



## Inclusive Education Programs

### Background

KTCEA is committed to high quality supports for inclusive education programming to support all children and students. KTCEA acknowledges that children have a wide range of learning needs and recognizes the necessity of providing programs and support services for students with unique, diverse, and complex learning needs.

KTCEA holds that “inclusion” is a way of thinking and acting that demonstrates universal acceptance and promotes a sense of belonging for all learners.

KTCEA recognizes that all people are equal in dignity, rights and responsibilities, regardless of race, religious beliefs, colour, gender, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation. KTCEA is committed to protecting students against discrimination in the provision of educational services pursuant to the Alberta Human Rights Act. Reasonable steps shall be taken to accommodate individual needs on the basis of protected grounds under human rights legislation. Individuals who require accommodation based on protected grounds have a responsibility to inform KTCEA of their needs.

#	Procedures	Roles and Responsibilities
1	<p><b>ACCESS</b> KTCEA also holds that students:</p> <ul style="list-style-type: none"> <li>1.1 are not excluded from the general education system on the basis of disability.</li> <li>1.2 can access an inclusive, quality primary and secondary education on an equal basis with others in the communities in which they live.</li> <li>1.3 will receive the support required, within the general education system, to facilitate their education.</li> <li>1.4 are provided individualized support measures in environments that maximize academic and social development, consistent with the goal of full inclusion.</li> <li>1.5 Educating students with diverse needs in regular classrooms in local community schools shall be the first placement option considered in consultation with students, parents/guardians, school and KTCEA staff.</li> </ul>	KTCEA
2	<p><b>ORGANIZATIONAL ROLES</b> Overall Role of Classroom Teacher in Inclusive Education</p> <ul style="list-style-type: none"> <li>2.1 Collaborating with the Learning Team, including other Teachers, Educational Assistants, Principal, parents/guardians and service providers.</li> </ul>	Classroom Teacher  Principal  Education Assistants

	<p>2.2 Providing direction, support and supervision for Educational Assistants to ensure effective implementation of the Individualized Program Plans.</p> <p>2.3 Ensuring effective transitions are applied across school environments.</p> <p>2.4 Collect all relevant information, anecdotal reports, assessment data, and school records for program planning meetings.</p> <p>2.5 Identify students who may require targeted or specialized supports and services.</p> <p>2.6 Communicate concerns to the Inclusive Education Coordinator and the Principal.</p> <p>2.7 Consult with parents/guardians regarding concerns and seek input and approval from them.</p> <p>IPP Development</p> <p>2.8 The Classroom Teacher will lead the development of the IPP</p> <p>2.9 Collect and bring all relevant records and material from the classroom which will assist in planning; this could include samples of student work, classroom assessment, anecdotal comments, relevant specialized assessment data and other material which may be of interest.</p> <p>2.10 Collaborate with parents/guardians and other members of the Learning Team to develop SMART goals, objectives and strategies for the student.</p> <p>Implementing and Monitoring the IPP</p> <p>2.11 The Classroom Teacher will be familiar with IPP protocol.</p> <p>2.12 Be responsible for the day-to-day and month-to-month planning, implementation and monitoring of the IPP.</p> <p>2.13 Ensure that coordinated services are in place as determined by the IPP.</p> <p>2.14 Work collaboratively with the Teaching Assistant, if there is one, to provide direction and seamless support for all students.</p> <p>2.15 Ensure that the necessary materials and resources are available to support student success.</p> <p>2.16 Involve members of the Learning Team in evaluating student progress in relation to the IPP.</p> <p>2.17 Record student progress and achievements in the IPP.</p> <p>2.18 Ensure appropriate documentation is in place, including logs of activities, tracking charts, anecdotal information among other possibilities.</p> <p>2.19 Evaluate the effectiveness of the IPP and adjust as necessary.</p> <p>2.20 Report student progress regularly to parents/guardians.</p> <p>Identification</p> <p>2.21 Principals shall, working with the school's Inclusive Education Coordinator and the Inclusive Education Manager.</p> <p>2.22 Identify, in collaboration with clinicians and specialists, students in need of specialized supports and clinical services.</p>	<p>Inclusive Education Manager</p>
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	<p>2.23 Involve parents/guardians according to all expectations outlined in Standards for Special Education, including:</p> <ul style="list-style-type: none"> <li>• obtaining parent/guardian's written informed consent for specialized consultation, assessment, or referral for services; ensuring that consent is understood as voluntary and may be revoked in writing at any time;</li> <li>• involving parents/guardians and, when appropriate, students in the screening, identification and referral process;</li> <li>• requesting information from parents/guardians that is relevant to students' education; and</li> <li>• providing parents/guardians with interpretation by qualified professionals of results of specialized consultation or assessment results.</li> </ul>	
<p>3</p>	<p>Role of the Inclusive Education Manager The Inclusive Education Manager will:</p> <p>3.1 Conference with the Classroom Teacher(s) to discuss identified students.</p> <p>3.2 Determine whether in-depth and/or specialized assessment is required.</p> <p>3.3 Arrange for appropriate assessment; this could involve contacting outside personnel.</p> <p>3.4 Follow the KTCEA Assessment Protocol when considering specialized educational psychological assessment.</p> <p>3.5 Based on the assessments and together with the Classroom Teacher(s), determine where the student:</p> <ul style="list-style-type: none"> <li>• Has specific learning needs;</li> <li>• Requires an Individualized Program Plan;</li> <li>• Is a candidate for intervention or remediation supports and services.</li> </ul> <p>3.6 Coordinate the development of the IPP.</p> <p>3.7 Collaborate with Classroom Teacher(s) and other members of the Learning Team to identify effective SMART goals, objectives, strategies, supports and services to meet the learning needs of students.</p> <p>3.8 Coordinate access to services and agencies both internal and external Implementing the Individualized Program Plan (IPP);</p> <p>3.9 Oversee the implementation of the IPP.</p> <p>3.10 Complete timetabling that effectively utilizes instructional time and Teaching Assistants to maximize support for students</p> <p>3.11 Ensure effective training is in place for Teaching Assistants to implement IPP's.</p> <p>3.12 Provide consistent and purposeful support and assistance to the Classroom Teacher(s).</p> <p>3.13 Assist Classroom Teacher(s) when modifying materials for instruction and assessment.</p> <p>3.14 Assist in gathering information and suitable program material if required.</p>	<p>Inclusive Education Manager</p> <p>Teachers</p>

