

The Division believes all children can learn and reach their full potential given opportunity, effective teaching, and appropriate resources. Inclusive education programming aims to provide students with the most appropriate learning environments and opportunities to achieve their best potential. Each student belongs and is to receive a quality education no matter their ability, disability, language, cultural background, gender, or age. The success of inclusive education programming relies on the engagement, collaboration, and involvement of students, parents, staff, and the community.

An inclusive education system is one that supports all learners, regardless of their needs or abilities. This is achieved through a continuum of specialized supports and services that are tailored to each individual's unique needs. The continuum of specialized supports and services refers to the range of expertise or skill sets required to meet the identified needs of learners and maximize their achievement of competencies. This involves a variety of intentional actions or strategies that are designed to help learners succeed. A continuum planning approach is essential for ensuring that all learners have access to the supports they need to succeed and reach their full potential.

Every student - regardless of background, need or circumstance - must be the center of all decisions related to his/her learning.

Definitions

Child/Student in need of Specialized Supports and Services: is, by the child's/student's behavioral, intellectual, communication, learning, or physical characteristics, or a combination of those characteristics, in need of specialized supports and services. It is mandatory for any child/student needing specialized support and services to have an Individualized Program Plan (IPP).

Inclusive Education: is a values-based approach to accepting responsibility for all children and students. It is an attitude and approach that embraces diversity and learner differences, and promotes equal opportunities for all learners.

Individual Program Plan (IPP): is a statement of intentions developed to address the child's/student's learning needs and is based on individual assessments that help identify the level and types of instructional strategies and supports the child/student requires. An IPP is mandatory for all children/students identified as requiring specialized supports and services, including mild, moderate, and severe disabilities/delays, and those who are gifted and require additional enrichment.

Special Education Coding Criteria: outlines criteria within specific categories to help teachers and administrators identify children/students who require specialized supports and services. This includes a diagnosis of a disability or disorder by a qualified professional and a clear indication of how the disability or disorder affects the child's/student's learning in an educational environment.

Education program for a student with special needs: a program based on the results of ongoing assessment and evaluation and includes an Individualized Program Plan (IPP) with specific goals and objectives and recommendations for education services that meet the student's needs.

Adapted Programming: Programming that retains the learning outcomes of the Program of Studies but adjustments to the instructional and/or assessment process are provided to address the needs of the student so that they can achieve the learning outcomes.

Modified Programming: Programming in which the learning outcomes are significantly different from the provincial curriculum and are specifically selected to meet the student's educational needs.

Learning Team: Involves a group, including family members, who work collaboratively toward the success of the child or youth and family, through informal or formal supports and services. Team-based ensures the supports and services are consistently and effectively implemented, managed and measured.

Procedures

1. Educational Placement of Students with Diverse Learning Need
 - 1.1 In a continuum, universal, targeted and individualized supports are to be put in place to ensure students are meaningfully engaged in learning the interrelated attitudes, skills, facts, procedures and principles that are required for success at school, at home and in the community.
 - 1.2 Within a flexible and responsive learning environment, diversity must be embraced and celebrated, and must be planned for by ensuring that curriculum is relevant.
 - 1.3 A range of placements is to be provided in order to meet the diverse and unique needs of students. The range of options may include placement in:
 - 1.3.1 A regular classroom with appropriate support and program modification
 - 1.3.2 A small group for instruction within the regular classroom or on a withdrawal basis,
 - 1.3.3 Highly Supportive Learning classrooms, and
 - 1.3.4 Residential program in a hospital facility or other provincial institution.
2. The Division shall invite meaningful involvement of parents/guardians in the learning team for planning and problem-solving relating to programming for the student in need of specialized supports and services. Parents/guardians and students, when applicable, must be informed about the options available, and be actively involved in discussions with teachers and administrators about placements and programs.
3. The Division will strive to work collaboratively with the parent/guardian regarding placement and program. The Division is ultimately responsible for making the most appropriate placement and programming decisions in the best interests of the individual student and in a manner consistent for all students.
4. Parents/guardians wishing a review of the student's placement shall make a written request to the Director of Teacher Quality and Staff Development.
5. The Director of Teacher Quality and Staff Development shall review the matter with the school administration and staff involved.
6. The Director of Teacher Quality and Staff Development shall convene a case conference of involved persons and the parents/guardians.

7. If program or placement recommendations are unacceptable, the parents/guardians may request a review by the Superintendent in writing.
 - 7.1 The Superintendent will respond to reviews within (30) days of the review request.
 - 7.2 Parents may have the right to appeal a program or placement decision in accordance with Board Policy 13 – Appeals.
8. Teachers of students with special educational needs shall:
 - 8.1 Involve parents, the student, and other appropriate professionals in the development, implementation, and evaluation of annual IPP's;
 - 8.2 Review and report student progress with parents and students;
 - 8.3 Make changes to the IPP as needed and based on consultation or assessment reports;
 - 8.4 Obtain parent signatures on IPPs to indicate agreement with the special education program provided on an annual basis;
 - 8.5 Keep a written record should the parent signature not be obtained on the IPP. The record shall include procedures used to communicate with the parent, reason(s) for refusal, and actions taken to resolve the matter by the teachers, Learning Support Teachers and Principal.
9. The Superintendent may request that assessment be conducted by qualified personnel to assess the nature and severity of a condition that may necessitate a unique educational program.
10. The Director of Teacher Quality and Staff Development shall assist schools in arranging appropriate formalized assessments using resources outside the school system as required.
11. When assessments have been completed, a case conference shall be held involving school staff, parents/guardians, and others to discuss assessment results and programming recommendations.

Reviewed/Revised: March 2014, April 2016 March 2020 December 2023

Reference: Section 3, 11,19, 31,32, 33, 40, 42, 43, 44, 52, 53, 56, 196, 197, 222 Education Act
 Student Record Regulation 97/2019
 Early Childhood Services
 AP 340 Specialized Services for Students and Children
 Special Education
 Guide to Education ECS to Grade 12
 Standards for Special Education
 Standards for the Provision of Early Childhood Special Education
 Supporting Positive Behavior in Alberta Schools: A Classroom Approach - Alberta Education 2008
 Supporting Positive Behavior in Alberta Schools: A School-wide Approach - Alberta Education 2008
 Supporting Positive Behavior in Alberta Schools: An Intensive Individualized Approach - Alberta Education 2008
 Ministerial Order (042/2019) Seclusion and Physical Restraint in Alberts Schools
 Guidelines for Time-Out in Alberta Schools - Alberta Education November 2019
 Standards for Seclusion and Physical Restraint in Alberta Schools - Alberta Education 2019
 Grande Prairie Public School Division AP 214
 Holy Family Catholic Separate School Division AP 214