employment Skills</i>• <i>BASES Department Head</i>• <i>Annual Timeline for Inclusion Teachers</i>	
Part 2	Students Receiving Integration/BASES Support	15
	<ul style="list-style-type: none">• <i>Student Referral Process (New Students to the District)</i>• <i>Student Eligibility for Integration Support Teacher</i>• <i>Student Eligibility for BASES Teacher</i>• <i>Dual Diagnosis</i>• <i>Standards of Practice (Program Organization, Curriculum, IEP Development)</i>	
Part 3	Communication & Collaboration	21
	<ul style="list-style-type: none">• <i>Home-School Communication</i>• <i>School Team Collaboration</i>• <i>Effective Working Relationships with Education Assistants and Applied Behaviour Analysis Support Workers</i>• <i>Planning for Inclusion</i>• <i>Prioritization of Needs</i>• <i>Planning and Development of the Individual Education Plan (IEP)</i>• <i>Program Implementation</i>• <i>Adaptations, Modification, & Reporting</i>	
Part 4	Transition Planning	28
	<ul style="list-style-type: none">• <i>Transitioning to Kindergarten</i>• <i>Outgoing Grade Seven Students</i>• <i>Incoming Grade Eight Students</i>• <i>Work Experience / Customized Employment - BASES Students</i>• <i>Transition to Adulthood</i>	



Part 1

Roles and Responsibilities IST & BASES

THE FULL INCLUSION MODEL OF SPECIAL EDUCATION

The Full Inclusion Model is based on principles of collaborative teamwork, shared responsibility for improving student achievement, and an understanding that all students need to feel a sense of belonging at school and in their community. The Integration Support Teacher (IST) and BASES Teacher both work in consultation with classroom teachers, school principals and vice principals, Education Assistants (EAs), Applied Behaviour Analysis Support Workers (ABA SWs), and other school, district, and community (e.g., MCFD, Maples Adolescent Treatment Centre, Child & Youth Mental Health) personnel to coordinate their efforts, skills, and expertise in assessing, identifying, planning and providing instruction for students who have diverse low incidence special needs.

The underlying premise of the Full Inclusion Model is that supports and services come to the child, rather than the child going to the services. Whenever possible, students should receive intensive support, instruction and other specialized services in the regular classroom setting. A student may attend a school other than their neighbourhood school, when the family and school team (and the student as appropriate) believe this to be in the student's best interests. Such decisions are made through discussions with school-based administration at both sites, BASES teachers, (ISTs) and Student Support.

A parent who elects to pursue an out-of-catchment school must follow the district process. Approval of [Out-of-Catchment applications](#) is at the discretion of the receiving principal who will ultimately decide whether or not the student is accepted. Where parents have initiated and opted for out-of-catchment enrollment, district transportation is not provided.

CASE MANAGEMENT

“The principal of the school is responsible for the implementation of educational programs (School Act Regulation 5(7)(a)). Though planning occurs collaboratively, the principal of the school should ensure that for each such student a case manager is appointed to coordinate the development, documentation and implementation of the student's IEP.”

Special Education Services: A Manual of Policies, Procedures and Guidelines (2016)¹

The IST / BASES teacher serves as case manager for students with all low incidence designations except Visual Impairment, Deaf or Hard of Hearing, and Intensive Behaviour Intervention/Serious Mental Illness; while the IST serves as case manager for these at the elementary level, the counsellor serves as case manager at the secondary level for these 3 exceptions. When a student has a low incidence designation of Visual Impairment or Deaf or Hard of Hearing, Intensive Behaviour Intervention/Serious Mental Illness, the inclusion teacher works in collaboration with other Student Support staff (e.g., Teacher of the Deaf

¹ http://www.bced.gov.bc.ca/specialed/special_ed_policy_manual.pdf

or Hard of Hearing) to meet student needs. The case manager is responsible for facilitating the development of the IEP and monitoring the implementation of the plan. Specifically, this role includes:

- Coordination of the on-going collection of documentation required for Ministry of Education compliance (assisting with preparation of the file for audit);
- Liaising and co-planning with district and outside agency personnel as appropriate;
- Coordination and facilitation of the annual IEP review process (at least twice per calendar year, requiring Intensive Behaviour Intervention or having Serious Mental Illness) with integrated case management meeting minutes placed in the student's permanent record file;
- Working in collaboration with the school-based team;
- Maintaining file organization;
- Modeling and providing information regarding inclusive practices;
- Collaboration with the classroom teachers and other appropriate education professionals (EA/ABA SWs, LSTs, etc.), to provide direction and support to paraprofessionals (e.g., Education Assistants, ABA Support Workers, etc.); and
- Facilitation of transitions from preschool to kindergarten, elementary to secondary school, or between programs or schools.

Whenever possible, students should have the same case manager as he or she progresses from grade to grade. Ongoing case management helps to maintain key relationships and to build a coherent education plan. When a change in case manager must occur, the existing case manager must ensure that all program information and resources are shared and passed on to the incoming case manager.

SUPPORTING THE CLASSROOM TEACHER: DIFFERENTIATION OF INSTRUCTION

Formative assessment is key to ensuring comprehensive learning across student competencies. Formative assessment provides important feedback about student progress and informs the next steps in a student's learning. A key role of the inclusion teacher is to support classroom teachers so as to ensure that the necessary adaptations and modifications have been planned so that the student with special needs is engaged in purposeful and meaningful learning opportunities. When the inclusion teacher and classroom teachers work together to differentiate instruction, the diverse needs of all learners are effectively addressed, and the classroom becomes one where inclusion is the norm.

STAFF DEVELOPMENT

Leadership is an integral part of the role of the IST and BASES teacher. ISTs and BASES teachers build capacity by sharing skills and knowledge, promoting effective practices and developing school-wide confidence to address the needs of students who have unique learning needs. They may also assist in coordinating in-service or offering workshops for school staff. ISTs and BASES teachers also provide guidance, direction, professional development, and in-service opportunities for paraprofessionals and also encourage school teams to attend in-service on inclusionary practice that will assist in their educational practice.

INTEGRATION SUPPORT TEACHER (IST)

An IST is a school-based itinerant position with a specific assigned caseload of students who have low incidence Ministry designations. ISTs work as case managers for these students and collaborate and co-plan with school personnel, as well as district and community partners. ISTs may work at more than one school. The amount of time that the IST spends at their respective school(s) is based on the needs of all of the students on their caseloads (e.g., not necessarily the respective school FTEs that were originally assigned).

