

Status of Work on Special Needs Task Force Recommendations

The Task Force's June 14, 2011 recommendations, working timelines and progress to date are listed below.

Recommendation	Timeline	Progress
1. That the proposed Board Policy IA.BP – Inclusive Education be referred to the Policy Review Committee for consideration and subsequent recommendation to Board.	June 2011	Reviewed by the 2010-2011 Policy Review Committee in June; revised policy to be reviewed by 2011-2012 Policy Review Committee in January 2012.
2. That the District continue to provide programming for students with diverse learning needs in inclusive learning environments at community schools and designated district sites, with the first option for consideration always being the regular classroom at the community school.	ongoing	This statement is reaffirmed in the Inclusive Education policy.
<p>3. That the Administration prepare an Administrative Regulation to accompany the proposed Board Policy and, in recognition of key themes identified in the consultative process, that the regulation provide guidelines for the following:</p> <ul style="list-style-type: none"> • Acceptance and welcoming, with placement in the regular classroom at the community school the first option. • Communication to all staff and parents about district programming options, and central services support for parents. • A central services parental point of contact with the authority to act as a facilitator, mediator and advocate for the best interests of the child/student. • A dedicated section on the district website that provides easy-to-access information regarding inclusive education. 	March- June 2012	<p>An Administrative Regulation has been drafted, with key points included as suggested in the Task Force recommendations.</p> <p>The district website content is currently being revised.</p> <p>This has been established within Executive Services.</p> <p>Content on inclusive education has been drafted.</p>

Recommendation	Timeline	Progress
<ul style="list-style-type: none"> • Parental and, as appropriate, student engagement in program planning and placement, as members of the learning team. • Adoption and implementation of universal design for learning (UDL) philosophy, practices and principles that will support all learners. • Strength-based assessments and programming for identification and support of students with diverse learning needs, including access to appropriate augmented and alternative communication support, sign communication, assistive technology and digital resources. • Professional learning in inclusive education values and practices for all staff with opportunities for mentorship. • Professional learning in inclusive and specialized instructional strategies. • Targeted recruitment of qualified staff with academic training and/or experience in inclusive education. • Specialized supports and services for consultation to schools. • Transition support for students entering, moving through, and leaving schooling. • An accountability process involving but not limited to reports to Board, annual results reviews at each school to address the school’s accountability on inclusive education practices, and regular audits and reviews of designated district sites. 		<p>Included in the Administrative Regulation.</p> <p>Staff in Student Learning Services are receiving training in this area.</p> <p>The specialized assessment and review process is being revised; more work is being done on assistive technology.</p> <p>Instructional modules are being developed for implementation in 2012-2013.</p> <p>This will form part of a Human Resources recruitment strategy.</p> <p>Student Learning Services provides support through School Service Teams in consultation with the school’s learning team and an Inclusive Learning Supervisor.</p> <p>Included in the Administrative Regulation.</p>

Recommendation	Timeline	Progress
4. That Administration develop a consistent orientation and registration process that provides accurate information to families when new students first register with the District.	2012-2013	Work to be undertaken in 2012-2013 school year.
5. That the Administration investigate alternate funding models to support students with special learning needs, and bring an information report back to the Board by January 15, 2012.	January 2012	As a provincial funding model has yet to be announced, the information report to Board will be delayed.
6. That, to ensure community involvement, the Administration establish and maintain an external Inclusive Education advisory committee, and that the purposes of the committee be clearly outlined.	March 2012	Terms of Reference are currently being drafted.
7. That the Administration develop a comprehensive accountability framework for the monitoring and implementation of the Administrative Regulation.	June 2012	This will form part of the annual special education review.
8. That the Board include progress on the implementation of the Inclusive Education policy as part of its evaluation processes.	June 2012	This will form part of the annual special education report to Board.