

Administrative Procedure 213

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, and support for each learner while providing opportunities to develop individual success. Inclusion is a way of being and doing that embraces diversity and learner differences and promotes equal opportunities for all learners. 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.

Procedures

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.

1. An Inclusive Learning Plan (ILP) will be developed and implemented for each student identified as being on an adapted or modified program (this includes students on a goal-based ILP).
2. A Behaviour Support Plan (BSP) will be developed and implemented for each student identified as requiring individualized supports related to behaviour.
3. Principals will:
 1. Ensure that an ILP is developed, implemented, monitored and evaluated for each student identified as working on adapted or modified 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 for students moving between schools are in place for students.
 6. Assure that a Support Room is established in each school under the supervision of a Learning Coach.
4. 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.
 5. 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.
 6. In its provision of high-quality inclusive education, the Division is committed to the following principles:
 1. Inclusion – educating students with diverse and/or complex needs in regular classrooms and Support Rooms in neighborhood 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

Appendix A

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 and/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 and/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 and/or complex behavioural and social-emotional needs. It is based on diagnostic information which provides the basis for strategies, interventions, accommodations, and educational programming.

Accommodation means any changes to instructional strategies, assessment procedures, materials, resources, facilities or equipment (Standards for Special Education, Alberta Education)

Adapted programming means programming that retains the learning outcomes of the Program of Studies and where adjustments to the instructional process are provided to address the special education needs of the student (Standards for Special Education, Alberta Education)

Modified programming means programming in which the learning outcomes are significantly different from the provincial curriculum and are specifically selected to meet students' special education needs (Standards for Special Education, Alberta Education)

Continuum of supports means the human resources, strategies, interventions, accommodations, structures and systems that ensure the needs of every student are addressed to support the achievement of 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 are for those learners who require more specialized learning opportunities. They are provided first and foremost in the classroom but also exist school wide. Individualized supports 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 school-based space that is accessible to students as needed throughout their day. This room will be staffed by school-based staff in such a way as to meet both the socio-emotional and learning needs of individuals and small groups of students, at various points in the school day. The Support Room is intended to be a fluid space where students enter and exit throughout the day based on their needs at any given time. Parents will be made aware that students are receiving programming as part of their day via their ILP, BSP or other communications.