

# INCLUSIVE EDUCATION PROGRAMMING

## Background

The Division believes that ALL children and students from Pre-K through Grade 12 are entitled to the most appropriate learning environments and opportunities for them to best achieve their potential. The success of programming for our diverse learners relies on the engagement, collaboration and involvement of students, parents/guardians, school based teams and community partners.

## Definition

*Students with diverse learning needs* means:

- Students described in Section 47(1) of the School Act as being in need of special education programs because of their behavioural, communicational, intellectual, learning or physical characteristics or a combination of these characteristics;
- Students who may require specialized health care services;
- Students with social/emotional needs;
- English language learners; or
- Students who are gifted and talented.

## Procedures

1. Whenever possible, all students will be provided with appropriate educational programming in their designated schools, and in a classroom with their peers. A regular classroom should always be considered as the first programming option.
2. Identification of children and students with diverse needs may include:
  - 2.1 Classroom observations/monitoring;
  - 2.2 Educational screening/standardized academic testing;
  - 2.3 File review;
  - 2.4 Consultation with parents/guardians;
  - 2.5 Referrals to Division and/or community supports; and
  - 2.6 Specialized assessment (refer to AP 363).
3. Principals, in consultation with the Director of Learning - Inclusion, are responsible for establishing educational programming with the support of other service providers, which best address the special programming needs of identified students within their schools. The Principal will ensure that the educational programming complies with the Standards for Special Education and other relevant Alberta Education policies and requirements. In some cases a sensory/regulation space may be required and form 214-8 completed.
4. As required, Individualized Program Plans (IPP) will be developed to address students' educational needs. The IPP is based on diagnostic information and documentation which provides the basis for intervention strategies, and includes the following essential information:

- 4.1 Assessment data;
  - 4.2 Current level of performance and achievement;
  - 4.3 Identification of strengths and areas of need;
  - 4.4 Measurable goals and objectives;
  - 4.5 Procedures for evaluating student progress;
  - 4.6 Identification of coordinated support services (including health-related), if required;
  - 4.7 Relevant medical information;
  - 4.8 Required classroom accommodations (e.g. any changes to instructional strategies, assessment procedures, materials, resources, facilities or equipment);
  - 4.9 Year-end summary;
  - 4.10 Transition plans.
5. The School Administrator(s) or designate will inform parents/guardians about all aspects of specialized programming and obtain written consent of the parents/guardians for referrals, specialized assessments and the IPP. Parents/guardians are to be involved in the formulation of IPPs and corresponding specialized programming decisions. Regular conferences will be held, including appropriate community agency resources, receiving schools and parents/guardians, in order to design long-term plans and to make programming decisions.
- 5.1 In cases where the parents/guardians refuse consent, the School Administrator(s) or designate will document this action, including any reasons for refusal and/or the actions undertaken by the School Administrator(s) or designate to obtain consent, and place the documentation in the Student Record.
  - 5.2 Students accessing Program Unit Funding (PUF) require parent/guardian consent (Form 214-7) prior to accessing the contracted support services (Occupational Therapy, Physio Therapy, and/or Speech Language Pathology).
6. Appropriate documentation of programming modifications and/or adaptations for each student with special needs will be retained in the Student Record.
7. School teams will participate in collaborative team meetings, consult with School Administrator(s) and access additional supports as needed. The division's Learning Consultant support can be accessed using Form 214-1. If the expertise required to support the diverse needs of a student exceeds that which the division can provide, specialized consultation outside of the division can be accessed through the Learning Consultant.
8. For students with severe or extensive needs, School Administrator(s) are responsible for the completion of any of the following:
- 8.1 New students require Form 214-2 to be completed.
  - 8.2 Continuing students require Form 214-3 to be completed as part of a students' transition to a new grade, program or school at the end of each school year. This form shall be updated each spring to support planning for the upcoming school year.
  - 8.3 When required, requests for severe needs transportation support shall be completed for new students and updated each year (use Form 214-4).
  - 8.4 When required, requests for specialized equipment can be made using Form 214-5.
9. When a specialized program is the most enabling for a student with diverse needs, the Director of Learning - Inclusion, in consultation with the Principal, will recommend to parents/guardians that the student access a Division specialized program (which may include Centralized programs, Knowledge and Employability, Outreach, Online, etc).

10. Parent/guardian consent (Form 214-6) must be obtained prior to a student accessing a Centralized program. Any programming change to or from a Centralized program must be discussed with parents/guardians and the Director of Learning-Inclusion prior to implementation.
11. Gifted and Talented
  - 11.1 Program planning for gifted students must follow identification procedures, taking into account the talents, abilities, gifts, interests and evaluation plans in any of the following areas:
    - 11.1.1 General Intellectual;
    - 11.1.2 Specific Academic;
    - 11.1.3 Creative Thinking;
    - 11.1.4 Social;
    - 11.1.5 Musical;
    - 11.1.6 Artistic; and
    - 11.1.7 Kinesthetic.
  - 11.2 Implementation of special programming for gifted students may be in the form of IPPs, in addition to, but not replacing, participation in regular educational programs.
12. At the recommendation of the Director of Learning - Inclusion, and in consultation with the Assistant Superintendent - Learning, students with very unique needs may be sponsored to an out-of-Division placement.
13. Appeals related to students with special needs will follow Administrative Procedure 390 - *Appeals* and Board Policy 13 - *Appeals and Hearings Regarding Student Matters*.

Reference: Section 8, 18, 20, 23, 30, 45, 47, 48, 60, 61, 62, 96, 113,123, 124, 125 School Act  
 Student Record Regulation 71/99  
 Guide to Education ECS to Grade 12  
 Early Childhood Regulation 31/2002  
 Early Childhood Policy 1.1.3  
 Standards for Special Education  
 Board Policy 13 - Appeals and Hearings Regarding Student Matters

Related APs: Appeals (390)  
 Knowledge & Employability (215)  
 Online & Outreach Programs (218)  
 Specialized Assessment (363)

Forms: Inclusion - Learning Consultant Referral (214-1)  
 Inclusion - Student Needs Profile - 1<sup>st</sup> or Initial Record (214-2)  
 Inclusion - Student Needs Profile - 2<sup>nd</sup> or Subsequent Record(s) (214-3)  
 Inclusion - Severe Needs Transportation Support Request (214-4)  
 Inclusion - Specialized Equipment Request (214-5)  
 Inclusion - Centralized Program Request & Consent (214-6)  
 Inclusion - PUF Early Childhood Services Consent (214-7)  
 Inclusion - Sensory/Regulation Spaces Request (214-8)

Amended: October 2019