

Administrative Procedure 213 - Inclusive Services

Background

The goals of schooling can be addressed successfully for most students in regular classrooms. It is expected that each regular class shall accommodate students with varying needs, abilities, and levels of achievement. However, it is recognized that there will be some students with unique exceptional needs who may require services and/or programs beyond those offered in the regular classroom setting.

The Division shall provide appropriate programs and services to meet the diverse and unique needs of exceptional students who are residents of the Division, subject to the following procedures.

Procedures

1. Exceptional students are those who require a different program, accommodations or modification to the regular school program designed to meet their unique needs, due to their behaviour, communication, intellectual and physical characteristics, or a combination of these characteristics.
2. The educational program and/or services to be provided are based on the results of continuous assessments and evaluations.
3. An Individualized Program Plan (IPP) is developed to meet the diverse needs of these students. An IPP is an outline of the educational program and/or services provided to meet the learning needs of the exceptional student. The IPP is an ongoing instructional plan and a process for reviewing student progress. It will include such items as:
 - 3.1 The student's present level of educational performance;
 - 3.2 Annual goals;
 - 3.3 Specific intervention strategies; and
 - 3.4 Evaluation procedures.
4. The parent(s)/guardian(s) shall be encouraged to partner in the initial and ongoing development of the Individual Program Plan.
5. Following the development of the IPP, the parent(s)/guardian(s) are requested to discuss the Individual Program Plan and its monitoring/revisions with appropriate Division personnel.
6. The parent(s)/guardian(s) are required to sign the IPP.
7. The Individual Program Plan is subject to on-going revision and formal review at year-end.

8. The Principal, in consultation with the Student Services Support (SSS, also known as Inclusive Lead), ensures that the IPP is reviewed on a regular basis with the parent(s)/guardian(s) in order to assess its adequacy and to recommend changes where necessary.
9. The Director of Inclusive Services shall assist the Principal and the Inclusive Lead in maintaining effective referral and assessment procedures for the identification of exceptional children.
10. The Director of Inclusive Services shall assist the Principal and the Inclusive Lead in identifying the teaching and support staff requirements necessary to meet the learning needs of exceptional children.
11. The Director of Inclusive Services, in consultation with parents/guardians and school personnel, shall identify those students for whom out of Division placement may be necessary.
12. When the Superintendent directs a student to a program out of the Division, the Director of Inclusive Services shall make the appropriate arrangements.
13. The classroom teacher is responsible for the initial identification of students who may have special needs.
14. The Principal shall support structures that value collaborative, action focussed responses, data informed discussions and timely support to ensure all students experience success.
15. For students who have been identified as needing specialized supports, the Inclusive Lead shall ensure that the parent(s)/guardian(s) have been consulted and will submit a referral to the appropriate person/agency. Referrals for in-depth educational/psychological assessments shall be forwarded to the Director of Inclusive Services.
16. The Director of Inclusive Services shall assist schools in arranging for appropriate formalized assessments using resources outside the Division as required.
17. When assessments have been completed, a case conference shall be held involving school personnel, parent(s)/guardian(s), and others as appropriate for the purpose of discussing the assessment results and the need for special services.

Reference: Section 3, 11, 16, 33, 40, 41, 42, 43, 44, 52, 53, 196, 197, 204, 222 Education Act
Student Record Regulation 97/2019
Guide to Education ECS to Grade 12
Standards for Special Education
Standards for the Provision of Early Childhood Special Education
Standards for Psycho-Educational Assessment (1994) Alberta Education

Effective: 1996-04-24

Amended: 2016-09-22; 2021-04-04