

SECTION 600 – Students

**ADMINISTRATIVE PROCEDURE: SUPPORTS AND SERVICES TO ADDRESS
STUDENT NEEDS**

<i>PROCEDURE CODE:</i>	<i>610 AP 001</i>
Policy Reference: 610 – Inclusive Education	

PROCEDURE

An inclusive education system is a way of thinking and acting that demonstrates universal acceptance of, and belonging for, all students. Inclusive education is a values- based approach to accepting responsibility for all learners, whether registered in Division early years or school age learning environments. It is founded on the belief that all students can learn and reach their full potential given opportunity, effective teaching, and appropriate resources. The success of an inclusive education system relies on the engagement, collaboration and involvement of students, parents/guardians, staff and community.

Programming for students is delivered in a variety of ways within a range of settings based on individual student need. The first educational placement option considered for educating students is within an inclusive setting in their neighborhood or local schools.

PROCEDURES TO ACCESS A CONTINUUM OF SUPPORTS AND SERVICES

1. A student need is identified.
 - 1.1. Needs are based on a variety of indicators such as review of the Student Record, teacher assessment, observation, parent information and previous specialized assessments and recommendations.
2. Needs are first addressed at the classroom level.
 - 2.1. A dialogue occurs with parents and teachers.
 - 2.2. Teachers, in cooperation with parents and available school support personnel, ensure that medical, vision and hearing assessments are up to date.
 - 2.3. Level A information is collected, including background/history.
 - 2.4. Once there is enough information, teacher(s) and/or parent(s) plan and implement strategies. If successful, no further intervention is required.

- 2.5. If there is not enough information, or if the interventions are not successful in resolving the concern, then move to step 3.
3. Consultation with School Based Team (personnel on site and in the school daily)
 - 3.1. A dialogue occurs with the School Based Team, which may include a school administrator, learning coach, and/or school counselor to identify possible strategies and interventions that may be implemented. Parents are made aware of when their child's situation will be discussed at a meeting. Through a solution focused brainstorming session, strategies and interventions will be identified for implementation.
 - 3.2. If unsuccessful, proceed to step 4.
4. School Linked Team (Scheduled to be at the school on a regular and predictable basis)
 - 4.1. Consultation and conversations with members of the School Linked Team may occur informally or through a scheduled Collaborative Planning Circle. At this time the School Linked Team can brainstorm and determine the appropriateness of specific strategies/interventions to be implemented universally for all children in the classroom, targeted support or specialized support. Parents must be informed of targeted support in order for their child to participate. The School Linked Team designates individuals to consult with parents and complete requests for specialized assessments/services using the forms and procedures used by the appropriate service provider(s).
 - 4.2. Check-ins and follow up by the School Linked Team members are expected to occur in a timely manner to monitor the student's progress.
5. Informed written parent/guardian consent shall be obtained for all specialized services and assessments. Parents at any time may withdraw their consent.
6. Any student that qualifies for the Alberta Education Exception codes (See Alberta Education Special Education Coding Criteria) will have an Individualized Program Plan developed.

REFERENCES

Alberta Education Special Education Coding Criteria

Approved: October 21, 2014

Revised: _____

