

INCLUSIVE EDUCATION

Background

HPSD believes in an inclusive education system where all children and students can learn and reach their full potential given opportunity, effective teaching and appropriate resources. In this system, each child and student belongs and receives a quality education supported through a continuum of specialized supports and services. Educational practices should be flexible and responsive to the strengths, needs and learning preferences of individual learners to enable every opportunity to be successful. The success of inclusive education programming relies on the engagement, collaboration and involvement of students, parents, staff and community.

Definitions

Inclusive Education - A values based approach to accepting responsibility for all learners. It is an attitude and approach that embraces diversity and learner differences and promotes genuine equality of opportunities for all learners. An inclusive education system is one that is defined by the following attributes:

- *Programming for students is linked to the Program of Studies*
- *Success for each student may look different, depending on programming needs*
- *Students have the supports and services needed to be successful*
- *Students feel welcome, safe and supported*
- *Students feel they contribute*

Assessment - Assessment is an ongoing process of collecting information about students using a number of formal and informal methods across a variety of domains relevant to performance (behavioural, communicational, intellectual, learning of physical characteristics) to develop and implement appropriate programming. Some students may benefit from diagnostic or specialized assessment administered by qualified personnel, with parental consent. Specialized assessment includes assessment of intellectual abilities, academic performance, emotional and behavioural development and physical development relevant to students' educational performance.

Diverse Learning Needs - A student may be determined to have diverse learning needs based on their behavioural, intellectual, learning, communication or physical characteristics, or a combination of any of them. Students with diverse learning needs may be in need of specialized supports and services in any or all of the following:

- *Program of Studies*
- *Staffing*
- *Instructional and evaluation strategies*
- *Assistive technology*
- *Facilities or equipment*
- *Health care services*

Individualized Program Plan (IPP) or Instructional Support Plan (ISP) - A statement of intentions developed to address the learning needs of the child/student and is based on individual assessments to help identify the level and types of instructional strategies and supports the child/student requires. An IPP or ISP 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 challenges.

Learning Team - A team that consults and shares information relevant to the individual student's education and plans programming and services as required. The team may include teacher(s), Learning Support Teacher, parents, students (where appropriate), other school and jurisdictional staff aware of the students' needs, and others as required.

Procedures**1. Educational Placement of Students with Diverse Learning Needs**

- 1.1. Universal, targeted and individualized supports are in place to meet the identified needs of learners and maximize competency achievement through a range of intended actions and strategies.
- 1.2. Educating students with diverse needs in regular classrooms shall be the first placement option considered.
- 1.3. Options to meet the diverse and unique needs of students may include:
 - 1.3.1. Regular classroom with appropriate supports and program adaptations;
 - 1.3.2. Small group instruction within the classroom;
 - 1.3.3. Small group instruction beyond the classroom for a specified time;
 - 1.3.4. Community classroom/specialized setting (if available), which requires:
 - 1.3.4.1. consultation with the Supervisor of Inclusion, student's parent, student where appropriate, other service providers involved in the student's program;
 - 1.3.4.2. informed written consent from parent.

2. Identification of Students

- 2.1. The educational programming for students shall be identified through a variety of means:
 - 2.1.1. Educational screening and assessment;
 - 2.1.2. Individual or group assessment;
 - 2.1.3. Observation;
 - 2.1.4. Consultation with parents;
 - 2.1.5. Information from service teams.

3. Programming

- 3.1. In a continuum of supports and services, universal, targeted and individualized supports are to be in place to ensure students are meaningfully engaged in learning the interrelated knowledge, skills and attitudes that are required for success at school, at home and in the community.
- 3.2. Programming will take into consideration the following:
 - 3.2.1. Improving environments for students;
 - 3.2.2. A focus on independence;
 - 3.2.3. A strength-based approach;
 - 3.2.4. High expectations for every student.
- 3.3. When an Individualized Program Plan (IPP) or Instructional Support Plan (ISP) is required, the plan shall be developed by the teacher(s) in consultation with the Learning Support Teacher and made available to the parent, student where appropriate, and staff involved in supporting the student.
- 3.4. Knowledge and Employability (K&E) courses may be available to students in grades 8 to 12.
- 3.5. Enrolling a student in K&E courses includes:
 - 3.5.1. Consultation with the Learning Support Teacher, parent/guardian, student, and staff involved in supporting the student.
 - 3.5.2. The parent/guardian submits Form 212A Informed Consent – Knowledge and Employability Enrollment.
 - 3.5.3. The ability for students to transition in or out of K&E courses throughout grades 8 to 12.

4. Responsibility of Classroom Teacher(s)

- 4.1. The classroom teacher assumes responsibility for:
 - 4.1.1. planning and programming for diverse learners in their classrooms with a specific focus on assessment, differentiation and intervention;
 - 4.1.2. using results and reports of any assessment or consultation to support student learning and individualized programming;
 - 4.1.3. planning for and collaborating with educational assistants to monitor student progress;

- 4.1.4.involving parents in their child's education through regular communication, consultation and participation in decisions impact their child's programming;
- 4.1.5.developing, implementing, modifying, and evaluating **Individualized Program Plans/ Instructional Support Plans** and programming strategies and accommodations in collaboration with each student's Learning Team.
- 4.1.6.obtaining signatures from the parent to indicate agreement with educational programs and/or maintaining a written record of attempts to connect with parents regarding programming;
- 4.1.7.consultation with their school's Learning Support Teacher, Student Services Team, external agencies; and
- 4.1.8.ensuring required documentation is in place to support student programming.
 - 4.1.8.1. Include final version of student's Individual Program Plan/Instructional Support Plan in the *Student Record*.

5. Principal

- 5.1. Through collaboration, engagement and empowerment, Principals will:
 - 5.1.1.work with all partners to develop and implement a continuum of specialized supports and services;
 - 5.1.2.monitor and evaluate the appropriateness and effectiveness of supports; and
 - 5.1.3.annually review supports and services with the Supervisor of Inclusion.

6. Resolving Differences

- 6.1. A parent, or student 16 years or older, may not be in agreement with the placement of or program for their child. If a solution is not reached at the school level, the Principal shall refer the matter to the Supervisor of Inclusion who shall:
 - 6.1.1.review the matter with the principal and staff involved;
 - 6.1.2.arrange a case conference with the parents and administration for review and to offer solutions and/or recommendations.

7. Appeals

- 7.1. If program or placement recommendations are not resolved, the parents are advised that they may make an appeal to the Superintendent in accordance with Board Policy 12 – Appeals Regarding Student Matters.

HPSD Form

[Administrative Form 212A -Informed Consent – Knowledge and Employability Course Enrolment.](#) (fillable form)

[Administrative Form 212B - Permission to Test - Parent or Guardian Consent](#)

References

Education Act Sections 3, 11,19, 31, 32, 33, 40, 42, 43, 44, 52, 53, 56, 196, 197, 222
 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
 Knowledge and Employability Courses Handbook, Grades 8-12 – Alberta Education

Cross References

[Policy 12 – Appeals Regarding Student Matters](#)
[Administrative Procedure 320 – Student Records](#)