Independence is a fundamental goal of successful inclusion and is necessary for successful transition into the community for adult life.

> When an adult provides physical support to a student in a classroom, a great deal of caution must be exercised to prevent conveying the message that if the student needs help, the support person always will provide assistance. This can prevent interaction with (others), build dependence and prevent skill acquisition by classmates and teachers. The support person should be viewed as an adaptation to the environment and, like all adaptations, should be faded if and when it is appropriate.
> *(Support Networks for Inclusive Schooling, Vandercook & York, p.112)*

Support will be provided using the following principles:

√ Requests should reflect an expectation that wherever possible, students benefit from shared support (i.e. 2 students in one classroom with one education assistant). This reflects funding realities and is consistent with effective practice. Classroom organization should support this principle, and plan for shared support whenever possible

√ Students should be demonstrating a gradual increase in independence and, therefore, a gradual decrease in time required.

√ In all but a few very exceptional circumstances, students benefit from some independent strategies (time on the computer, activities on tape, participating in silent reading or drawing, etc.), it is beneficial for the student with special needs and reduces the difficulties around scheduling breaks.

√ Education Assistant time should support goals in an IEP which has been reviewed within the last calendar year.

√ A final funding allocation will be based on the information provided from INADS, consultation with school and district staff and a review of the student's red binder documentation. In addition, individual student needs are taken into consideration.

Safety/Behaviour: Use 0 if not applicable

1	2	3	4	5
Will "shut down" and/or needs reminders	May disrupt the learning environment at times	Disrupts the learning environment on a daily basis	Leaves assigned areas and/or runs away and/or destroys property *4 or more considerations below must be in place	Injures self or others - may need two people to intervene *all considerations below must be in place

Other Considerations on above needs:

Safety Plan in place:	Yes	No	
Positive Behaviour Support Plan in place:	Yes	No	
Current & past documented evidence of extreme behaviors	Yes	No	
Extreme difficulty transitioning from class to class?	Yes	No	
Evidence of current outside agency involvement	Yes	No	
Teacher consult with applicable itinerant staff	Yes	No	

*(e.g. Integration Support Teacher/Psych/PT/OT/SLP/Vision/Hearing) - **please circle*

Communication: Use 0 if not applicable

1	2	3	4	5
Needs reminders to use language appropriately and to check for understanding	Difficulty using social language; may need social stories and scripts	Some difficulty expressing needs and wants; some difficulty understanding instructions	Very difficult to understand; poor receptive language; difficulty processing all language	Needs an augmentative communication system (non-verbal)

Academic Support Use 0 if not applicable

1	2	3	4	5
Needs assistance to participate	Needs assistance to organize materials	Needs some adaptations to learning materials	Needs more intensive adaptations and/or modifications - including technology	Needs intensive one-on-one support for any learning activity (even with adaptations or modifications)

Social Skills Use 0 if not applicable

1	2	3	4	5
Needs some monitoring and coaching	Needs assistance and prompting	Needs monitoring and social skill instruction	Needs more intensive, formalized social skill instructions on a weekly or bi-weekly basis	Needs intensive one-on-one support for social activity (may injure peers or have severe problems with others)

Community and/or Life Skills Training Use 0 if not applicable

1	2	3	4	5
Needs monitoring in class and/or community activities or occasional life skills activities	Needs support and monitoring to access life skills or community IEP goals	Participates in an adapted program for group life skills and community programs	Participates in a modified program for group life skills and community programs with support	Participation in community and life skills training and requires intensive one-on-one support (as part of IEP goal)

(Total by adding boxes above)

0

Comments:
Please discuss any extra considerations (i.e. hearing aids), what kind of support you think this student
will need to meet their IEP goals and how supports will be organized in the school to allow shared
support when possible:

Work Experience:
Is the student completing a work experience placement?   Yes: ☐   No: ☐
Please provide details of work experience plans:

Transition:
Please provide details of transition plans identifying how support would be used:

