

INCLUSIVE EDUCATION PROGRAMS

Background

The Division shall provide an appropriate educational program for all its resident students. A student may be determined to require extra supports based on their behavioural, communicational, intellectual, medical or physical characteristics, or a combination of these characteristics. Inclusive education provides all students with learning opportunities which are relevant to their needs. There is a commitment that every student will have access to meaningful and relevant learning experiences that include appropriate instructional supports.

Some students may require changes to any or all of the following:

- Regular curriculum
- Staffing
- Instructional and evaluation strategies
- Materials or resources
- Facilities or equipment

In addition, some students may require specialized health care services or placement in a specialized program apart from the regular classroom.

The Division recognizes the need to provide programs and services appropriate to the educational needs of all students. Educational programming will be provided in the most enabling learning environment available within the Division's resources.

Procedures

1. As a result of formal and informal assessment and observation, students with individual needs may be identified by parents/guardians, school personnel, or outside agencies.

2. Referrals

The educational needs of students will be identified through screening, individual or group assessment, classroom observation, and/or information available from outside agencies.

2.1 Initial referrals will be made by teachers, administrators, counsellors, parents, students, or other professionals aware of a student's needs (e.g. speech pathologists, family physicians, preschool or day-care directors).

2.2 Parents/guardians will be contacted first by the classroom teacher or identified school personnel to notify them of the area of concern.

- 2.3 A parental or guardian consent form will be forwarded from the appropriate school staff.
 - 2.4 When the signed consent form is returned, the assessment process will begin. In the event that the parents refuse permission, they will be made aware of the possible ramifications by the appropriate staff and a note will be placed on the students CUM file to indicate that the parents have refused.
3. Assessment procedures will be as follows:
- 3.1 Students will be further assessed through the use of individual tests which vary according to level and identified areas of challenge such as:
 - 3.1.1 behaviour
 - 3.1.2 language
 - 3.1.3 health and medical condition
 - 3.1.4 creativity
 - 3.1.5 emotional, mental and physical development
 - 3.1.6 academic and learning
 - 3.2 The classroom teacher may complete a classroom observation checklist.
 - 3.3 If necessary, a psychological assessment may be completed by a certified clinical psychologist. The assessment of intellectual ability will not be necessarily recommended for every student. However, when a student has been involved on a long-term basis in an Inclusive Education Program, re-evaluation may be required. Consultation with the IEF and the Director of Student Services will take place.
 - 3.4 Parents/guardians will be informed of assessment results and recommendations. A meeting to discuss results, placement and programs will involve the parents, appropriate personnel, and classroom teachers. Depending on the complexity of the assessment, the meetings could also include the psychologist, principal, Director of Student Services, other central office personnel, speech and language pathologist and other specialists, (occupational therapist, Alberta Mental Health, Social Services).
 - 3.5 Following the initial assessment process, assessment, both formal and informal, will take place on a continuing basis. Results will be made available to appropriate personnel.
 - 3.6 On the basis of all recommendations, a decision regarding program placement will be made and an IPP may be created. In the event that the parents refuse permission, they will be made aware of the possible ramifications by the appropriate staff and a note will be placed on the students CUM file to indicate that the parents have refused.
4. The placement procedures will be as follows:
- 4.1 The placement of a student in an individual program will be determined on the basis of the student's needs.
 - 4.2 The decision whether or not to place a student in an individual program will be made by the principal in consultation with Inclusive Education

personnel, teachers and parents/guardians.

4.3 Signed parental or guardian permission will be required before a student is removed from the regular program. In the event that the parents refuse permission, they will be made aware of the possible ramifications by the appropriate staff and a note will be placed on the students CUM file to indicate that the parents have refused.

4.4 Placements will be formally reviewed each year.

5. Programming

The school jurisdiction is responsible for the development of an appropriate educational program which will meet the needs of the student. Programs for students with specialized needs will work toward full integration into the classroom environment wherever possible.

5.1 An appropriate and adequate program will be provided to meet the needs of all students.

5.2 Every effort shall be made to provide support services which are recommended in the assessment.

5.3 Programs will be consistent with Alberta Education policies, guidelines and Programs of Study.

5.4 When an IPP is required, a copy will be placed in the student record. The plan will be made available to appropriate staff and parents. Programs will include consideration for age, integration and successful learning experiences.

6. Parental involvement

Parents should be consulted in all aspects of procedures in the selection, placement, and programming of the student's education.

If parents/guardians do not agree with their child's programming, they may follow the appeal process up to and including an appeal of the decision in accordance with Board Policy 13.

7. The decision to return a student to the regular program will be made by the principal in consultation with the Director of Student Services, appropriate school personnel and the parent or legal guardian.

8. Students, whose determined needs cannot be met in the Division programs, may be recommended to a program run by another school board. The principal, in consultation with the Director of Student Services, will make this recommendation, outlining monetary costs, to the Superintendent, who may direct the student to a program outside of the Division consistent with Administrative Procedure 302 – Out of Division Program Sponsorship

9. External Programs

The school jurisdiction does not accept responsibility for remedial programs or resource materials purchased by parents.

Reference: Section 8, 23, 45, 47, 48, 123, 124, 125, School Act
Student Record Regulation 71/99
Education Placement of Students with Special Needs Policy 1.6.1
Special Education Policy 1.6.2
Guide to Education ECS to Grade 12
Standards for Special Education