

Administrative Procedure 213

INCLUSIVE EDUCATION

Background

As a faith community, the Division welcomes all students. Inclusion is a way of thinking and acting that demonstrates universal acceptance of and belonging for all children and students. Educational practices that are flexible and responsive to the strengths and needs of individual students can create inclusive learning experiences that ensure all students are successful. For our students, flexible learning environments include instruction and support in a grade level classroom with same-aged peers; individualized instruction in smaller group settings; a specialized classroom or setting; one-on-one instruction; a program of choice; or a combination of these learning environments. Parents and – where appropriate – students, are to have meaningful participation in the education decisions regarding placement and program.

Definitions

Accommodations - a change or alteration in the regular way a student is expected to learn, complete assignments, or participate in classroom activities.

Adapted Programming (Adaptations) - programming that retains the learning outcomes of the Program of Studies and where adjustments to the content, instructional process, and/or product are provided to address the special education needs of the student.

Differentiated Instruction - good teaching practice in which teachers actively work to support the learning of all students through strategic assessment, thoughtful planning, and targeted, flexible instruction.

Individual Program Plan (IPP) - a concise plan of action designed to address a student's special education needs.

Learning Team - a team that consults and shares information relevant to the individual student's education and plans special education programming and services as required.

Modified programming (Modifications) - programming in which the learning outcomes are significantly different from the provincial curriculum and are specifically selected to meet students' special education needs.

Programs of Choice - a congregated or alternative site to which students from various schools may attend and which provides programming appropriate to their diverse learning needs.

Students with diverse needs - students in need of programming because of their behavioural, communicational, intellectual, learning, or physical characteristics; students who may require specialized supports and services; or students who are gifted and talented.

Procedures

1. The Principal is responsible for ensuring that programming that meets the needs of all students is provided. These responsibilities include:
 - 1.1 Collecting information and identifying the strengths and needs of students with diverse needs;
 - 1.2 Identifying the teacher(s) responsible for the education program for students with diverse needs;
 - 1.3 Determining the method of delivery of specialized services and support to the teacher(s) responsible for delivery of the program;
 - 1.4 Consulting parents regarding education programming and placement; and,
 - 1.5 Ensuring that documentation is in place that meets the special education coding criteria from Alberta Education.
2. Learning Services staff, including Inclusive Programming Consultants, may be called upon to assist with these responsibilities.
3. The Principal is responsible to identify teachers whose responsibility it is to coordinate, develop, implement, monitor, and evaluate student IPPs. All students with a Special Education Code require an IPP.
4. The Principal shall ensure that parents and, when appropriate, students and other professionals are involved in the IPP process. The IPP must include the following:
 - 4.1 specialized assessment data;
 - 4.2 identified specialized supports and services;
 - 4.3 current level of performance;
 - 4.4 identification of strengths and areas of need;
 - 4.5 goals and evaluation procedures;
 - 4.6 progress reporting;
 - 4.7 relevant medical information;
 - 4.8 required classroom accommodations;
 - 4.9 transition plans and year end summary; and
 - 4.10 parental signature to indicate informed consent.

5. Inclusive programming in a student's community school shall be the first choice for all students and their families.
 - 5.1 To the greatest extent possible, students with diverse needs shall receive programming within the community school. Principals need to be flexible and responsive to the needs of students in determining the learning environment needed to deliver programming within the community school.
 - 5.2 Flexibility to adapt to the changing needs of students is an important feature of inclusive education. Specific delivery models for individualized programs may vary from class to class and from school to school depending on the needs of the individual students attending.

6. The teacher, in collaboration with the Principal and other learning team members, shall ensure that differentiated instruction is implemented that meets the needs of diverse learners.
 - 6.1 Accommodations to support learner access to grade level outcomes shall be provided as necessary and will be discussed with parents and indicated in the gradebook as part of ongoing documentation.
 - 6.2 Adapted Programming (adaptations) which allows the learner to access outcomes from the Program of Studies grades K-12, with parental consent, shall be provided as necessary and indicated in the IPP.
 - 6.3 A student who is being provided with modified programming (modifications) and whose learning needs cannot be reflected by any graded curriculum from the Alberta Education Programs of Study K-12, shall have their progress reported solely on the IPP.
 - 6.4 For English Language Learners, programming will be differentiated as necessary. An IPP is not required unless an English Language Learner also has special education needs.

7. Programs of Choice offer further flexibility and responsiveness in meeting the diverse needs of students. Principals or parents can initiate registration to a program of choice through contact with a Learning Services Inclusive Programming Consultant
 - 7.1 The day-to-day operation of the Program of Choice is the responsibility of the Principal of the school in which the program is located.
 - 7.2 Learning Services will provide direction and support to the delivery of Programs of Choice and will assist in monitoring the progress of students in these programs.
 - 7.3 Students in a Program of Choice shall be provided the opportunity to participate fully in all school activities (i.e. celebrations, co-curricular activities).
 - 7.4 When appropriate, students in Programs of Choice shall be included in age-appropriate classrooms provided the classrooms have sufficient facilities and resources.
 - 7.5 Collaboration is encouraged between the teacher of the Program of Choice and teachers of the classrooms where students are included.



8. The development of Programs of Choice is dependent on student need within the Division and requires the approval of the Chief Superintendent and the Superintendent, Learning Services.
9. The Superintendent, Learning Services is responsible for the implementation, coordination, and monitoring of Programs of Choice.
10. Referral for an out-of-Division placement shall be considered when the student's programming needs cannot be met within the Division.
11. Parents shall be informed of their right to appeal educational decisions regarding their child.

Adopted: April 3, 2000

Reviewed/Revised: June 13, 2000, June 12, 2002, March 15, 2005, June 28, 2013, June 30, 2017, March 1, 2021

Reference: Education Act, Sections 3, 11, 197
Guide to Education ECS to Grade 12
Standards for Special Education