

Purpose/Background

Rocky View Schools (RVS) is committed to fostering inclusive educational environments where all students, regardless of their abilities or learning needs, have equitable access to quality education in their designated school with their same age peers.

This procedure ensures adherence with relevant legislation, local guiding documents and applicable administrative procedures. It promotes practices that support all students' academic, social and emotional growth, and considers safety for all who learn and work in RVS.

This AP applies to all schools, staff, students, and programs within RVS.

Definitions

Inclusive Education System: a way of thinking and acting that demonstrates universal acceptance of, and belonging for, all students. (Alberta Education)

Inclusive Settings: learning environments where students of all abilities, backgrounds, and needs are educated together as much as possible. These settings prioritize equity, accessibility, and support for diverse learners, including students with disabilities, English as an additional language learners, and those from varied socioeconomic and cultural backgrounds.

Special, differing, or exceptional educational needs: Students described in section 7(1) of the Education Act as needing special education programming related to behavioural, communicational, intellectual, learning, or physical characteristics or a combination of those characteristics.

Student Success Plan (SSP): required when a student has been identified as having academic, physical, developmental and/or social emotional needs that impact their success at school. Student Success Plans include Positive Behaviour Support Plans (PBSP), Success in School Plans (SIS), Individualized Program Plans (IPP) and/or Student Transition Planning.

Procedures

1. Inclusive Practices

- 1.1 All students will be educated in learning environments appropriate to their needs in their designated school with their same aged peers as the first placement option.
- 1.2 Educating students with special, exceptional or differing education needs in inclusive settings is the starting place for program planning, in consultation with parents and, when appropriate, students.
- 1.3 General education classrooms will be the default placement unless the nature of the disability necessitates alternative settings through consultation with parents, students (when appropriate), school-based learning support team, divisional teams and Director of Learning Supports.
- 1.4 In extraordinary circumstances, the Associate Superintendent of Learning, after consultation with the Director of Learning Supports and the school principal, may

- determine that the special, exceptional or differing needs of the student may not be met within their designated school. In these cases, the Associate Superintendent of Learning will explore alternative learning settings within or beyond Rocky View Schools.
- 1.5 Flexibility to adapt to the changing needs of students is an important component of inclusive education. Specific delivery models for individualized programs may vary from time to time, class to class and from school to school depending on the needs of the individual students attending.
 - 1.6 Discrimination or harassment based on a student's abilities or needs will not be tolerated. Schools will promote diversity, equity, and inclusion in all school activities and programs.
 - 1.7 All staff have ongoing responsibilities to leverage opportunities, relationships, and resources that continue to develop, strengthen, and enhance their understanding, skills, and abilities to create flexible, physically, and emotionally safe and responsive learning environments for all students.
 - 1.8 School and system staff, families and community partners are committed to ongoing and meaningful collaboration to support the success of all learners.
2. Student Success Planning
- 2.1 A Student Success Plan (SSP) will be developed and reviewed a minimum of twice annually for each student identified with special, differing or exceptional education needs that impact learning and engaging in schools.
 - 2.2 The educational needs of the identified student are the basis for the determination of programming.
 - 2.3 Schools will engage in a consultative, collaborative and team-based approach to develop the SSP that involves students (where able), parents/guardians, classroom teacher, learning support teacher, child development advisor and/or school counsellor, school administration, and divisional learning supports staff where appropriate, and community agencies, as appropriate, to enable successful program placement and planning.
 - 2.4 The SSP must be developed, implemented and monitored in accordance with Alberta Education's Standards for Special Education and reflect adequate levels of specialized services and supports.
 - 2.5 The SSP will be consistent with approaches described in RVS' Inclusive Education Practice Guide and RVS' Student Success Planning Guides (Student Transitions, Individualized Program Planning, Positive Behaviour Support Planning, Success in Schools), RVS Responding to Behaviour and Fair Notice, Instruction and Assessment Guide, English as an Additional Language Guide, applicable administrative procedures and promotes practices that support the academic, social, and emotional growth of all students.
 - 2.6 Classroom teachers are responsible for the writing, implementation and assessment of Student Success Plans, with consultation, collaboration and coaching from their school-based learning support team.
 - 2.7 The completed SSP or the most recent cumulative copy is placed in the student file at the end of each year or when the student leaves the school.

