

# INCLUSIVE EDUCATION

## Background

The Division's philosophy is to meet the needs of all children and to assist them to develop physically, mentally, socially and spiritually in a Catholic Community living the Gospel value of "Everyone Belongs".

All students, regardless of special talents or needs, can grow and develop best by attending schools, along with their siblings and peers.

## Procedures

1. Every student, including those with special needs, requires a sense of belonging, developmentally appropriate challenges and respect for his or her dignity as a person. All students regardless of their learning needs share with their fellow students the responsibility to demonstrate acceptable behaviour and to strive for growth and development in all areas.
2. Provision of programming and services in Division schools is governed by the principles of inclusion and the tenets of the Division's Catholic beliefs.
3. A board may determine that a student is in need of specialized supports and services if the student's behavioural, intellectual, learning, communication or physical characteristics, or a combination of any of them, impair the student's ability and opportunity to learn.
4. In EICS, some student needs are best met by targeted or small group instruction for communication, literacy, and numeracy through our Flexible Pathways program.
5. Both parents and educators shall be involved in determining programming needs and services for students with special needs.
6. When it is financially or otherwise not possible to provide appropriate special education programming or services within the Division, every reasonable effort will be made to make appropriate placements of students with special needs in programs outside of the Division.

## Principal's Role

1. Create an inclusive learning environment in which diversity is embraced, a sense of belonging is emphasized and all students and staff are welcomed, cared for, respected and safe;

2. Develop a shared responsibility for the success of all students;
3. Cultivate a culture of high expectations for all students and staff;
4. Create meaningful, collaborative learning opportunities for teachers and support staff;

### **Teacher's Role:**

1. Use appropriate universal and targeted strategies and supports to address students' strengths, learning challenges and areas for growth;
2. Recognizing and respond to specific learning needs of individual or small groups of students and, when needed, collaborating with service providers and other specialists to design and provide targeted and specialized supports to enable achievement of the learning outcomes;
3. Employing classroom management strategies that promote positive, engaging, and faith-filled learning environments;
4. Participate in the Collaborative Response Model, a district wide framework which involves a diverse group of teachers meeting at regular intervals, to review classroom assessments and data in order to identify groups of students who would benefit from short-term interventions to achieve success in a specific subject.
5. Complete an Individualized Support Plan (ISP) for students who have been assigned a special education code. An ISP is a concise plan of action designed to address a students' unique learning needs and is based on specialist assessments as well as information gathered from the student, parents and planning team. See Appendix A for detailed information regarding Instructional Support Plans.
6. Complete a Regulation Support Plan (RSP) for students with a Severe Behavior Disorder and for *some* students with a Severe Medical or Physical Disability. An RSP is a concise plan of action designed to address a students' unique emotional, social and/or regulation needs and is based on specialist assessments as well as information gathered from the student, parents and planning team. Students who have been assigned a special education code may require a RSP. See Appendix B for detailed information regarding Regulation Support Plans.

References: *Education Act*, SA 2012, c E-0.3, ss.11, 32, 33, 196, 197, 222  
Administrative Procedure 214 – Inclusive Education  
Ministerial Order 015/2004 – Standards for Special Education  
Ministerial Order #42/2019 - *Seclusion and Physical Restraint in Alberta Schools Standards*.