**We would like to acknowledge School district No. 42 for their valuable contribution to this student needs assessment

Types of Schedules Compared Against Scheduling Criteria

Type of Schedule

Schedule Criteria	Traditional Departmentalized Schedule	Alternating-Day Block Schedule	Flexible Interdisciplinary Block Schedule
Interdisciplinary team organization	0	2	3
Appropriate curriculum content	2	2	3
Quality instruction in the disciplines through expanded instructional time	2/1	3/3	3/2
Child-centered instruction	1	2	3
Teacher collaboration time	1	2	2
Teacher empowerment	1	2	2
Total Score	8	16	18

Note: The number above the slash refers to core classes. The number below the slash refers to noncore classes.

Key
3 = Schedule provides high support
2 = Schedule provides moderate support
1 = Schedule provides low support
0 = Schedule provides no support

Inquiry Hub 2015-16 schedule

	Monday			Tuesday			Wednesday			Thursday			Friday		
Morning 1 9:00-10:30	FOI 1	FOI 2	Phys 12	CORE 9	CORE 10	DCL 11 12	CORE 9	CORE 10	DCL 11 12	CORE 9	CORE 10	DCL 11 12	En 12	Math / STech	DCL 9 10
Morning 2 10:40-11:45	Hu 9	Sc 10 COL	Phys 11	CORE 9	CORE 10	DCL 11 12	CORE 9	CORE 10	DCL 11 12	Hist 12	Sc 10 COL	Phys 11	Hist 12	Math / STech	DCL 9 10
Lunch 11:45-12:30															
Afternoon 1 12:30-1:45	En 12	DigLit 1	DCL 10 11	SUPPORT	Chem 11	DCL 9 10 12	Hu 11	Chem 12	DCL 9 10	En 11	Phys 12	DCL 9 10	Projects	French	DCL
Afternoon 2 1:45-3:02	PE		DCL 11 12		Chem 11	DCL 9 10 12	Hu 11	Chem 12	DCL 9 10	PE	Phys 12	DCL 11 12	DigLit 2		DCL

Blended, cross-curricular, cross-grade, thematic, self-directed.

Core competencies: communication, design, identity, stewardship.

Western Canada High School

2014 – 2015 Timetable

Regular Schedule

Time	Monday	Tuesday	Wednesday	Thursday	F
7:03 – 8:30	AM	AM	AM	AM	M (8:0...
8:35 – 9:00	Tutorials Priority P1	Tutorials Priority P2	Tutorials Priority P3	Tutorials Priority P4	(8:0...
9:05 – 10:25	1	2	1	2	(9:0...
10:30 – 11:50	2	1	2	1	(10:1...
11:50 – 12:30	L u n c h				(N...
12:35 – 1:55	3	4	3	4	(11:1...
2:00 – 3:20	4	3	4	3	(12:...
3:20 – 3:40	Tutorials Priority P4	Tutorials Priority P3	Tutorials Priority P4	Tutorials Priority P3	No
3:45 – 5:12	PM	PM	PM	PM	

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:05	Advisory	Advisory	Advisory	Advisory	Advisory
8:10-11:25	Core Block	Core Block	Core Block	Core Block	Core Block
11:25-11:50	Lunch	Lunch	Lunch	Lunch	Lunch
11:55-12:40	Core Block	Core Block	Core Block	Core Block	Core Block
12:45-1:30	Exploratory A	Exploratory A	Exploratory A	Exploratory A	Exploratory A
1:35-2:20	Exploratory B	Exploratory B	Exploratory B	Exploratory B	Exploratory B
2:25-3:10	Exploratory C	Exploratory C	Exploratory C	Exploratory C	Exploratory C

Exploratory A	Industrial Technology / Family Living / Art
Exploratory B	Foreign Cultures / Computer Literacy / Health
Exploratory C	Physical Education / Vocal or Instrumental Music

A Student's Schedule

Time	Period	Course
7:45-8:05	Advisory	Advisory
8:10-11:25	1-4	Math, Social Studies, Science, Language Arts
11:25-11:50	Lunch	Lunch
11:55-12:40	5	Reading
12:45-1:30	6	Exploratory A
1:35-2:20	7	Exploratory B
2:25-3:10	8	Exploratory C