ISTs, as members of a collaborative team consult with school-, district- and community-based personnel and parents to:

- a) Assist classroom teachers with the inclusion of learners who have low incidence special needs;
- b) Coordinate and write [*Individual Education Plans \(IEPs\)*](#) for the students on their caseload;
- c) Coordinate the acquisition of materials and equipment required for student success;
- d) Assist principals in using the [*EA Hour Allocation Planning Tool for Principals*](#) (principals are responsible for allocating and scheduling support personnel in their building);
- e) Attend school-based team meetings as they pertain to the students on their caseload;
- f) Provide and/or arrange in-service regarding inclusive practices;
- g) Model and provide information regarding inclusive practices (e.g., demonstrate differentiated instruction);
- h) Facilitate transitions for incoming kindergarten students who have special needs, grade seven students moving from elementary to secondary school, and students moving between schools or programs. Please note that in most instances the counsellor or other designated person on the school team leads transitions between

grade 7 and grade 8 for Students Requiring Intensive Behaviour Intervention or Students with Serious Mental Illness, and not the IST. Teachers of the Deaf or Hard of Hearing, Teachers of the Blind or Visually Impaired and the Teacher of the Deafblind facilitate transitions for students for whom a sensory need only has led to their designation. Where the student has a visual or auditory sensory-related designation in addition to another low-incidence designation, the IST will work as a member of a team to facilitate transitions;

- i) Liaise with community-based personnel as appropriate; and
- j) Conduct functional behaviour assessment and facilitate the collection of data to facilitate the development of [*Positive Behaviour Support \(PBS\) planning*](#).

ISTs attend IST orientation sessions, monthly IST meetings, and other training opportunities to update and further their knowledge and share their unique expertise in specialized areas (e.g., autism, developmental disabilities, physical disabilities or chronic health impairments, social/emotional development). In addition to their role as case manager, ISTs ensure that their assigned students' school files are reviewed and made audit ready.


As noted elsewhere in this document, the classroom teacher is central to the student's educational program.

BASES - BUILDING ACADEMIC, SOCIAL, AND EMPLOYMENT SKILLS

The acronym BASES was coined many years ago, and stands for **Building Academic, Social, and Employment Skills**. While student needs have changed over the years, all students continue to benefit from the development of academic, social, and employment skills. The manner in which these skills are developed is in accordance with the student's needs and is the decision of the student, his or her family, and the school team. Students who are assigned to BASES, are integrated in regular classes and participate in school-based activities to the greatest extent possible. This means that some students spend most of their school day outside of the BASES resource room, whereas others spend time in regular classes (with or without modifications).

In order to more effectively meet the needs of all learners, some schools have developed models of support that emphasize employment or academic skills, and others encourage full inclusion. For specific information about the various approaches, please contact the schools directly.

A BASES teacher is a school-based enrolling teacher with a specific assigned caseload of students who have both low and high incidence Ministry designations. Teachers who are assigned to BASES part-time, without a diploma or degree in special education, should attend in-services and professional development opportunities offered by the district. Full-



time BASES teachers hired without training should commit to district in-service, and are also strongly encouraged to enroll in a diploma or graduate program in special education. All new BASES teachers are required to attend a district orientation session within the semester they are hired, regardless of their previous training or experience in special education.

BASES teachers participate as members of a collaborative team, and consult with school-based, District and outside agency personnel and parents to:

- a) Assist teachers (as needed) with the inclusion of BASES learners into the regular classroom;
- b) Interpret the learner's disability and its implications;
- c) Participate in the yearly placement review process;
- d) Coordinate and write Individual Education Plans (IEPs);
- f) Coordinate acquisition of materials and equipment required for students' programs;
- g) Provide information regarding specifically how and when support from an Education Assistant is to be used;
- h) Model and provide information regarding inclusive practices;
- i) Monitor and evaluate student progress;
- j) Prepare report cards;
- k) Facilitate transitions for incoming grade seven students moving from elementary to secondary school, and students moving between schools or programs;
- l) Liaise with outside agency personnel as appropriate; and
- m) Facilitate the transition planning process for students in grade 10 or older as they prepare to move from school to adulthood.

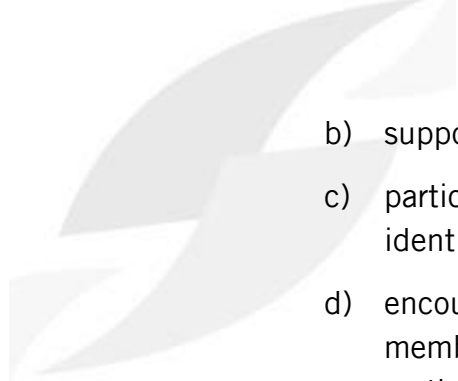
In addition to their case management role, BASES teachers provide direct curriculum-based instructional support for learners. BASES teacher are also responsible for ensuring that the school files of their assigned students are reviewed and made audit ready.

BASES DEPARTMENT HEAD

The position of BASES Special Education Department Head is by recommendation of the school principal to the Superintendent. The duties and responsibilities include:

(A) Instructional Leadership

1. The department head will provide direction and assistance to teachers' program areas through the development of a yearly plan by:
 - a) establishing program objectives which are consistent with school objectives, school district goals, and provincial guidelines.
 - b) establishing department or program priorities.
 - c) evaluating progress towards these objectives, goals and guidelines.
2. The department head will assist administration by providing leadership in development of the school curriculum to meet the learning needs of pupils by:
 - a) implementing curriculum changes as required by the Ministry or the district.
 - b) selecting learning resources.
3. The department head in cooperation with the administration will develop a program of articulation with elementary schools, secondary schools and post-secondary institutions.
4. The department head, will provide leadership in setting standards of pupil performance by:
 - a) promoting consistent standards and performance objectives within the program area.
 - b) working with teachers to establish their procedures and to establish consistent student evaluation and reporting practices.
5. The department head will assist the administration in the supervisory process by:
 - a) developing a program of instructional supervision with department members.
 - b) providing opportunities for department members to improve their instructional processes.
6. The department head will support professional development by:
 - a) being directly involved in the school improvement plan.