	<p>3.15 Work in a variety of instructional capacities within the classroom or in other settings, work with individuals or small groups, or team teach with the Classroom Teacher(s).</p> <p>3.16 Maintain ongoing communication with all stakeholders regarding student learning needs.</p> <p>3.17 Help with the facilitation of parent/guardian conferences, case conferences, meetings of the Learning Team and wrap around meetings with other agencies.</p>	
4	<p><b>APPROPRIATENESS</b> Programming</p> <p>4.1 KTCEA Administration shall:</p> <p>4.1.1 Provide a range of choices throughout the authority in programming placement options for students in need of specialized supports and clinical services.</p> <p>4.1.2 Provide professional learning opportunities to support inclusive education values and practices for all KTCEA staff. Provide teachers with ongoing access to professional learning for inclusive and specialized instructional strategies for students in need of specialized supports and clinical services.</p> <p>4.1.3 Enhance programming capacity through targeted recruitment of teaching staff with expertise in inclusive and specialized instructional strategies.</p> <p>4.2 Principals shall, working with the school's Inclusive Education Coordinator and the Inclusive Education Manager:</p> <p>4.2.1 Invite and enable collaborative conversations on program planning between the classroom teacher(s) responsible for programming, other clinicians and specialists who provide advice, assistance or specialized consultation, and the students' parents/guardians.</p> <p>4.2.2 Ensure that programming for all students in need of specialized supports and clinical services is aligned to the appropriate program of study.</p> <p>4.2.3 Ensure that programming for all students in need of specialized supports and clinical services meets expectations of instructional time.</p> <p>4.2.4 Ensure that such programming utilizes effective teaching, informed by aspects of strength-based programming, multiple means of instruction and evaluation, and evidence-based practices.</p> <p>4.2.5 Utilize clinical services for programming collaboration, consultation and review of student progress.</p> <p>4.2.6 Develop, implement, modify, and evaluate programming strategies and Individual Program Plans (IPPs). IPPs will use results from school data, specialized consultation and assessment, other specialist reports, and outline the nature and extent of adapted or modified programming, special</p>	<p>Principal</p> <p>Associate Superintendent Learning Services &amp; Academic Success</p> <p>Inclusive Education Manager</p> <p>Teacher</p>

	<p>accommodations provided, and relevant programming goals. vii. Use assessment data to develop, implement and evaluate the effectiveness of programming and services provided to students in need of specialized supports and clinical services.</p> <p>4.2.7 Ensure assignment of teachers to programs for students in need of specialized supports and clinical services is based on prior success with inclusive and specialized instructional strategies.</p>	
5	<p>Supports and Services from Administration Authority Administration shall:</p> <p>5.1 Ensure schools have access to clinical and professional staff to provide consultation, planning and problem solving relating to identification and programming for students in need of specialized supports and clinical services.</p> <p>5.2 Collaborate with ministries, community services or other partners in securing consistency of access to other associated services for student success.</p> <p>5.3 Develop, keep current and implement written procedures for working with other members of the community to design and deliver services for children and students in need of specialized supports and clinical services.</p> <p>5.4 Establish links or formal partnerships with other agencies offering pre-school or private early childhood services, post-secondary services, program placements or employment services, for the purpose of planning and securing transition support.</p>	<p>Associate Superintendent Learning Services &amp; Academic Success</p>
6	<p>Principals shall, working with the school's Inclusive Education Coordinators and the Inclusive Education Manager:</p> <p>6.1 Ensure that each student receives a range of specialized supports and services, aligned to individual programming needs as identified through an Individual Program Plan (IPP) or equivalent planning tool.</p> <p>6.2 Document the supports and services received on the IPP or equivalent planning tool.</p>	<p>Inclusive Education Coordinators</p> <p>Associate Superintendent Learning Services &amp; Academic Success Principal</p>
7	<p>Student Inclusive Education files must include:</p> <p>7.1 Current Level A, B, or C assessment (Students with a severe code must have a level C assessment on file).</p> <p>7.2 IPP/IEP (must be created by TBD– Signed by parent/guardian no later than TBD).</p> <p>7.3 Updated assessments including any level A, or B testing that is done for a student with a current/sufficient level C assessment.</p> <p>7.4 Regular update letters/correspondence indicating student needs, supports in place, progress made, challenges, successes.</p>	<p>Inclusive Education Coordinator</p> <p>Teacher</p>

	7.5 Monitoring Checklist. 7.6 Teacher Checklist. 7.7 Teacher, Staff, and Parent notes. 7.8 Examples of student progress.	
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**Definitions:**

Not Applicable

**Procedure Amendments and Updates**

The responsibility for updating and amending this procedure rests with the Associate Superintendent Learning Services & Academic Success.