

Inclusive Education

Background

Greater St. Albert Catholic Schools is a welcoming Christ-centered learning community. All students are respected as gifts from God and have opportunities to develop into healthy, happy human beings as a result of the care and education provided by professional teaching staff, parents and the community.

The District is dedicated to providing a continuum of supports and services for all students and for each student including students with diverse learning needs. Through a continuum of universal, targeted and intensive individualized supports and services, school learning teams work collaboratively to identify and meet the needs of learners. The collaborative problem solving approach is used at the district and school levels to identify and provide for the supports students require to realize the district goal of success for all students and for each student. Roles, responsibilities and resources are assigned to address students' needs and ensure barriers to learning are removed. Inclusivity is established within our learning communities so that every student may achieve learning outcomes outlined within Board Policy 1: Learning Expectations – Provincial.

Guidelines

1. Inclusivity means **Access**

- 1.1. Principals, in collaboration with school learning teams (Vice Principals, Learning Support Facilitators, Counsellors and lead teachers), shall:
 - 1.1.1. Ensure that for students in need of specialized supports and services, the first option is, in consultation with parents/guardians, the regular classroom in the attendance area school.
 - 1.1.2. Welcome students and parents/guardians and ensure they are provided with accurate and timely information, advice and assistance regarding registration, orientation, course selection, program planning, supports, services, and programming options available in the school and the district.
 - 1.1.3. Emphasize the achievement of learning outcomes for all students and for each student by supporting and encouraging effective instructional practices and access to specialized supports based on the learning strengths and needs of students.
 - 1.1.4. Provide parents with access to information in the student record, including student progress reports and results of specialized consultations or assessments, in accordance with the School Act and Administrative Procedure 360: Student Assessment, Evaluation and Reporting.

- 1.1.5. Identify and provide universal, targeted and individual supports and services for students.
 - 1.1.6. Involve parents/guardians according to all expectations outlined in the Standards for Special Education, including:
 - Obtaining parent/guardian written informed consent for specialised individual student consultation and assessment.
 - Working in partnership with parents through the screening, identification and assessment processes.
 - Requesting information from parents/guardians that is relevant to the students' educational program.
 - Providing parents/guardians interpretations of individual assessment results by qualified professionals.
2. The District shall:
- 2.1. Maintain and communicate the District's commitment to a welcoming, Catholic and inclusive education system.
 - 2.2. Serve as a central point of contact for schools and parents/guardians for advice and assistance about district policies, procedures and programming opportunities for students in need of specialized supports and services.
 - 2.3. Support school learning teams by coordinating access to appropriate and timely assessment and identification of students in need of specialized supports and services.
 - 2.4. Meet provincial requirements for student identification and reporting as per the School Act and Standards for Special Education.

Inclusivity means **Appropriateness**

3. Principals, in collaboration with school learning teams (Vice Principals, Learning Support Facilitators, Counsellors and lead teachers) shall:
 - 3.1. Invite, facilitate and support collaborative conversations among teachers, support staff, parents and specialized professionals on program planning and implementation.
 - 3.2. Ensure that programming for each student in need of specialized supports and services is aligned to appropriate Programs of Study.
 - 3.3. Ensure that programming for all students meets expectations for instructional time.
 - 3.4. Use assessment data to identify and implement the universal, targeted and individualized strategies, supports and services to address students' strengths and needs.
 - 3.5. Develop, implement, modify and evaluate programming strategies and individual program plans (IPPs) as stipulated in the Standards for Special Education.
 - 3.6. Ensure that each student receives a continuum of supports and services, aligned to individual programming needs as identified through an IPP.
 - 3.7. Document the supports and services received on the IPP.
 - 3.8. Ensure the assignment of teachers and support staff responds to students' needs for specialized supports, services and instructional strategies.

4. The District shall:
 - 4.1. Provide access to professional learning opportunities and specialist consultation services to support inclusive education values and practices for all district staff.
 - 4.2. Enhance programming capacity through targeted recruitment of staff with expertise and experience in inclusive and specialized instructional strategies.
 - 4.3. Collaborate with ministries, community services or other partners in securing consistency of access to other associated services for student success.

Inclusivity means **Accountability**

5. Principals, in collaboration with school learning teams (Vice Principals, Learning Support Facilitators, Counsellors and lead teachers) shall:
 - 5.1. Monitor and evaluate, in collaboration with specialist and professional staff, the effectiveness of specialized supports and services provided to each student.
 - 5.2. Include in school education plans, inclusive education goals and results.
6. The District shall:
 - 6.1. Provide an annual inclusive education report to the Board of Trustees.
 - 6.2. Document inclusive education goals and results in the annual three-year education plan reporting.

Appeals

1. Principals, in collaboration with school learning teams (Vice Principals, Learning Support Facilitators, Counsellors and lead teachers) shall:
 - 1.1. Work in partnership with parents/guardians in planning, problem solving and decision making.
 - 1.2. Meet provincial and district policy access, appropriateness and accountability expectations.
2. The District shall:
 - 2.1. Facilitate and mediate any concerns that cannot be resolved at the school learning team level.
 - 2.2. Provide information, advice or recommendations during any appeal or out of district placement process to parents/guardians.

References: Policy 1: District Mission Statement, Values and Beliefs, Goals and Objectives
Policy 13: Appeals and Hearings Regarding Student Matters
Administrative Procedure 353: Students at Risk
Administrative Procedure 359: Safe and Caring Learning Environments for Students
Administrative Procedure 365: Student Assessment, Evaluation and Reporting
Administrative Procedure 380: Student Appeal Procedures
School Act: Sections 8 (1), 20 (e), 45 (1) (2) (3) (7) (8) and 47
Education Act: Sections 11, 33 (f) (g)
Standards for Special Education –Amended June 2004
Setting the Direction Framework: June 2009
Setting the Direction Framework: Government of Alberta Response, June 2010
Setting the Direction: Moving Toward an Inclusive Education System in Alberta, revised November 2010