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## HORIZON SCHOOL DIVISION

## POLICY HANDBOOK

<b>Policy Code:</b>	HGB
<b>Policy Title:</b>	Inclusive Learning
<b>Cross Reference:</b>	JFH, IEB
<b>Legal Reference:</b>	Education Act 16 Alberta Education (2004) Standards for Special Education
<b>Adoption Date:</b>	August 24, 1995
<b>Amendment or Re-affirmation Date:</b>	<b>April 2025</b>

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### **POLICY**

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THAT EVERY CHILD CAN BE EMPOWERED AND ACHIEVE SUCCESS. THE BOARD RECOGNIZES THE NEED TO PROVIDE A CONTINUUM OF SUPPORTS AND SERVICES IN PARTNERSHIP WITH HOME, SCHOOL, AND COMMUNITY TO ENSURE THAT ALL STUDENTS HAVE ACCESS TO APPROPRIATE INCLUSIVE LEARNING ENVIRONMENTS AND INCLUSIVE LEARNING OPPORTUNITIES.

### **DEFINITIONS**

**Accommodation** A change to the regular way a student is expected to learn, complete assignments or participate in the classroom. Accommodations match the specific learning needs of individual students to cope with gaps that may limit their success.

**Adapted programming** means programming that retains the learning outcomes of the Program of Studies but adjustments to the instructional and/or assessment process are provided to address the needs of the student so he or she can achieve the learning outcomes.

**Continuum of Supports and Services** is an intentionally designed set of actions, strategies, support and services designed to maximize the academic success, well-being and sense of belonging for all students. A continuum is flexible and responsive to learner needs.

**Differentiated Instruction** is a philosophy and approach to teaching in which teachers and school communities actively work to support the learning of all students through strategic assessment, thoughtful planning and targeted, flexible instruction.

**Inclusion** is a way of thinking and acting that demonstrates universal acceptance that promotes a sense of belonging for all learners. It is an attitude and approach that embraces diversity and learner differences and promotes opportunities for all learners to achieve success.

### **Instructional Support Plan (ISP)/Individual Program Plan (IPP)**

means a concise plan of action designed to increase understanding of individual students' learning needs and strengths. It enhances communication between teachers, parents and students, and builds students' skills and knowledge in order to be effective self-advocates and participants in their own learning.

**Intervention** Targeted assistance and or additional instruction for an individual or small group of students. It should be based on assessment, be in addition to regular classroom instruction, and is meant to effectively bridge a gap for students.

## **Policy HGB – Special Education Program Regulations**

**Learning Team** involves a group, including family members, who work collaboratively toward the success of the child or youth and family, through informal or formal supports and services. Team-based ensures the supports and services are consistently and effectively implemented, managed and measured.

**Level A Assessments** informal assessments in the classroom performed by the classroom teacher. These are opportunities for the teacher to gain clarity of the student's learning, adapt instruction and determine a need for further assessment. Level A assessment is ongoing and integral to the student's program.

**Level B Formal assessments** are individually administered assessments which typically serve to provide initial, deeper level information to identifying student need, structure further, more intense supports and/or follow up with further assessment completed by an outside school designate (i.e. registered psychologist for psych-ed assessment). The Learning Support Teacher (LST), once certified, will administer formal assessments to further determine suitable instructional programming. Some examples of Level B assessment include the Wechsler Individual Achievement Test (WIAT III), Test of Auditory Perceptual Skills (TAPS), Test of Visual Perceptual Skills (TVPS).

**Level C Restricted formal assessments** may be necessary to determine appropriate educational programming, and/or to comply with Alberta Education coding criteria. A Level C assessment requires a different level of professional qualifications and are typically completed by a registered psychologist. Some examples of Level C assessments include the Wechsler Intelligence Scale for Children (WISC V), Adaptive Behaviour Assessment System (ABAS), and other cognitive, social, emotional and behavioural inventories, tests and scales.

**Modified Programming** means programming in which the learning outcomes are significantly different from the provincial curriculum and are specifically selected to meet the student's educational needs.

**Multi-Disciplinary Team** an inclusive, responsive, accessible collaborative team that promotes and strengthens partnerships by eliminating barriers between the school and community. It operates in way to enhance the school, home and community life of the child or youth and family.

**Response to Intervention** is an approach to give schools different ways of thinking about classroom instruction, assessment and resource allocation to ensure all students are successful.

**Strategies** are typically used at the classroom level and focus on what could work for students. Targeted strategies support effective instruction and support for all learners in the classroom.

## **GUIDELINES**

1. The education of all students is a shared responsibility of all staff.
2. The jurisdiction will ensure that teachers know and apply the knowledge, skills, and attributes of inclusion to meet the diverse learning needs of all students.
3. Every effort will be made to provide all students with an inclusive program whereby they are given every opportunity to participate in all aspects of school life.
4. Adapted programming and modified programming will be available and provided for students requiring additional supports to enable and improve learning.

## **Policy HGB – Special Education Program Regulations**

5. Student information will be maintained in compliance with Board Policy IO: Student Records, Alberta Education Student Record Regulations and the Freedom of Information and Privacy Protection Act (FOIP).

### **REGULATIONS**

1. When a teacher is concerned about the progress of an individual student the following steps will be taken as part of the school's Response to Intervention process:
  - 1.1. Review the ISP/IPP with the learning team, if applicable
  - 1.2. Consult with parents/guardians and individual, where appropriate
  - 1.3. Gather more evidence and information about the student and his/her learning strengths and needs.
    - 1.3.1. Consult student digital record file, anecdotal observation reports, previous report cards;
    - 1.3.2. Converse with previous teachers and/or schools;
    - 1.3.3. Conduct baseline assessment to determine current level of academic functioning work with the learning team to establish instructional strategies, differentiated instruction, adapted and/or modified programming based on the school's established pyramid of intervention or continuum of supports model.
  - 1.4. Develop an ISP/IPP with the learning team or multidisciplinary team.
    - 1.4.1. Obtain parent signature as acknowledgement and concurrence with the ISP/IPP
  - 1.5. Provide continuous review and progress monitoring of the ISP (minimum of two times per year)/IPP (three times per year)
  - 1.6. Complete an annual evaluation of the program and services and create a transition plan to be shared with the learning team.
  - 1.7. If further intervention is required, a level B and/or level C assessment could be considered the next step on the Continuum of Supports and Services.
    - 1.7.1. The appropriate parental consent and referral forms must be signed and filled out.
    - 1.7.2. Parents must provide written consent before any level B or level C assessment is completed.
    - 1.7.3. After the completion of any level B or C assessment, results must be shared with the learning team.
2. The jurisdiction will work together with members of the community (including community agencies, organizations and associations, and other education authorities) to meet the needs of individual children/students.

## **Policy HGB – Special Education Program Regulations**

3. The Superintendent or designate is responsible for approving programs and services.
  - 3.1. Approval is based on the student's needs and the level of inclusive learning funding available.
4. Parents/guardians shall be advised of their right to make a formal *appeal* of decisions regarding the programming needs of their children.
5. Should the Board determine that an educational program cannot be provided for an individual with diverse learning needs, the matter shall be referred to a Complex Education Needs Tribunal as per the Education Act.