Exploratory A	Industrial Technology / Family Living / Art
Exploratory B	Foreign Cultures / Computer Literacy / Health
Exploratory C	Physical Education / Vocal or Instrumental Music

A Teacher's Schedule

Time	Period	Course
7:45-8:05	Advisory	Advisory
8:10-11:25	1-4	Math
11:25-11:50	Lunch	Lunch

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:05	Advisory	Advisory	Advisory	Advisory	Advisory
8:10-8:55	1	1	2	1	2
9:00-9:45	2				
9:50-10:35	3	3	4	3	4
10:40-11:25	4				
11:25-11:50	Lunch	Lunch	Lunch	Lunch	Lunch
11:55-12:40	5	5	6	5	6
12:45-1:30	6				
1:35-2:20	7	7	8	7	8
2:25-3:10	8				

A Student's Schedule

Time	Period	Monday	Tuesday/Thursday	Wednesday/Friday
7:45-8:05	Advisory	Advisory	Advisory	Advisory
8:10-8:55	1	Math	Math	Social Studies
9:00-9:45	2	Social Studies		
9:50-10:35	3	Science	Science	Language Arts
10:40-11:25	4	Language Arts		
11:25-11:50	Lunch	Lunch	Lunch	Lunch
11:55-12:40	5	Reading	Reading	Exploratory A
12:45-1:30	6	Exploratory A		
1:35-2:20	7	Exploratory B	Exploratory B	Exploratory C
2:25-3:10	8	Exploratory C		

Exploratory A	Industrial Technology / Family Living / Art
Exploratory B	Foreign Cultures / Computer Literacy / Health
Exploratory C	Physical Education / Vocal or Instrumental Music

A Teacher's Schedule

Time	Period	Monday	Tuesday/Thursday	Wednesday/Friday
7:45-8:05	Advisory	Advisory	Advisory	Advisory
8:10-8:55	1	Math (Class 1)	Math (Class 1)	Math (Class 2)
9:00-9:45	2	Math (Class 2)		
9:50-10:35	3	Math (Class 3)	Math (Class 3)	Math (Class 4)
10:40-11:25	4	Math (Class 4)		
11:25-11:50	Lunch	Lunch	Lunch	Lunch
11:55-12:40	5	Math (Class 5)	Math (Class 5)	Math (Class 6)

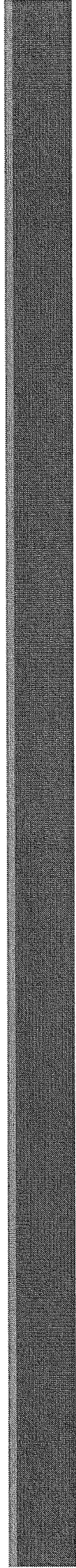# District-Level Considerations

Leaves of absence

Returns from leaves

Resignations & Retirements
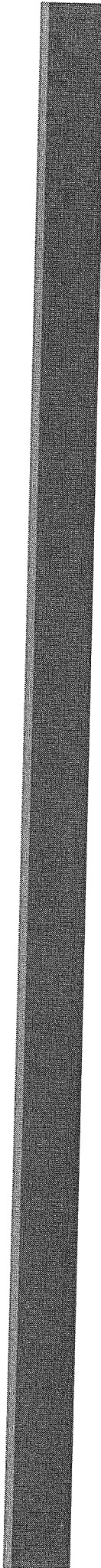
Transfers (right people in right place)

Budget....

From BASE to Additions for Learning...

What is the starting point?

What else is added & why?

Consider:

- ◦ Learning needs
- ◦ Student choice
- ◦ EF needs
- ◦ Transformation
- ◦ Alignment etc etc etc

From BASE to Additions for Learning cont'd

What # of teachers are required to create learning environments that meet the needs of students in transformative ways?

What transformational ideas could be piloted and how do we staff for these ideas in schools and in families of schools?