- 
- b) supporting and participating in the school's staff development program.
 - c) participating in in-service programs, workshops and/or conferences; and identification of in-service opportunities for department members.
 - d) encouraging professional development through the exchange of ideas with members of the program or subject area, discussion of teaching methodology and resources.
7. The department head will provide support, guidance and orientation of student teachers, teachers new to the department, and teachers new to the profession.
 8. The department head will support district programs and school initiatives.
 9. The department head will work to provide a positive image of the school in the community by:
 - a) participating in the school's public relations program.
 - b) communicating with elementary, secondary and post-secondary institutions.
 10. The department head will work as part of a school district department head team and will meet regularly with district personnel to promote curriculum development, school-to-school coordination and articulation, and other matters that relate to curriculum and instructional priorities.

(B) Organizational Duties

The department head will assist the school's administration by:

1. Attending school and district department head meetings.
2. Assisting the principal, as requested, to determine teaching assignments and in selecting new teachers.
3. Convening regular departmental meetings at which minutes are recorded and filed.
4. Participating in the school budget development process.
5. Monitoring the requisition of supplies and equipment.
6. Maintaining inventory control and arranging for the repair and maintenance of department equipment.
7. Advising the school administration about facility needs and safety concerns.
8. Advising on plans for additions and alterations to the school where appropriate.

ANNUAL TIMELINE FOR INCLUSION TEACHERS

SEPTEMBER

First/Second Week:

- Introduce yourself to the principal and clerical staff.
- Determine the students on your caseload by meeting with the principal and going through the 1701 printout.
- Meet the classroom teacher(s) and education assistant(s).
- Work with the administration on setting up EA schedules, breaks, etc.
- Observe your students in their classrooms once they have been officially assigned to their teachers.
- Document the students' names, grades, diagnoses and related designations, classroom teachers and EA/ABA SWs assigned to the students.
- Read the student's files with a focus on their assessment data, medical diagnosis / diagnoses, recent IEP, Employee Safety Plan, plans of supervision, positive behaviour support plans, etc., and take notes for your reference.
- Research the diagnosis and its implications for learning if unknown to you.
- Liaise with community partners such as Nursing Support Services, Occupational Therapists (OTs), Physiotherapists (PTs) for students who have medical and physical needs (refer to previous IEP to determine who the supports are and contact them). For Kindergarten students who have medical and physical needs, refer to the transition and placement meeting notes from the previous spring to determine what the needs are and who to contact.
- Participate in training and in-service sessions at the District Education Centre (DEC). Student Support will send out information on upcoming sessions.
- If possible contact the previous Inclusion Teacher for information on the students and general information.
- Please refer to the [Education Services district webpage](#) for updated information, resources, etc..
- If the school team is requesting visual communication strategies (TouchChat, Picture Exchange Communication System [PECS], or other visual supports) please ensure they are ready to use.
- Attend staff meetings and School-Based Team (SBT) meetings, and become acquainted with the school culture.

Third/Fourth Week:

- Continuation of the above
- **Employee Safety Plans:** Please refer to the [Positive Behaviour Support Plan Handbook](#).
- **Positive Behaviour Support (PBS) Plans:** Please refer to the [Positive Behaviour Support Plan Handbook](#).
- Continue to observe the students on your caseload and model effective practices with respect to dealing with students who exhibit behaviour concerns.
- **H Designated Students:** Consult with the counsellor with respect to who will create the IEP and contact the parents and outside support services. Document all communication with outside support services (refer to IEP), and ensure that [Integrated Case Management \(ICM\) meeting minutes](#) are stored in the student's red file.
- Begin to schedule IEP meetings for October and November. Try to prioritize meetings for Kindergarten students, new students and students with ongoing concerns related to behaviour or medical needs. Invite all relevant support staff to attend meetings: augmentative communication specialist, speech-language pathologist, [District Action Team for Autism \(DATA\)](#), occupational therapist, physiotherapist, counsellor, social worker, interpreters / multicultural workers from the [Welcome Centre](#), principal, teacher, EA, etc.
- Invite the parents/guardians to the meetings and ask them if they want to invite any community support personnel (e.g., behaviour consultant, speech-language pathologist, behaviour interventionist, resource workers, child and youth mental health clinician, psychologist).
- Request that EAs take ongoing data on the students in order to determine baseline functioning and develop appropriate goals for the IEP.
- Assist classroom teachers in administering or conducting assessment of any students on your caseload.
- Attend IEP training sessions.

OCTOBER

- Before you begin the formal IEP meetings, review the previous year's IEP and any recent data or assessments taken in order to establish goals and objectives for the new school year.
- If any members of the student's educational team are unable to attend the IEP meeting, meet with them (or contact them by email/phone) at a separate time to gather their input.

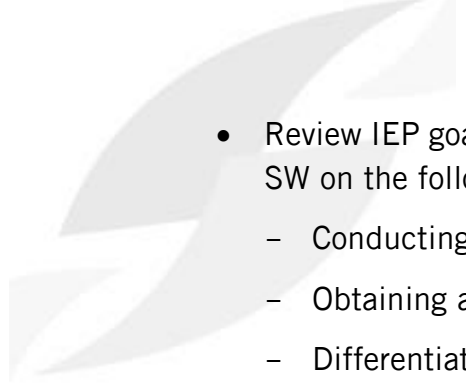
- For students who have an active ABA home program with a BI/ABA-SW/EA-Autism/EA-BT, please refer to the [EA and ABA SW Handbook of Guidelines](#) and specifically, the [ABA - Home to School Collaboration](#) document.
- Continue to work with classroom teachers to differentiate instruction, and obtain appropriate teaching materials and resources to the educational teams. For resources connect with district staff (e.g., helping teachers).
- Continue to attend in-service sessions at DEC.
- Meet with the SBT as needed, with respect to supporting the students on your caseload. Complete a [collaboration request](#) if necessary and send it to Student Support in order to collaborate with district personnel.

