



ADMINISTRATIVE PROCEDURE 215

INCLUSIVE EDUCATION

Background

All children have the right to a quality education, an education that shall provide a sense of belonging and acceptance in the school community and which will lead to personal growth, development and success of the individual child.

As defined by Alberta Education, inclusive education system is a way of thinking and acting that demonstrates universal acceptance of, and belonging for, all students. Inclusive education in Alberta means a valued-based approach to accepting responsibility for all students. It also means that all students will have equitable opportunity to be included in the typical learning environment or program of choice.

In the Alberta context, inclusion means every student will be included in the greater school community, and will be physically placed in the setting that is best for them at a particular time, based on the input of all parties. Inclusion does not necessarily mean that every student registered in Alberta school system will be placed in a regular classroom. Physical placement will be flexible and changeable, always with the student's success in mind.

Procedures

1. All students shall be given the opportunity to participate in all aspects of school life.
 - 1.1 School life shall include all those activities to which students are exposed as part of their school experience.
 - 1.2 Collaborative program planning and development will allow students to be fully participating members of the school community with programs and supports in place which best suits their educational needs.
 - 1.3 Appropriate screening and diagnostic assessment information contributes to a learner profile that allows for planning, program development, and implementation. Information gathered at all levels of the system, beginning with the teacher and family and extending to specialists, will allow teachers to program to meet the diverse learning needs of all students.
 - 1.3.1 Program planning and development will consider all relevant aspects of a child's development. The school-based learning team utilize collaborative practices based on the principles of wraparound will be used to facilitate timely supports and services within the pyramid of interventions for student success.

- 1.3.2. The school-based learning team may consist of the classroom teacher, parents, students (where appropriate), other school and jurisdiction staff aware of the students' needs, and others as required.
2. The classroom teacher is responsible for all students in his/her classroom.
 - 2.1 The classroom teacher is accountable for the development, implementation and evaluation of the student's program.
 - 2.2 The teacher provides meaningful educational experiences that supports and challenges the student's levels and styles of learning.
3. Parents will be given opportunities and encouraged to participate in their child's education as an integral part of the learning team to collaborate with program planning and implementation.
 - 3.1 Before the school provides a student with significant program modifications, the school-based learning team, and when appropriate the student, will collaborate to identify and provide effective instruction and supports.
 - 3.2 School-based learning teams will involve parents in the identification, referral and assessment process for students requiring consultation or specialized assessments.
 - 3.3 Schools must obtain parents' written informed consent for specialized assessments or referrals.
 - 3.4 In cases when parents refuse consent, document and place in the student record the reasons for refusal and/or actions undertaken by the school board to obtain consent.
 - 3.5 Using all relevant assessment data, school-based learning teams, in collaboration with parents and when appropriate the student, will ensure that there is an individual program plan developed, implemented, monitored and evaluated.
 - 3.6 Principals will identify whose responsibility it is to coordinate, develop, implement, monitor and evaluate the school-based individual program and services.
 - 3.7 Schools must obtain written informed consent from parents to provide coordinated services to students, when required, and as identified in students' individual program plan.
 - 3.8 In cases when parents refuse consent, document and place in the student record the reasons for refusal and/or actions undertaken by the school board to obtain consent.
 - 3.9 A designate of the school-based learning team will arrange opportunities for regular communication and feedback with the parents relating to the individual program plan throughout the school year.

- 3.10 Consistent with Administrative Procedure 380 – Appeals and Concerning Student Matters and Policy 13 – Appeals and Hearings Regarding Student Matters, a parent and/or a student, 16 years of age or older, has the right to appeal decisions made by school administrators and/or the Board which significantly affect the education of the student.
- 3.11 When a student is exceptionally vulnerable to severe reaction or injury, the Principal, with the parent(s), guardian(s), or caregiver(s) is responsible for ensuring appropriate arrangements are made for the welfare of the student. To fulfill this responsibility the Principal shall as per Administrative Procedure 313 – Medical Care of Students in School:
 - 3.11.1 Make reasonable provisions which will enable the student to receive special medical treatment as required at school.
 - 3.11.2 Request that the Superintendent locate a more suitable educational setting for the student to attend school.
- 4. Normally, all students will receive their education in an age appropriate setting and within the student's own attendance area.
 - 4.1 Usually, at the elementary and junior high school level, the age of all students within any classroom shall vary by not more than one year from the average age of students in that grade. Any variation will be done collaboratively and consultation with the parent or guardian, school staff and Superintendent or designate.
 - 4.2 At the high school level age is not used as a criterion for placement in courses. Flexibility, therefore, is available for students wishing to obtain certain program standards or credits.
 - 4.2.1 Consistent with Administrative Procedure 300 – Admission of Students – there is an expectation that all students will complete high school within 3 years of completing grade 9. Students completing a Certificate of High School Completion may, on an exceptional basis and with the approval of the principal, be enrolled for a fourth or subsequent year in a district high school.
 - 4.3 If the Board determines it cannot meet the complex needs of a student in an education program provided by the Board or a funded program elsewhere, it shall, within ten (10) days of such determination, refer the matter to the Special Needs Tribunal as prescribed under Section 48 of the School Act.

Reference: Section 8, 45, 47, 48, 60, 61, 113, 124, 125, School Act
 Education Placement of Students with Special Needs Policy 1.6.1
 Special Education Policy 1.6.2
 Guide to Education ECS to Grade 12
 Standards For Special Education
 Principles of the wraparound model
 Setting the Direction, Government's Response (2010)

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