

212 INCLUSIVE EDUCATION

Background

Inclusion is a values based approach and is a way of thinking and acting that demonstrates universal acceptance and belonging for all students. The Division is committed to a high quality of supports for inclusive education programming to support all children and students in attaining the goals of the Ministerial Order on Student Learning (#028/2020). The Division acknowledges that children have a wide range of learning needs and recognizes the necessity of providing programs and support services for students with unique, diverse and complex learning needs. Educating students with diverse needs in regular classrooms in neighbourhood schools shall be the first placement option considered in consultation with students, parents/guardians, school and division staff.

Inclusion in CRPS is characterized by:

1. valuing diversity and striving to create environments where all learners feel welcome, feel a sense of belonging and are treated with dignity and respect;
2. fostering a growth mindset and high expectations for all learners;
3. flexible and responsive environments that can adapt to the changing needs of all learners while embracing differences and celebrating unique strengths;
4. multidisciplinary collaborative teams using evidence based instructional practices and strategies to engage all learners and support their optimal achievement and growth.

Procedures

1. The implementation of special education programs and support services will be consistent with the “Standards for Special Education”, Alberta Education, 2004.
2. A continuum of support and services for students, that is consistent with the principles of inclusive education, will be developed by all schools.
3. The Director of Learning Services will oversee the implementation of this administrative procedure.

Principals will ensure that:

- a. The classroom teacher provides a program to meet the learning needs of every student.
- b. An Individual Program Plan (IPP) is designed, in consultation with the parent and other professionals where appropriate, for each student identified with a special education code.
- c. A Positive Behaviour Support Plan is developed and implemented for each student identified as requiring significant individualized support for behaviour.
- d. Regular communication with parents regarding student programs is maintained and documented.
- e. Individual Program Plan reviews that include consultation with parents, are convened by the classroom teacher, in collaboration with the Learning Support Teacher, for all students on IPPs, at least three times per year.
- f. All schools have a school based collaborative team structure in place to provide consultation, collaboration, planning and problem solving relating to programming for students with diverse needs.
- g. Transition processes are in place for all students.
- h. A structured transfer of information, written and/or oral, on all students with IPPs takes place each school year, involving both sending and receiving teachers.

References

Section 3,11,16,33,52,53,56,196,197,204,222 Education Act
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
Standards for Psycho-Educational Assessment (1994) Alberta Education

History

Developed: August 2003
Amended: June 2015
Amended: April 2020