NOVEMBER / DECEMBER

- Continue with IEP meetings (**teachers are to receive release time, and internal coverage should be arranged for EAs/ABA SWs to meet**).
- Continue to collaborate with school, district and community support personnel.
- Where community support personnel (e.g., behaviour consultants, resource workers, interventionists), conduct observations at school, a copy of their notes must be left with the school (see [ABA-Home to School Collaboration](#) document).
- Continue to work with classroom teachers to differentiate instruction, and obtain appropriate teaching materials and resources for the educational teams. For resources, refer to the Student Support Teachers Group page on the HUB, and connect with district staff (e.g., helping teachers).
- Collaborate with classroom teacher(s) to write report cards. Use the IEP as a foundation to write how the student is doing in the classroom, especially for students whose educational programs are significantly adapted (i.e., formal modifications should not occur until grade 10).
- Continue to attend in-service and training at DEC.
- Once the educational team has completed an IEP, place the original in the student's file and provide copies to the parents, classroom teacher, EA, and other support personnel as appropriate.
- Work with EAs on obtaining and analyzing data, and programming appropriately.
- Begin the informal assessment process with your students.

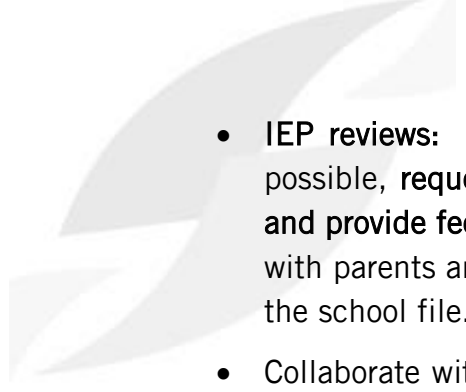
JANUARY- MARCH

- Audit proof your students' files (watch for ongoing training which is provided throughout the school year).

- 
- Review IEP goals for the students and work with the classroom teacher and EA/ABA SW on the following:
 - Conducting informal assessments
 - Obtaining and analyzing data
 - Differentiating instruction
 - Modeling and implementing inclusionary practices
 - Use data to inform programming and report cards.
 - Elementary schools will begin to receive information with respect to incoming pre-school students (watch for in-service sessions on preschool and secondary level transitions).
 - If the IST has students transitioning to grade 8, contact the high schools right after spring break to begin the transition process.
 - If the IST requires guidance with respect to transitioning students from preschool to Kindergarten or from Grade 7 to 8, please contact Student Support.

APRIL - JUNE

- ISTs begin the preschool observations and transition process.
- For students transitioning to high school, ISTs begin the transition process by contacting the schools and setting up a time to meet with the case manager, counsellor, parents, EAs, and any relevant district and community support personnel. At the meeting, look at setting up visits to the high school in the spring and making any necessary accommodations in the high school setting (changes to seating, mobility concerns etc). Students who have an Intensive Behaviour Intervention/Serious Mental Illness (H) designation may not require transition visits to the high schools to familiarize themselves with the physical layout or routines for example, however, they should have the opportunity to connect with the person who will be their “go to” person once they transition to grade 8. Ideally, the student and their “go to” person will have the opportunity to develop a relationship prior to the transition.
- For students transitioning to secondary, ISTs attend the first few visits with the EA and student. Provide the grade 8 case manager with a package that contains a copy of the student’s IEP, information regarding effective practices, copies of visual supports, behaviour plans, Employee Safety Plans, etc.
- Watch for information regarding outings and athletic events, if relevant and appropriate for the student.

- 
- **IEP reviews:** Complete any post-assessments, and note results on the IEP. If possible, **request release time for the EA/ABA SW and teacher to review the IEP and provide feedback on the evaluation form.** Communicate potential IEP updates with parents and members of the educational team, and place a record of these in the school file.
 - Collaborate with the classroom teacher(s) to write report cards. Use the IEP as a foundation to document how the student is performing in the classroom, especially for students whose educational programs are significantly adapted (i.e., formal modifications should not occur until grade 10).
 - Collect and return materials and resources borrowed from Student Support and district personnel.
 - Provide input and support in reviewing each student's needs for the next school year.



Part 2

Students Receiving Integration/BASES Support

STUDENT REFERRAL PROCESS (NEW STUDENTS TO THE DISTRICT)

Students who are new to the school district and thought to be eligible for a special needs designation, must be referred to Student Support. Referrals are required even when students have been designated by another school district.

STUDENT ELIGIBILITY FOR INTEGRATION SUPPORT TEACHER

Student Support assigns specific students to an Integration Support Teacher's (ISTs) caseload through the school-based principal. A student is added to an ISTs caseload once Student Support has confirmed one or more of the following low incidence Ministry designations:

- Category A - Physically Dependent – Multiple Needs
- Category C - Moderate to Profound Intellectual Disabilities
- Category D - Physical Disability or Chronic Health Impairment
- Category G - Autism Spectrum Disorder
- Category H - Students Requiring Intensive Behaviour Intervention or Students with Serious Mental Illness

Students Supported by the Integration Support Teacher in Collaboration with a Counsellor

ISTs facilitate and write the IEP with the school team. Maintaining communication with partner agencies and maintaining the inter-agency log is a shared responsibility with the school counsellor.

Meeting the ministry expectation of partner agency involvement:

- The IST is responsible for coordinating inter-agency supports so as to ensure the provision of integrated wrap around supports. If an external agency (e.g., Child & Youth Mental Health) is no longer involved, this information should be brought to the SBT. The SBT should then decide if they will seek out another outside agency or request that Student Support remove the Students Requiring Intensive Behaviour Intervention/Students with Serious Mental Illness designation. In some instances, the SBT recommends a referral to Student Support for consideration as a Student Requiring Moderate Behaviour Support/Students with Mental Illness. ISTs are responsible for documenting evidence (e.g., filing Integrated Case Management Meeting minutes) of inter-agency planning to support student needs.

Students Supported by the Integration Support Teacher in Collaboration with a Teacher of the Deaf or Hard of Hearing, a Teacher of the Visually Impaired, or a Teacher of the Deafblind

The IST may be a member of a student's educational team (and not the case manager), where Student Support assigns a low incidence designation, in addition to a low incidence designation related to an auditory and/or visual sensory need (below).

Category B -
Deafblind

Category E -
Visual Impairment

Category F -
Deaf or Hard of Hearing

It is important to note that many students who have low incidence designations also have a high incidence designation. For example, it is not uncommon for a student who has a physical disability or chronic health impairment (Category D) to also be assigned a (Mild Intellectual Disability (K) designation based on the results of a psycho-educational assessment. As the case manager, the inclusion teacher will provide the educational planning to address all aspects of the student's needs. In elementary schools, the IST may collaborate with the Learning Support Teacher (LST) and counselling staff that typically oversee the planning required for students who have high incidence designations. For details on individual categories, please see the [*Guide to Inclusive Education for Surrey Schools: Embracing Diversity, Equity, and Inclusion*](#) on the Hub.

