

MEDICINE HAT SCHOOL DISTRICT NO. 76**INCLUSIVE EDUCATION****BACKGROUND**

The Board of Trustees of Medicine Hat School District No. 76 is committed to inclusive education. The Board of Trustees expects the District to be an inclusive education system with its values reflected in District programs, operations and practices.

At the core of inclusion is the concept of making differences ordinary so that all students have a place, feel valued and welcomed, and are equipped for success. (Setting the Direction – Action on Inclusion, 2010)

POLICY

Inclusion is about ensuring that each student belongs and receives a quality education, no matter their ability, disability, language, cultural background, gender or age.

GUIDELINES

The Board of Trustees believes that the District, as an inclusive system:

- welcomes, respects, accepts and supports children and their parents/guardians;
- provides for families a range of options in programs and programming choice;
- demonstrates an ongoing commitment to meet the needs of the diverse student population;
- provides staff with continuing opportunities for professional learning in support of achieving an inclusive education system;
- provides each student with relevant learning opportunities to support success;
- provides a continuum of specialized supports and services to students that is consistent with the principles of inclusive education;
- maintains a high standard of responsiveness, open communication, and accountability;
- continually develops partnerships with community organizations.

The Board of Trustees believes that schools, as inclusive learning environments:

- visibly demonstrate the qualities of an inclusive education system;
- provide welcoming acceptance and belonging for all children and their parents/ guardians;
- work in partnership with parents/guardians in planning, problem solving and collaborative decision making;
- emphasize the achievement of learning outcomes for all students using effective instructional practices and specialized supports based on the learning needs of each individual student;
- model strength-based programming and assessment practices based on individual student needs.
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Approved:

MEDICINE HAT SCHOOL DISTRICT NO. 76

ADMINISTRATIVE PROCEDURES

TITLE: Supports and Services to Address Student Needs	POLICY REFERENCE: 620 Inclusive Education
PROCEDURE CODE: 620 P 001	

PROCEDURES

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 District 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 with special education needs 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 with special education needs is within an inclusive setting in their neighborhood or local schools.

Procedures to Access a Continuum of Supports and Services

1. A student concern is identified.

Concerns 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. Concerns are first addressed at the classroom level.
 - a. A dialogue occurs with parents and teachers.
 - b. Teachers, in cooperation with parents and available school support personnel, ensure that medical, vision and hearing assessments are up to date.
 - c. Level A information is collected, including background/history.
 - d. Once there is enough information, teacher(s) and/or parent(s) plan and implement strategies. If successful, no further intervention is required.
 - e. 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)

- a. 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.
 - b. If unsuccessful, proceed to step 4.
4. School Linked Team (Scheduled to be at the school on a regular and predictable basis)
 - a. 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).
 - b. 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.

Approved:

REFERENCES

School Act Sections 8(1), 20(e), 45(1)(2)(3)(7)(8), and 47
 Inspiring Education: A Dialogue with Albertans April 2010
 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
 Alberta Education Ministerial Order (#001/2013)