

## INCLUSIVE EDUCATION PROGRAMMING

### Background

The Division is committed to the provision of a high-quality continuum of supports for inclusive education programming that fosters student engagement, support for each learner and provides opportunities to develop individual success. Inclusion is a way of thinking and acting that demonstrates universal acceptance and belonging for all students. To support children and students in attaining the goals as stated in the Ministerial Order on Student Learning, all Foothills School Division students regardless of race, religious belief, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place or origin, marital status, source of income, family status or sexual orientation, or any other factors, have access to meaningful and relevant learning experiences that include appropriate instructional supports. Educating students with diverse needs in regular classrooms in neighborhood schools shall be the first placement option considered in consultation with students, parents/guardians school and divisional staff.

The Assistant Superintendent, Learning Services, Director of Inclusive Learning and principals are responsible for the administration of this administrative procedure.

### Definitions

In this administrative procedure:

Students with diverse or complex needs means:

- Students described in legislation as being in need of specialized supports and services;

Education program for a student with diverse or complex needs means a program based on the results of ongoing assessment and evaluation, and includes an Inclusive Learning Plan (ILP) and/or Behaviour Support Plan (BSP) with specific goals, objectives and recommendations for educational strategies and services that meet the student's needs.

Inclusive Learning Plan (ILP) means a concise plan of action designed to address the student's diverse or complex needs, and is based on diagnostic information, which provides the basis for intervention strategies, accommodations and educational programming.

Behaviour Support Plan (BSP) means a concise plan of action designed to address the student's diverse or complex behavioural and social-emotional needs. It is based on diagnostic information which provides the basis for strategies, interventions, accommodations and educational programming.

Adapted means the student is learning outcomes from a program of studies other than the grade level they are enrolled in.

Modified means the student's learning program is not based upon the program of studies. Modified programs are based upon recommendations from medical professionals, therapists, teachers, and in collaboration with the child's parent(s)/guardians.

Continuum of supports means the human resources, strategies, interventions, accommodations, structures and systems that ensures the needs of every student achieves personal excellence. Universal supports are focused on high yield evidence-based practices and are incorporated into the environment for all students, targeted strategies and interventions for those learners who require more specialized learning opportunities are provided first and foremost in the classroom but also exist school wide. Individualized supports that relate directly to the individual learning needs of students whose outcomes are based on the Program of Study, but are very different than their grade level program of studies.

Support Room means a classroom or school-based space that is accessible to students from time to time who may require additional support in their learning in their day. This room will be staffed by a Learning Coach and other school teaching and support staff in such a way as to meet the needs of individual students, and small groups of students, both learning and socio-emotional, at various points in the school day. Students will not spend their entire day in the Support Room unless an exceptional circumstance notes this as the most appropriate programming for that day. Parents will be made aware that students are receiving programming as part of their day via their ILP, BSP, or other communications.

## **Procedures**

1. A continuum of supports will be developed and made visible in all schools, supporting both goals of developing safe, caring and welcoming school communities and developing the skills, understandings and aptitudes for personal success. The continuum of supports will include a Support Room.
2. An Inclusive Learning Plan (ILP) will be developed and implemented for each student identified as being on an adapted program (this includes students on a goal based ILP).
3. A Behaviour Support Plan (BSP) will be developed and implemented for each student identified as requiring individualized supports around behaviour.
4. Principals will:
  1. Ensure that an ILP is developed, implemented, monitored and evaluated for each student identified as working on adapted outcomes.
  2. Ensure that a BSP is developed, implemented, monitored and evaluated for each student identified as requiring individualized supports for behaviour.
  3. Identify Learning Coach(es) whose responsibility it is to coordinate and support teaching staff in the development, implementation, monitoring and evaluation of a student's ILP and BSP.
  4. Ensure the school has a process and school-based team to provide consultation, collaboration, planning and problem-solving relating to programming for students with diverse needs.
  5. Ensure that transition processes are in place for students.
  6. Assure that a Support Room is set up in each school under the supervision of a Learning Coach.

5. Parents have an important role to play and must be consulted in program planning, implementation and placement decisions. Such decisions affecting their child may be appealed through the provisions of Administrative Procedure 390 – Appeals.
6. Decisions to provide access to Divisional Inclusive Learning resources, supports and programming are made by Learning Services personnel in consultation with school-based educators, parents, and, where appropriate, students.
7. In its provision of high-quality inclusive education, the Division is committed to the following principles:
  1. Inclusion – educating students with diverse or complex needs in regular classrooms and Support Rooms in neighbourhood schools, with age-appropriate peers is the first placement option considered in consultation with students, parents/guardians, and school staff.
  2. Parent Involvement – parents are integral partners involved in program planning, implementation, and placement decision-making.
  3. Equity – the provision of appropriate educational opportunities for all students in supportive environments within available resource limitations.
  4. Individual Programming – programming is differentiated, adapted, or modified and takes into consideration the student’s abilities and needs.
  5. Team Delivery – programming is provided through a collaborative school-based team and network including classroom teachers, support staff, Learning Coach, school administration, Family School Liaison Counselor, and Divisional Inclusive Learning staff.
  6. Partnership – recognition of the value of working together with other agencies and individuals to provide supportive conditions for student success.
  7. Lifelong Learning – the need for teachers, parents, and other partners to access ongoing educational opportunities designed to improve student learning.
  8. Early Intervention – together with parents and other partners, providing identification, assessment, and learning support as early as possible for all children.
  9. Effective Transitions – processes are in place in school to enable students to prepare for and successfully make changes (school entry, between grades/levels of schooling, and upon school completion).

Reference: Relevant Legislation & Guidelines