

INCLUSIVE EDUCATION

Background

Inclusion is a lens through which decisions are made to ensure we respect and value the inherent worth and dignity of all God's children. As Catholic educators, we are called to authentically and unconditionally love and support each student along their educational journey. All students have the opportunity to fully participate in the academic and social life of the school community to foster a sense of belonging.

Guidelines

1. Educators will recognize and value competence in all learners. Programming will be offered in the most responsive settings that address the needs of each learner and respects the dignity of the human person.
2. Educators will work in partnership with parents and guardians, the child's first and primary educators.
3. Educators will work with partnering professionals to provide a continuum of supports and services for all students that are consistent with the principles of inclusive education.
4. As part of their professional obligation for continued professional growth through the Teacher Quality Standard, educators will engage in opportunities for professional learning that support inclusive education.
5. Educators will implement strength-based programming and assessment practices that honour individual student abilities.

Procedures

1. Excellent classroom instruction provided by a certificated teacher is the starting point for all students. Some students may benefit from additional interventions such as social/emotional classroom support or flexible intervention groups for literacy and numeracy. This program support may happen in the classroom or in an alternate location.
2. All schools have an Inclusive Education Liaison (usually the Associate Principal) who supports teachers and other staff to deliver programming for all students. At times, students may require additional supports. The Inclusive Education Liaison will assist the teacher in accessing appropriate divisional (e.g. Behavior Support Team, Division Psychologist) and/or partner support (e.g. Speech Language Pathologist, Occupational Therapist, Physiotherapist, Mental Health Therapist).

Informed consent from a parent/guardian is required for all non-teaching referrals and interventions.

3. Schools have access to a Family School Liaison Counsellor. Students may be referred for individual counselling which requires informed parental/guardian consent for all students under the age of 16. Counsellors may also support students with targeted group interventions.
4. The classroom teacher may request assessments beyond what they are able to administer within the classroom. This is done in consultation with the Inclusive Education Liaison.
 - 4.1.1. Inclusive Education Liaisons are trained to deliver specialized assessments which may be required to support the development of an educational plan.
 - 4.1.2. The Director of Support Services, in consultation with the Division Psychologist, Inclusive Education Liaison and/or classroom teacher, will determine if further assessment needs to be completed by a psychologist.
 - 4.1.3. If further assessment is recommended, the Inclusive Education Liaison will contact parents to explain the reason for the recommendation and to receive consent for the assessment.
 - 4.1.4. Once the psychologist completes the psychoeducational assessment and report, the parents, school team and psychologist will meet to discuss the results and recommendations.
5. Classroom teacher(s), with the support of the Learning Team will develop and implement an Individual Support Plan (ISP), Individual Program Plan (IPP), or Behavior Support Plan (BSP) for students requiring targeted and specialized program interventions. The Learning Team will review the plan at regular intervals in the year.

Definitions

Adapted programming

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.

Individual Support Plan (ISP)/Individual Program Plan (IPP) and Behavior Support Plan (BSP)

A concise plan of action designed to increase understanding of individual students' learning needs and strengths. The plan 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.

- Accommodations – 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.
- 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.
- Strategies – Are typically used at the classroom level and focus on what could work for students.

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.

Modified Programming

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

References: **Standards for Special Education – Amended June 2004**
 Guide to Education – 2018
 Ministerial Order on Learning – May. 2013
 Teaching Quality Standard – September, 2019