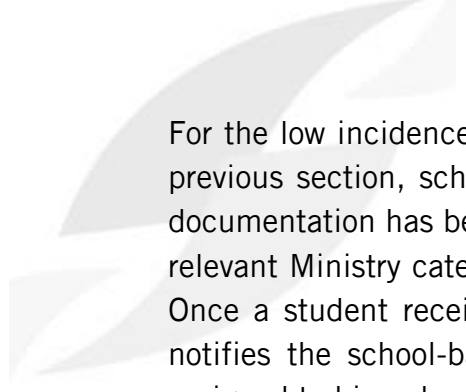
STUDENT ELIGIBILITY FOR BASES

Students who have a confirmed intellectual disability (Standard Score of 70 or below) are eligible for BASES teacher support. The school psychologist typically identifies such students when a psycho-educational assessment is conducted.

DUAL DIAGNOSIS

Some students have two pervasive conditions. For example, a student who has an Autism Spectrum Disorder and a Moderate Intellectual Disability would be designated (reported to the Ministry of Education) as a G (Autism Spectrum Disorder) and C (Moderate to Profound Intellectual Disabilities). The District Principal at Student Support will determine the most appropriate designation to report to the Ministry of Education in relation to the presenting needs. When writing the IEP, the inclusion teacher should select the category that the student was reported to the Ministry in (e.g., Autism Spectrum Disorder *or* Moderate Intellectual Disabilities). The IEP would, however, address the needs associated with both, or all, designations.

Planning for the needs of students who have dual diagnoses is complex. In such instances, it is recommended that school and district staff work together with community partners to develop, monitor, revise, and evaluate the student's educational program.



For the low incidence designations related to inclusion teacher caseloads as cited in the previous section, schools are advised to consult with Student Support to ensure proper documentation has been obtained. When the school has documentation in support of the relevant Ministry category, the school-based team submits a referral to Student Support. Once a student receives a low-incidence designation, clerical staff at Student Support notifies the school-based clerical staff who in turn notify the IST and the student is assigned to his or her caseload. The [Student Support Referral](#) form is currently posted on the Education Services, 'About the Department' webpage on the Hub.

STANDARDS OF PRACTICE

Outlined in the following chart is the established standard of practice. District standards were developed with teacher input, and are based on effective practice research for secondary special education. Consistent, district-wide observance of the rubric is foundational to ensuring that all learners with developmental disabilities in our district have access to educational experiences that are on par with regular peers.

BASES teachers, including those who are in part-time assignments or are covering preparation time blocks should be familiar with the following three rubrics.

At the secondary level, department heads are encouraged to use the rubric to determine potential growth areas. The rubric may also serve as a tool for establishing annual department goals. Please contact Student Support staff if you would like to explore these rubrics further.

Program Organization Established Practice

Students are meaningfully engaged with the program or inclusion teacher's instruction throughout the day with EA support for learning and other needs.

Deployment of EA support is efficient and encourages student independence; risk and opportunity are well balanced.

The program is flexible, shaped and driven by the environmental, physical, and academic needs of its students, appreciative of the need for learning outcomes which are relevant to building independence for life.

Students are provided with scheduled opportunities to communicate needs, wants and preferences using augmentative and/or adaptive technology in ways that encourage and allow them to reach their full potential.

Daily contact with parents is maintained through a communication book (in addition to regular contact) to discuss student progress, transition planning, health or behaviour issues.

Evacuation plans, medical emergency and Care Plans, and District Safety Plans are in place and are reviewed regularly with administration, First Aid attendants, and the school Health and Safety Committee.

Program staff is fully qualified and trained in special education. Supplemental in-service training needs have been identified, and a plan/timeline has been established. All program staff attend those in-services that are considered mandatory by the district.

Program staff is equipped with instructional resources and an operating budget to meet the established district standard in each of these areas.

The program is provided with classroom facilities which provide adequate physical space, wheelchair access, kitchen and laundry facility, and specialized washroom in, or adjacent to, the instructional space.

Education Assistants work under the direction of the teacher, but it is the responsibility of administration to set expectations, monitor and evaluate EAs as employees.

Regular classroom teachers understand the role of the Education Assistant as a facilitator of inclusion, supporting the teacher by assisting with physical, academic, or behavioural needs of students.

All students' files have been reviewed and prepared to ensure they contain the necessary information required by a Ministry Special Education Audit and District Policy.

Curriculum Established Practice

The District K-12 Developmental Curriculum is fully implemented, guiding all teaching and learning.

A data-driven, functional academic program is a key feature of each student's daily program.

A comprehensive social skills program is a daily area of teaching and learning.

Classroom materials and activities are both age and developmentally appropriate.

IEP Development Established Practice

Ministry standard IEPs are complete with curricular goals and measurable objectives that drive classroom activity.

Inclusion into the school and the community is tied to individual student goals; instructional resource room contact time is individualized and curriculum driven.

A positive behaviour support plan based on data is maintained through routines and structures that are followed consistently.

Each student has a formalized Transition Plan in progress, built with input from students, parents, team members, and is reviewed yearly. Students who turn 19 after July 1 are encouraged to remain in the program for the additional year to assist with the transition to adult life.

Goals for inclusion are discussed and reviewed with the integrating regular classroom teacher to ensure that the ideal level of support, as well as relevant strategies, resources, and student expectations is agreed upon and provided.



Part 3

Communication & Collaboration

HOME-SCHOOL COMMUNICATION

The teacher is responsible for communication with parents. This means that parents should not be reaching out to EAs for information about student behaviour, progress, etc. Should this occur, EAs are asked to please redirect the inquiry back to the teacher, principal, etc.

Teachers typically communicate information regarding homework assignments or the day's schedule in student planners.

Home-School Communication Book

A [Home-School Communication Book](#) is a record under the *Freedom of Information (FOI) Act* and may be requested as evidence through written permission. This means that parents and others can access the contents of these books at any time. The *Home-School Communication Book* belongs to the school and as such, must adhere to [School District No. 36 \(Surrey\) records management policies and regulations](#) regarding retention periods.

For some students who have special needs, a *Home-School Communication Book* is an effective and convenient way of allowing a regular exchange of information between the parent and the school team. A communication book does not take the place of important teacher/parent conversations. Rather, the communication book allows for both home and school to share information that might impact the student. The communication book also allows parents and school staff to share the student's experiences, which can expand both language and academic development.

