

# 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 BRSD 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 1(3),(4) of the *Education 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 learning 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 or consultation (refer to AP 363).
3. Principals, in consultation with the Director of Inclusion, are responsible for establishing appropriate educational programming with the support of other service providers, to 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. Specialized training for school staff supporting diverse learners may be requested using form 214-9.
4. As required, a Student Support Plan (SSP) will be developed by teachers to address students' educational needs. The SSP 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, SSP, personal care and medical support plans, behaviour support plans and safety plans. Parents/guardians are to be involved in the formulation of these plans and corresponding specialized programming decisions. Regular conferences will be held, including appropriate community agency resources, receiving schools and parents/guardians, 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 Children accessing Program Unit Funding (PUF) require the completion of Form 214-1B prior to accessing the contracted support services (Occupational Therapy, Physio Therapy, and/or Speech Language Pathology).
6. Appropriate documentation of programming accommodations and/or adaptations or a modified program for each student with diverse learning 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. Requests for consultative services can be accessed using Form 214-1B. If the expertise required to support the diverse needs of a student exceeds that which the division can provide through one of our Learning Consultants, specialized consultation will be considered by the Director of Inclusion.
8. For students with severe or extensive needs, School Administrator(s) are responsible for the completion of any of the following:
- 8.1 Form 214-2 is to be completed when a new student (with severe or extensive needs) arrives and as part of a student's transition to a new grade, program or school at the end of the school year. This form shall also be submitted each spring to support planning for the upcoming school year.
  - 8.2 When required, a personal care and medical support plan shall be completed (Form 214-3).
  - 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.
  - 8.5 When a student presents with significant behaviour needs, a Behaviour Support Plan (form 214-10B) and/or Safety Plan (form 214-11) should be considered.

9. When a specialized program is the most enabling for a student with extensive diverse needs, the Principal, following consultation with the Director of Inclusion, 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 first discussed with the Director of Inclusion and upon approval presented to parents/guardians as an option 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 Intellect;
    - 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 an SSP, in addition to, but not replacing, participation in regular educational programs.
12. At the recommendation of the Director of Inclusion, and in consultation with the Assistant Superintendent, students with very unique needs may be sponsored to an out-of-Division placement.
13. Appeals related to students with diverse needs will follow Administrative Procedure 155 *Dispute Resolution* and Board Policy 14 *Appeals and Hearings Regarding Student Matters*.

Reference:	Section 3, 21, 33, 40, 123, 124, 196, 197 Education Act Guide to Education ECS to Grade 12 Early Childhood Regulation 31/2002 Board Policy 14 - Appeals/Hearings Regarding Student Matters	Student Record Regulation 71/99 Standards for Special Education Early Childhood Policy 1.1.3 Inclusive Education Policy
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Related APs:	Knowledge & Employability 215 Outreach Programs 218 Medication Administration To A Student 316 Specialized Assessment 363 Dispute Resolution 155
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Forms:	Inclusion - Consultative Services Guiding Document (214-1A) Inclusion - Consultative Services Referral (214-1B) Inclusion - Student Needs Profile (214-2) Inclusion - Personal Care & Medical Support Plan (214-3) Inclusion - Severe Needs Transportation Support Request (214-4) Inclusion - Specialized Equipment Request (214-5) Inclusion - Centralized Program Request & Consent (214-6) Inclusion - Sensory/Regulation Spaces Request (214-8) Inclusion - Specialized Training Request (214-9) Inclusion - Behaviour Support Plan Guiding Document (214-10A) Inclusion - Behaviour Support Plan (214-10B) Inclusion - Safety Plan (214-11) Medication Administration Request and Authorization (316-1)
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