Student Supports Timeline

Greater VICTORIA School District

September

- Start-up routines for students :
  - transition support for incoming students
  - priority student check-ins (Student Support Plan, medical needs, confirmation of Children & Youth in Care (CYIC), Individual Education Plan (IEP) and Annual Instruction Plan (AIP) for newcomers
  - new students –parent contact, file review, learner profile, contact previous school, identify potential need for ELL support
  - identify students who may benefit from connecting with specific staff members to build meaningful connections and/or access additional supports, etc.
- Participate in building class profiles, attend grade meetings
- Begin IEP development for returning students, including assessment ,planning and programming
- Case manager contact parent for IEP review for returning students
- Review ELL caseload; ensure current assessments and fully complete ELL AIPs by Sept 30, print and put in student school file
- Attend District Town Hall Meeting
- Review SBT self-evaluation rubric to determine schedule, processes, documentation and communication
- Set staff schedules based on student needs (EAs, LSTs, Counsellors, ELL, etc.)
- Identify additional training for staff (CPI, First Aid), ELL Assessments and AIPs)
- Ensure Ministry Reporting 1701 data is accurate

October

- Collaborative planning for IEP development insert in p.55-56 of Reporting Order
- Case manager introduction to parents and IEP review for students new to caseload
- Develop CYIC Supporting Success in School Plan (SSSP)
- Begin regular services to ELL students

November

- Case Managers review IEP goals, objectives and supports with student IEP team
- Review ELL AIP progress
- If required, participate in CYMH Consultation & Collaboration Meetings or other community agency shared planning
- Complete Written Learning Update (Report Card) (9-12)

December

- Complete Written Learning Update (Report Card) (K-8)
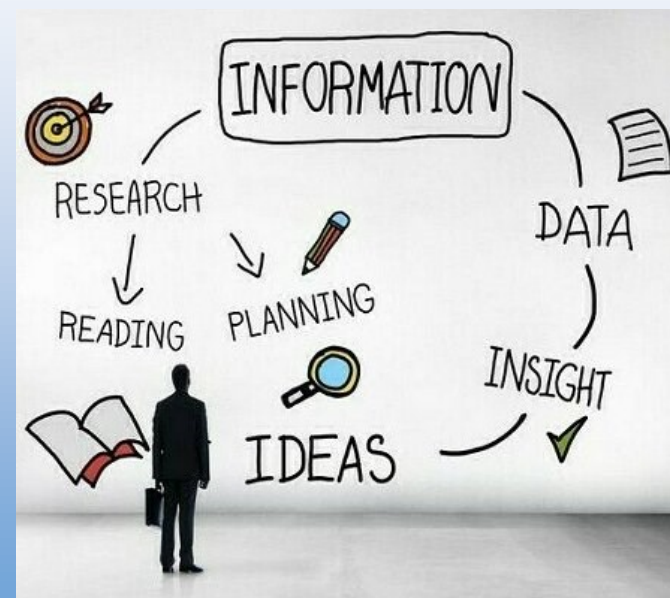
January

- Case Managers review IEP goals, objectives and supports with student IEP team
- Adjust timetables and schedules as needed for students at Secondary
- Initiate discussion regarding possible additional year for specific identified students with complex needs
- Complete Summary of Learning (Report Card) 9-12)

February

- Transition planning begins (Elementary-Middle-Secondary)
- Support course selection in Secondary
- Case Managers review IEP goals, objectives and supports with student IEP team
- Ensure Ministry Reporting 1701 data is accurate

March

- Confirm whole school profile regarding student needs
- Review and update Spring Designation Review List provided by district for ASD, PDCH, IBI and MBS
- Confirm students with designations for the upcoming school year
- Case Managers review IEP goals, objectives and supports with student IEP team
- Complete Written Learning Update (Report Card) (K-8)

April

- Provide additional transitional support for specific students (Student Transition Brief link)
- Begin annual spring assessments for ELL students (April & May)
- Schedule school to school transition meetings
- Complete Written Learning Update (Report Card) (9-12)

May

- If required, participate in CYMH Consultation & Collaboration Meetings or other community agency shared planning
- Create new AIPs for following school year
- Revisit whole school profile regarding student needs
- Participate in school-to-school transition meetings
- Participate in class building process for next school year
- Case Managers review IEP goals, objectives and supports with student IEP team

June

- Review class profiles and plan support needs for September
- Ensure new AIPs are completed prior to file transfer
- Complete Summary of Learning (Report Card) (K-12)
- Update CYIC SSSP
- File hard copy of final IEP in blue IEP folder
- Add formalized assessment reports to blue IEP folder

June 2023