When entries are written in a *Home-School Communication Book*, state only factual, unbiased information; the teacher must sign each entry, and both parent and teacher should read and initial that they have read the other's entry.

A *Home-School Communication Book* is particularly important and appropriate for students:

- ❖ who are non-verbal;
- ❖ who have a cognitive disability;
- ❖ who have social/emotional needs and/or difficulty regulating their behaviour; or
- ❖ with health concerns (seizures, nebulization needs, bathroom and feeding issues).

A *Home-School Communication Book* should:

- ❖ be carefully set up, and written in and signed by the classroom teacher
- ❖ mediate communication between the home and school;

- ❖ provide opportunities for the student to engage in communication and conversation about his/her experiences;
- ❖ stimulate and expand functional language, communication, reading, writing and academic development;
- ❖ be a communication device that allows teachers, and parents to find out more about an individual and his/her life experiences;
- ❖ include information about a special event or a positive message of personal encouragement to the child.
- ❖ not be a list of the day's events or a list of the student's negative behaviours; and
- ❖ used to report positive information.

EA/ABA SWs will:

- ❖ only place information in the book that has been agreed upon by the classroom teacher;
- ❖ have the classroom teacher read and sign the book before it goes home;
- ❖ only send the book home when the classroom teacher has read and signed the book.

It is important to note that the student may have access to the information.

SCHOOL TEAM COLLABORATION

The inclusion teacher is the key in facilitating collaboration and open dialogue amongst members of the school team. As case manager of specific students within a school, the inclusion teacher works as a member of a collaborative team where a variety of expertise is represented and shared and where special training and experience will be required from time to time.

EFFECTIVE WORKING RELATIONSHIPS WITH EDUCATION ASSISTANTS AND APPLIED BEHAVIOUR ANALYSIS SUPPORT WORKERS

The inclusion teacher should work collaboratively with classroom teachers to establish clarity regarding the role, function and proximity of EAs / ABA SWs. Clarity on these issues is important since ultimately, the EA / ABA SW is assigned to work under the direction of inclusion teachers. Any adjustments to the EAs / ABA SWs practice (e.g., increasing the frequency of sensory breaks within the student's visual schedule) must be communicated by inclusion/classroom teachers to EAs / ABA SWs.

**For specific information regarding the role of EAs/ABA SWs,
please refer to [EA and ABA SW Handbook of Guidelines](#).**

PLANNING FOR INCLUSION

The starting point for positive school experiences that create a sense of belonging is the belief that all students are learners, and that planning begins with all students in the classroom. This will allow students to access relevant and meaningful curriculum.

When students who have special needs require orchestration of a complex array of supports and services, it is critical that the inclusion teacher work with classroom teachers and other members of the team. A significant amount of planning for inclusion is imbedded within differentiated instruction.

PRIORITIZATION OF NEEDS

The [EA/ABA SW Support Model and Allocation Planning Tool for Principals](#) was designed to assist in the process of ensuring efficient and effective allocation of resources for student support, while working to build independence. School principals are responsible for decisions regarding EA allocation in accordance with district priorities. Please refer to the [EA/ABA SW Support Model and Allocation Planning Tool for Principals](#) for information regarding the criteria used to determine allocations.

PLANNING AND DEVELOPMENT OF THE INDIVIDUAL EDUCATION PLAN (IEP)²

At its core, the planning process is the same for all students: it is a collaborative, flexible, and personalized process in which the student, the parents and educators identify educational goals that are appropriate to the student, and the ways of attaining them. For students who have special needs it is important that the planning process begin prior to school entry or as soon as the student's special needs become known. This process results in an Individual Education Plan (IEP) that identifies appropriate goals and objectives, and describes the nature of the commitments that the educational system makes to assist the student in attaining these goals and objectives.

The planning process can be divided into five phases:

1. Identification
2. Planning
3. Program support/implementation
4. Evaluation
5. Reporting

² Per British Columbia Ministry of Education requirements.
Integration Support Teacher (IST) / Building Academic, Social and Employment Skills (BASES)
Handbook of Guidelines & Procedures (rev. September 2020)

What is an Individual Education Plan (IEP)?

An IEP is a personalized learning plan that serves as a tool for collaborative planning and implementation among the school (e.g., teachers, EA/ABA SWs, school counsellors), the parents, the student (where appropriate), and school district personnel (e.g., District Behaviour Specialists), as well as members of other ministries and/or community agencies (e.g., Occupational or Physical Therapists, Social Workers, Psychologists).

The IEP:

- includes information regarding informal and formal assessments (e.g., psycho-educational assessment, BC Autism Assessment Network, Sunny Hill, BC Children's Hospital);
- describes strengths (e.g., social/emotional, interpersonal, athletic, artistic, visual/spatial, linguistic) and interests and strategies for capitalizing on these;
- describes stretches (e.g., social/emotional, safety, communication, medical) and strategies for addressing these;
- states goals (when different from the prescribed curriculum outcomes for the course or subject) and measurable objectives (focus on performance and observable behaviour);
- names the people responsible for implementing the plan and where the plan will be implemented;
- provides a framework to assist teachers in monitoring, evaluating, and communicating student growth and serves as the basis for planning and decision-making;
- is a flexible working document that is informally reviewed on an ongoing basis, and formally reviewed at least once/year for students in all low incidence categories and more as needed for Students Requiring Intensive Behaviour Intervention or Students with Serious Mental Illness (this could include, or be in addition to, an ICM);
- includes the period of time and process for reviewing the IEP.

This process works best when the School-Based Team establishes clear procedures to support identification, assessment and planning for students who have special/unique learning needs. Accordingly, procedures should be in place to:

- Establish a case manager;
- Ensure information is promptly shared;

- Provide opportunities for ongoing collaboration and consultation between the parents, student (as appropriate), inclusion teacher, classroom teacher, education assistant, ABA SW, district and community personnel, and administrators (e.g., Integrated Case Management meetings);
- Ensure consistency in assessment, reporting and documenting plans; and
- Plan for and facilitate transitions.

Parents should feel welcome and encouraged to contribute throughout the process. In addition, students who have special needs take an active role in the design of their IEPs to the maximum extent that their developmental level allows. Factors affecting student participation in the development of an IEP include: age, level of maturity, and capacity for sustained, considered deliberation based on awareness of possibilities and outcomes.

