# Inclusion Support

Inclusion Support is a team of four Learning Coordinators and two Education Assistants who support school teams in providing assistance to our most complex students.

At the school level, the Inclusion Support Team provides consultation, resources, capacity building or personalized planning in response to individual student referrals. Outside of the referral structure, the team also provides capacity building support, such as online training sessions, digital resources, and district-wide in-service opportunities.
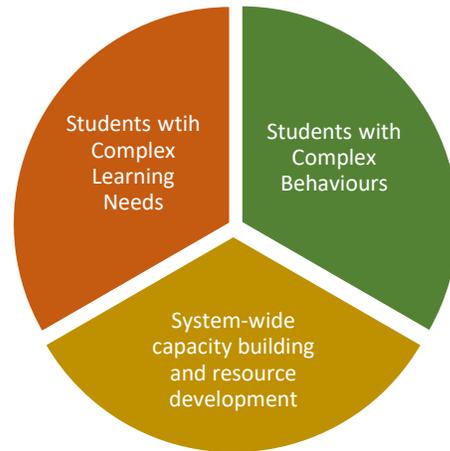
Student- Specific Referral Guidelines

While it is possible to submit a referral for students who have complex learning and/or behavioural needs, but have not yet been diagnosed or designated, it is expected that school teams have completed baseline assessments for the student, and have implemented a program and supports that are in keeping with this data.

Referrals are assigned on an ongoing basis. It may take up to 2-3 weeks before a team member is available to schedule the initial consultation. Where there is a significant safety consideration, the principal from the school should reach out to the Director of Instruction, Inclusive Education, to initiate a more urgent request.

In order for the Inclusion Support Team to be available for supporting the most complex learners in our system, we are formalizing our triage structure, to clarify everyone's roles and responsibilities in this process.

Baseline Assessment	The school team maintains overall responsibility for the student, and begins the process by collecting updated observational and achievement data on the student, to gather a comprehensive snapshot of success, stretches, triggers, antecedents and setting events; as well as implementing an initial set of supports and structures for the student. This could include: • holding a meeting with the parent/caregiver to discuss options and learn additional details about the student • completing a comprehensive file review and identifies universal practices/ accommodations to implement in the classroom setting Reference: (Universal Practices and Expectations Matrix) • for students who are working outside the grade-level curriculum, or have significant adaptive skill delays, part of this assessment/data gathering includes the Assessment of Functional Living Skills (AFLS) • implementing strategies & recommendations from previous assessments/consultations • creating and implementing draft plans (including personalized schedules, any ESP, elopement protocol, Escalation Continuum, etc.) *If your team requires support in collecting this baseline data, please indicate so on the referral form.*

Consultation Appointments	If your team has a specific question that does not require a full referral to Inclusion Support, the team is available for consultation. Please email inclusionsupport@sd68.bc.ca with your question, and a team member will set up a time for a conversation. If it is determined that ongoing support is needed, you will be invited to submit a referral.
Referral to Inclusion Support	SBTs submit referrals where they have a **specific question or request** for assistance. **It is expected that all known recommendations and structures have been implemented prior to a referral being initiated.** • Referrals must include: SBT minutes; • It is also helpful if you include draft plans/protocols; assessment data; snapshot of interventions (T1-3) being provided for the student **Support is available for students with specific learning profiles:** • students with developmental delays or functional programming needs • students with complex self-regulation or executive functioning needs • students with a background of trauma, anxiety, or significant social emotional difficulties
Workflow	**Support from the team will fall into three distinct phases:** 1**. Initial Consultation**: file review, observation of student, initial recommendations 2. **Initial Implementation**: school team implements initial recommendations based on this consultation, collects additional data 3. **Follow up and Additional Consultation**: where addition support is required, the student is added to Inclusion Support's ongoing caseload, and the team will continue to provide support as needed.
Support Available	**Support for school teams can take a number of forms:** • observation/consultation • assistance in completing baseline functional assessments • assistance in implementing functional programming • assistance in finalizing draft plans • assistance in creating personalized schedules • capacity building for teachers and/or EAs to ensure plans are implemented in a safe & sustaining way • resource creation (e.g. mini binders, visuals) • student-specific non-violent crisis intervention (NVCI) training