



302.4AP Inclusive Learning Program

APPROVED: 2020.05.13 (2012.06.20) (1996.08.21)

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LEGAL REFERENCE:

- Education Act 33 (1)
 - Ministerial Order Provision of Special Ed (015/2004)
 - Ministerial Order on Student Learning (0011/2013)
 - Standards for Special Education (Amended June 2004)
 - Standards for the Provision of Early Childhood Special Education
 - The Learning Team: A Handbook for Parents of Children with Special Needs
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CROSS REFERENCE:

- [202.3AP, Appeals Concerning Student Matters](#)
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RESOURCES

- [Diverse Learning Needs](#)
- Inclusive Education Library
- Engaging All Learners
- [Inclusive Education](#)
- Inclusive Education Policy
- Principles of Inclusive Education
- BTPS Inclusive Learning Handbook

PROCEDURES:

1. School principals are responsible for ensuring the school has processes and a learning team in place to provide consultation, planning and problem solving related to programming for students and children with special education needs (taken from the Standards of Special Education, 2004).

2. Individual program plans for resident students will be developed and/or revised on or before November 30th of the school year. Individual program plans for new students entering the school shall be developed within 30 days of determining the student has special needs. The Principal assigns teachers to coordinate, develop, implement, monitor and evaluate student IPP's/ISP. This involves parents and, when appropriate, other teachers' students in this process (taken from the Standards of Special Education, 2004).
3. Every Student or Early Childhood Services Child identified with special education needs must have an Individualized Program Plan (IPP) and/or an Instructional Support Plan (ISP) (taken from the Standards of Special Education, 2004)
4. An individual program plan is a concise plan of action, designed to address the student's diverse learning needs. An individual program plan is developed from all available sources of information and must also, take into consideration the educational transitions which occur throughout the student's educational career. Individualized Program Plan (IPP) means a concise plan of action designed to address students' special needs, and is based on diagnostic information which provide the basis for intervention, and includes the following essential information:
 - Assessment data
 - Current level of performance and achievement
 - Measurable goals and objectives
 - Procedures for evaluating student progress
 - Identification of coordinated support services (including health-related), if required
 - Relevant medical information
 - Required classroom accommodations (e.g. any changes to instructional strategies, assessment procedures, materials, resources, facilities or equipment)
 - Transition plans
 - Year-end summary
5. School personnel responsible for the development of the individual program plan shall follow the guidelines outlined in the Alberta Education document Standards of Special Education (2004) entitled, 'Programming for Students with Special Needs', and the Division's Inclusive Learning Handbook and Alberta Education Diverse Learning Needs Resources (website).
6. Individual program plans will be formally reviewed by a school administrator/designate within four weeks of being written.
7. A master copy of the individual program plan will be kept in the Student Record Portfolio. The individual designated on the individual program plan to be responsible for the recorded document will ensure the individual program plan is updated at each reporting period and filed appropriately.
8. Detailed supporting documentation such as specialized, (level B and C) assessments, special needs treatment plans, professional diagnosis, etc. will be kept in the student's Student Record Portfolio
9. Case conferences to review and update each student's individual program plan shall be scheduled at least once per school reporting period. Parents shall be notified of the dates and times of the case conferences and invited to attend and actively engage.

10. Students on an individual program plan shall have written individual progress reports at each reporting period throughout the school year. The report shall address each student's current instructional, social/emotional and/or functional behavioral goals and objectives, and their present performance with regard to the goals/objectives. The individual progress report shall make note of goals/objectives that have been achieved since the previous reporting period.
11. A copy of each individual progress report shall be kept in the student's Student Record Portfolio.
12. Students receiving inclusive learning programming will have information updated every 2 – 5 years as required. Achievement, Psycho-educational, social/emotional and behavioral assessments will be conducted by qualified individuals as outlined by Alberta Education's Standards for psycho-educational Assessment and by the Standards and Guidelines set by Professional Organization for Their Members (St. 2004 p.7)
13. Inclusive Learning programming will be provided to students with special needs until the end of the last school year in which they meet eligibility requirements.
14. IL (inclusive learning) program reviews will be carried out in accordance with Alberta Education regulations.
15. Any information, verbal or written, regarding a child or student may be released only when the appropriate Exchange and/or Release of Information form is signed by the parent or legal guardian and placed on the Student Record Portfolio. The Exchange and/or Release of Information form shall specify the individuals or agencies that are permitted to access/share information regarding the student.
16. Parents who dispute the decisions of the Principal may appeal those decisions as outlined in BTPS procedures 202.3AP Appeals Concerning Student Matters Admin Procedures.