IEP development should be strength-based and involve a continuous and flexible process, rather than a series of separate and discontinuous steps. Wherever possible, IEP development should be incorporated into the regular routines of planning, evaluation and reporting that occurs for all students. Please refer to the [IEP and SSP Writing Guidebook for Surrey Schools](#) for more detailed information.

PROGRAM IMPLEMENTATION

The classroom teacher plans the lessons, instructional strategies and resources, with all of their students in mind. The IEP addresses areas in which a student requires targeted or intensive support and specifically describes a student's long-term educational goals, as well as the more immediate learning objectives and how these will be measured. The inclusion teacher works in collaboration with the classroom teacher and other team members (e.g., EA/ABA SWs, school counsellors) to facilitate the discussion and development of the document, and the classroom teacher(s) is responsible for implementation. The inclusion teacher's involvement is ongoing (e.g., designing visual supports, orchestrating positive behaviour supports, functional behaviour assessments, revising Employee Safety Plans with the team including administrators, facilitating the involvement of other support personnel). The inclusion teacher should ensure with the team including administrators, that the classroom teacher(s) has a copy of the current IEP. With respect to the allocation of EA support, the principal is responsible for allocating resources within the school in accordance with the [EA/ABA SW Support Model and Allocation Planning Tool for Principals](#).

Please see the BC Ministry of Education Website for specific documents relating to supporting students who have special needs:

http://www.bced.gov.bc.ca/specialed/sped_res_docs.htm.

ADAPTATIONS, MODIFICATIONS, & REPORTING

Adaptations and Modifications

Grades on reports to parents should identify whether courses have been modified, although adaptations (e.g., oral exam) need not be identified. The utilization of adaptations provides more flexibility and opportunity for students and should be the choice wherever possible.

The decision to move from adaptations to modifications should occur at or following Grade 10, in order to give the student every possible chance to graduate with a dogwood. The decision to use modification is to be made in consultation with the student and his/her parents (so they are well aware of the impact of the decision on graduation), and does not have to be a permanent one. Most students are able to meet some learning outcomes, and so they would be on a program *with* modifications, and not a modified program.

Reporting

Student progress reports should be provided on the same schedule as that which is used for all students in the school.

When reporting student progress, it is important to articulate what students are doing, whether in a program classroom or a regular classroom. Regardless of the situation, it is important to offer parents an opportunity to consult with respect to the student's IEP and educational program.

The use of No Mark (NM) should be restricted to the very few students such as those who are medically and cognitively/multiply challenged.



Part 4

Transition Planning

Over the length of their school experience, students who have special needs may experience a number of significant transitional steps: from home or preschool to kindergarten, from elementary to secondary school, from program to program, from one school to another, and from school to adulthood.

A thoughtful, coordinated plan implemented well before the anticipated move ensures students have the needed supports in place, and that receiving school staff has the information and resources it needs for continued success.

A transition plan involves consultation and collaboration that is unique and often separate from the IEP process. While the IEP should indicate that transition planning is underway, a transition plan should be documented independent of the IEP.

TRANSITIONING TO KINDERGARTEN

For all children and their parents, transitioning to Kindergarten is an exciting time that may also be fraught with worry over what the future will bring. For parents of children who have special needs, these feelings may be more intense, and are often combined with questions about their child's ability to meet the demands of school and the support that their child will receive. A warm and welcoming environment and collaborative transition plan eases a parent's worries and provides opportunities for them to obtain answers to the many questions that they may have. Specifically, the Kindergarten transition process involves the following:

1. The school administrator or school-based designate completes the [Transition to Kindergarten Student Support Referral](#) form in order to ensure that school team is central to the transition process.
2. Once a referral is received by Student Support and a designation has been assigned, the IST works with professionals from outside agencies, the family, and the school team to develop a transition plan.

A typical transition plan includes:

- An observation by the IST at the child's preschool (for example);
- The completion of a [Review of Student Support Needs by Functional Domain](#) by the educational team (including parents/guardians) to gather information on the support needs of the child;
- The coordination of a Preschool Transition Meeting that includes members of the child's current and future school team;

- Child specific plans for programming;
- Informing parents regarding the roles of the Teacher, Integration Support Teacher and Education Assistants/ABA Support Workers/Child and Youth Care Workers.

The transition process establishes:

- The child's likes, preferences and comforts;
- The parents' hopes and fears for their child;
- The student's needs in the following areas (for example):
 - ~ Health care (e.g., seizure management, gastrostomy feeding).
 - ~ Access (e.g., physical access to the school building and facilities such as washrooms, adapted desks; in some cases the principal, in consultation with an Occupational or Physical Therapist, may request that physical accommodations be made);
 - ~ Equipment (e.g., mobility supports);
 - ~ Sensory (e.g., hyper-sensitivity to sound);
 - ~ Safety (e.g., Plan of Supervision);
 - ~ Emotional well-being; and
 - ~ Communication (e.g., augmentative communication technology, visual schedules, home-school communication pathways);
- Staff training needs (e.g., G-Tube feeds, NVCI, seizure management);
- Broad goal areas that are considered as a focus for the Individual Education Plan;
- An introductory discussion of the IEP and the collaborative role of parents in its development;
- The educational team and opportunities for information sharing (e.g., professionals from the preschool programme share essential care and program information with the school team and district level staff);
- Plans to initiate the appropriate referrals to Occupational Therapy, Physical Therapy, Speech, Augmentative Communication, Vision, Hearing and Nursing Support Services; and
- Strategies for preparing the child for Kindergarten:
 - ~ View the transition to Kindergarten as a process, and not an event;

- ~ Invite the child and family to attend the Kindergarten visit that occurs at all schools;
- ~ Provide the child and his or her family with picture books of key people and places (e.g., teacher, principal); and
- ~ Invite parents to visit the school the week before school begins in September.

Please note: Full day attendance is expected for Kindergarten students with special needs just as it is for all students. In the event that full day attendance is not possible (e.g., *due to a medical condition*), a gradual entry plan must be developed. The gradual entry plan must clearly describe the timelines and process for increasing time at school. When a gradual entry plan exists, the District Principal, Student Support and the area assistant superintendent must be informed and a copy of the gradual entry plan must be sent to Student Support.

