

# Administrative Procedure 213

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## INCLUSIVE EDUCATION

### Background

Alberta's education system is built on a values-based approach to accepting responsibility for all children and students. Inclusion is a way of thinking and acting that demonstrates universal acceptance of, and belonging for, all children and students. To support children and students in attaining the goals as stated in the Ministerial Order on Student Learning, Black Gold Regional Division No. 18 will ensure that all children and students (Pre-kindergarten to Grade 12), regardless of race, religious belief, colour, gender, gender identity, gender expression, physical disability, mental disability, family status or sexual orientation, or any other factor(s), have access to meaningful and relevant learning experiences that include appropriate instructional supports (Guide to Education, 2016).

### Definition

Students and children with special needs means:

- Students described in section 47 of the School Act as being in need of special education programming that supports their unique behavioural, communicational, intellectual, learning or physical characteristics or a combination of these characteristics.
- Children who meet eligibility criteria for special needs funding (Program Unit Funding, Mild-Moderate funding) or English Language Learner funding.

### Procedures

1. Students and children will be provided with appropriate quality educational programming and instructional support in their designated schools.
2. Where there are special needs identified, Principals are responsible for collaborating with the Director of Student Services and other services providers, to address the special learning needs of identified students and children within their schools.
3. Identification of students and children with special needs will include:
  - 3.1 A review of existing documentation to support special needs eligibility, or a referral for specialized assessment by a qualified professional.
4. Instructional Support Plans (ISPs) will be developed to address the special learning needs of children and students. Parental participation and input is encouraged in the development of the ISP. The ISP is based on diagnostic information which provides the basis for intervention strategies, and includes the following essential information:
  - 4.1 Assessment data;
  - 4.2 Current level of performance and achievement;

- 4.3 Identification of strengths and areas of need;
  - 4.4 Measurable goals and objectives and/or curricular outcomes;
  - 4.5 Procedures for evaluating student progress;
  - 4.6 Identification of coordinated support services (including health-related), if required;
  - 4.7 Relevant medical information;
  - 4.8 Required classroom accommodations (e.g. any changes to instructional strategies, assessment procedures, materials, resources, facilities or equipment);
  - 4.9 Year-end summary;
  - 4.10 Transition plans.
5. The school will inform parents about all aspects of special education programming and obtain written consent of the parents for referrals, specialized assessments and the ISP. In cases where the parents decline consent, the school will document this action, including any reasons for declining consent and/or the actions undertaken by the school to obtain consent, and place the documentation in the student record.
6. Informed parental consent must be obtained prior to a student enrolling in courses that lead to a Certificate of School Completion or a Certificate of Achievement (Knowledge and Employability).
7. The Principal will ensure that the educational programming complies with the Standards for Special Education (2004) and other relevant Alberta Education policies and requirements.
8. Gifted and Talented
- 8.1 Educational planning for gifted students must follow identification procedures, taking into account the talents, abilities, gifts, interests and evaluation plans in any of the following areas:
    - 8.1.1 General Intellectual;
    - 8.1.2 Specific Academic;
    - 8.1.3 Creative Thinking;
    - 8.1.4 Social;
    - 8.1.5 Musical;
    - 8.1.6 Artistic;
    - 8.1.7 Kinesthetic.
  - 8.2 Specialized programming for gifted students will be documented in the ISP, but does not replace participation in regular educational programs.
  - 8.3 Parents are to be involved in the formulation of ISP/s and corresponding special programming decisions.
9. In extraordinary cases, a student with special needs may be sponsored to an out-of-Division placement. Decisions such as these would involve parents and be made at the Division level in consultation with the Director of Student Services.

10. The Director of Student Services will present the proposed Student Services Plan for the allocating of resources and the monitoring of said resources to Principals prior to staffing for the upcoming year.
11. The Director of Student Services will allocate available resources based on relevant Alberta Education requirements, consultation with stakeholders and best professional practice.
12. Appropriate documentation of programming modifications and/or adaptations for each child or student with special needs will be retained in their cumulative school record.
13. Further information regarding programming for children and students with special learning needs can be found on the Alberta Education website under Diverse Learning Needs: Meeting the Needs of Each Student.
14. Appeals related to children and students with special needs will follow Administrative Procedure 390 –Student Appeals and Board Policy 13 – Appeals Regarding Student Matters.

Reference: Section 8, 18, 20, 23, 45, 47, 48, 60, 61, 62, 96, 113,123, 124, 125 School Act  
Administrative Procedure 390 – Student Appeals  
Board Policy 13 – Appeals and Hearings Regarding Student Matters  
Guide to Education ECS to Grade 12  
Standards for Special Education  
Student Record Regulation 71/99

Form: Certificate of School Completion Consent