Global, Creative, and Entrepreneurial: Elements of a World Class Education

Student Autonomy: What			Product-oriented Learning: How			Global Campus: Where	
Voice: Governance and Environment	Choice: Broad and Flexible Curriculum	Support: Personalization and Mentoring	Authentic Products: Meaningful or Useful	Sustained & Disciplined Process: Drafts & Review	Strength-Based: Unique and Local	Global Orientation: International Partners and Opportunities	Global Competence: Foreign Languages and Cultures
To what extent are students involved in the development of rules and regulations in the school?	How many different courses, programs, and activities are offered?	Does each student have an adult advisor or coach?	Is there an infrastructure for students to develop, display, or market products and services?	Is there an established process for reviewing proposals and products?	Does the school have unique features that reflect the local community resources?	How many international partners does the school have?	How many foreign languages are offered in the school?
To what extent are students involved in selecting and evaluating staff?	To what degree can students construct their own courses or programs?	To what degree can students choose the adult advisor or have the freedom to change advisors?	Are relevant policies that govern student products, for example, policies regarding ownership of the intellectual property of student products, in place?	Is there an established process and protocol for product improvement?	Does the school have unique features that reflect the strengths of its teaching staff?	How frequently are students engaged in international activities?	Can students learn a language that is not offered by the school staff?
To what extent are students involved in decisions about courses and other learning opportunities the school offers?	To what degree can students learn from outside resources, either in the local community or through online arrangements?	To what degree are adults available to talk and work with students upon request?	What products and services have students created?	Is there an established process to engage external experts from the broad community to participate in proposal and product review?	Does the school have an established mechanism for students and staff to explore and express their strengths?	To what degree are students' projects/products oriented to global issues or needs of people from other countries?	What opportunities are available for students to engage in cross-cultural interactions?
To what extent are students involved in decisions about equipment, library books, technology, or other similar items?	To what degree does the school provide resources such as mini grants to support student-initiated activities such as clubs or project teams?	To what degree are students provided with opportunities to work with advisors from outside the school?	In what ways have students' products and services been used?	Are there established criteria for products and proposal review?	Does the school stand out in any other way?	To what extent does the school utilize international resources?	What opportunities are available for students to live or study in culturally unfamiliar situations?
	To what degree can students be excused from externally imposed upon standards and assessments with good reasons?		To what degree are students engaged in product-oriented learning? Or what percentage of student activities is product oriented?			To what extent does the school provide resources to other countries?	
						Are there established channels for frequent international interactions among students and staff?	

Considerations
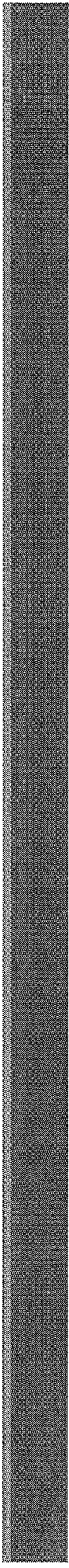
Enrolment

Learning needs in schools

Student Choice

Education Fund (EF) and Learning Improvement Fund (LIF) are **not** included in Operational Allocations

Small, rural schools – complexity of grades

Comparison of FTE year over year

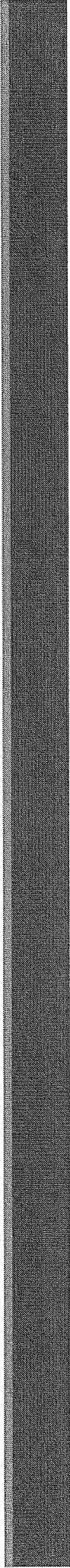Student transfer considerations

Considerations, cont.d

Out of District enrolments

What to do with late applicants and staffing needs

Class pressures not anticipated in spring - how to plan for that? Contingency? Space left in each school? What space?

School purchases

Alignment of staff to attend to learning

Considerations, cont.d

International students – how to include?

Admin time – how much?

How to address needs of students with special needs?

Blended Learning opportunities?

How to address transformative needs?

How to attend to new curriculum needs?