OUTGOING GRADE SEVEN STUDENTS

At the secondary level, the BASES and LST Department Heads are responsible for articulation of grade 7 students to grade 8. It is important to ensure that BASES teachers and LST teachers are aware of the established timeline that Integration Support Teachers are following in their elementary feeder schools. Secondary schools will ensure that elementary staff receive in-service and are provided with a clear timeline for making contact and starting high school visits, in consideration of BASES and secondary LST teachers.

The elementary case manager should provide BASES and secondary LST teachers with a list of incoming grade sevens and elementary contacts for LST and Integration Support in early March.

INCOMING GRADE EIGHT STUDENTS

The BASES and secondary LST department heads are responsible for articulation of grade 7 students transitioning to grade 8. As each high school approaches grade seven course selections and elementary visits differently, it is vital that the BASES and secondary LST department head communicates with the counseling department and administration about all aspects of the elementary to secondary transitions.

It is important that BASES and secondary LST teachers are aware of the established timeline that Integration Support Teachers (ISTs) are following in their elementary feeder schools. Secondary schools will ensure that elementary staff receive in-service and are provided with a clear timeline for making contact and starting high school visits, in consideration of BASES and secondary LST teachers. IST case managers will need to

provide BASES teachers with a list of incoming grade eight students and elementary contacts for LST and Integration Support in early March.

The following is a recommended timeline for grade seven students transitioning to high school:

<p>September - October</p>	<p>Identify learning objectives related to transition needs, for example:</p> <ul style="list-style-type: none"> • Increase independence (e.g., following a visual schedule) • Mastery of a combination or key lock • Requesting help by putting up hand • Ability to navigate the school building.
<p>November - December</p>	<p>Continue to assist students in meeting learning objectives.</p>
<p>January - March</p>	<p><i>Please note:</i> Secondary schools are busy during this time (e.g., exams, semester turn around, establishing new routines). <i>Please expect that while some secondary schools welcome visits during this time, others may prefer a later date.</i></p> <p>If the elementary school feels that the student has complex needs or requires support with transition planning, they will fill in a collaboration request via the Student Support Referral form and send it to Student Support ASAP.</p> <p>If a parent is interested in having their son/daughter attend a school other than the catchment area school, they must make an ‘Out of Catchment’ application through the regular process. Out of Catchment applications are not typically approved until late August/early September. ISTs and LSTs will establish transition visits/meetings at the neighbourhood school once acceptance elsewhere has been formally approved.</p> <p>IST and/or elementary administrator will contact the secondary school administrators and/or secondary school department heads to set up a face-to-face meeting to review the list of incoming students with designations.</p>
<p>April - May - June</p>	<p>Make arrangements for students to visit the school as per the student’s individual transition needs.</p> <p><i>Note:</i> Students and EAs should not “drop in” to secondary schools without your prior arrangement. Notify the office when you arrive and leave and wear a visitor tag.</p> <ul style="list-style-type: none"> • BASES and secondary LST classroom visits should be scheduled with the BASES teacher on days/times when it is most meaningful and inclusive for your student.

- | | |
|--|---|
| | <ul style="list-style-type: none"> • Coordinate a time for the high school teacher to observe the student in the elementary setting as appropriate, in accordance with the complexity of student needs. • Schedule a transition meeting with the secondary teacher, parents, and any outside agency supports to finalize any details. • Deliver all resources and equipment to the high school prior to the end of the final week of school. |
|--|---|

WORK EXPERIENCE / CUSTOMIZED EMPLOYMENT - BASES STUDENTS

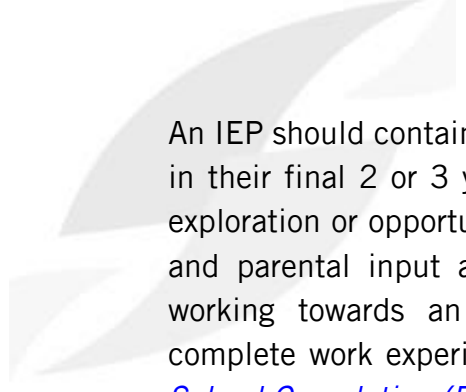
Supporting the career and life transitions of students who have special needs is a key aspect of BASES. These paths will be as varied for students in BASES as for other students. Some students will transition from high school to a community college program for individuals with special needs, while others will have plans to move directly into paid employment or volunteer work upon school completion. It is the work of BASES teachers to ensure that students have reached their potential for readiness, with a clear, written, realistic plan ahead of them, by the end of their final year of school.

A student's interests, abilities and challenges will inform the approach that the BASES teacher uses to prepare students. Some students may require extensive on-site training with significant supports in place, while others may require minimal support, or supports that are faded over time. All students will require pre-job preparation as a key part of their transition plan and career-related IEP goals that may include supported employment (work experience) or a "customized employment" approach.

As in other areas of the curriculum, work experience activities should be individualized for students with special needs. Such adjustments and support services should be documented in the IEP.

Students with special needs should have access to all career education opportunities available to students in the school that they attend, including job shadowing, career preparation, co-operative education and any other career program or activity offered to students. However, BASES students may require:

- additional classroom preparation prior to work experience and/or job shadowing;
- increased time for vocational training;
- on-site supervision and support in the workplace;
- specific and direct opportunities to increase work-related skills such as appropriate communication, hygiene and dress, transportation, safety, and money skills.



An IEP should contain one or more career related objectives each year for BASES students in their final 2 or 3 years of school. These objectives may address work readiness, job exploration or opportunities to experience real worksites in the community. With student and parental input and collaborative planning with community partners, all students working towards an Evergreen Certificate (School Completion) should successfully complete work experience or a customized employment placement. Please refer to the [*School Completion \(Evergreen\) Certificate Program Handbook*](#) for further information.

When BASES teachers are attending work placements, these must occur during the regular school day. To effectively plan the appropriate work experience placement for your student, it is important to understand the process and steps to assigning a work experience credit. Working with your school based career facilitator is essential to facilitating a successful work experience program. For additional information regarding work experience placement, please refer to:

<http://www2.gov.bc.ca/gov/topic.page?id=7FED22B1B17F44E29DF5F33E1AB85525>.

TRANSITION TO ADULTHOOD

One of the BASES teacher's key responsibilities is facilitating their students' transitions from high school to adulthood. Please refer to the [*Transitions to Adulthood: Transition Planning For Students with Developmental Disabilities - A Guidebook for Transition Planning Teams*](#) document for more information.