- 2.8 When programming at the school is not resulting in the student meeting their identified goals as anticipated in the SSP, the school must engage Divisional Learning Supports staff and follow guidance provided by the Director of Learning Supports.
- 2.9 RVS Associate Superintendent of Learning or designate may be involved to oversee compliance and provide support to the school where needed.
- 2.10 A parent's/guardian's or independent student's signature is obtained on the SSP, in accordance with timelines identified in the RVS Student Success Planning document, to indicate informed consent with the SSP.
- 2.11 If a parent/guardian or independent student refuses to provide consent to the student SSP, either to the whole plan or part of the plan the principal must ensure that reasons for refusal of consent are documented on the SSP and if consent is still not obtained, the parent or independent student is advised that they may ask for an appeal of programming as per RVS AP 152 Dispute Resolution. Goals within the SSP will be implemented as outlined regardless of parental consent.

3. Roles and Responsibilities

3.1 Principals will:

- 3.1.1 Through school-based leadership, value and support learner differences through designing welcoming, caring, respectful, physically and emotionally safe learning environments that create a sense of belonging for all learners and their families, and staff.
- 3.1.2 Create and maintain a safe, supportive, and inclusive school culture that values diversity and promotes the success of every learner.
- 3.1.3 Work collaboratively and consistently with parents, guardians, divisional staff to remove social, academic, and physical barriers within learning environments to ensure all learners are successful and can participate meaningfully within their school community.
- 3.1.4 Create and maintain a safe, supportive, and inclusive school culture that values diversity and promotes the success of every learner through the continued full implementation of Positive Behavioural Intervention and Supports (PBIS) framework schoolwide to ensure equity.
- 3.1.5 Collaborate with staff, families, and the community to implement multi-tiered, research and evidence-based practices that support the diverse needs of all students.
- 3.1.6 Identify, participate in and maintain school-based learning support teams (learning support teacher, child development advisor and/or school counsellor) with documented roles, responsibilities, systems and structures designed to support staff and students that are aligned with school authority vision, division-level strategic and education plans and associated practice guides.
- 3.1.7 Build qualified school-based learning supports teams in each school, to provide consultation, coaching, co-teaching, and problem-solving for all teachers related to teaching to diversity, equity and inclusion and support collaboration, class reviews and team meetings to meaningfully support teachers.

- 3.1.8 Allocate resources (human, physical, technological and financial) within their control to provide the learning environments and supports needed to enable and/or improve learning for all students.
 - 3.1.9 Consult with and have the approval of the Associate Superintendent of Learning when considering the placement of a teacher in the role of learning support teacher when the prospective learning support teacher is not qualified through training or professional learning.
 - 3.1.10 Actively ensure school-based administration and full learning support teams engage each school year in three mandatory Learning Support Collaborative meetings with set agendas and include establishing collaborative and communication norms with school-based and divisional learning supports teams.
 - 3.1.11 Consult and collaborate with divisional learning supports staff to support the program planning and delivery for students needing individualized planning in accordance with the Student Success Planning Guide.
 - 3.1.12 Be responsible for overseeing the Student Success Plan in consultation with the school-based team and appropriate divisional staff.
 - 3.1.13 Identify the most responsible person from the school-based learning support team for students requiring the co-ordination of targeted, intensive or wraparound supports involving interdisciplinary personnel beyond the school team.
 - 3.1.14 Serve as the escalation point for school-based staff who are feeling they are unable to perform the necessary tasks as per this administrative procedure.
 - 3.1.15 Engage and consult with Director of Learning Supports if the school requires additional support to help the student achieve their identified goals in the Student Success Plan.
 - 3.1.16 Take direction from RVS Associate Superintendent of Learning or designate with respect to programming implementation when direction is provided. In the event of a disagreement, an appeal may be made to the RVS Superintendent of Schools for a final decision.
- 3.2 Classroom teachers will:
- 3.2.1 Establish, promote and sustain inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.
 - 3.2.2 Create a culture of high expectations for all students in their classrooms through the design and delivery of accessible social-emotional and academic routines, structures and curricula delivery, with multiple entry points that validate student identity and ability through meaningful and relevant learning experiences.
 - 3.2.3 Use a strength-based approach to meeting learner needs by identifying strengths, talents and learning needs to design meaningful, multi-modal instruction and assessment for learning with multiple entry points for all learners. Provide voice and choice in students' learning and multiple ways for students to learn and show what they know in meaningful ways.

- 3.2.4 Engage their school-based learning support team for support when needed and document efforts made to address student's needs through the Collaborative Problem-Solving process.
 - 3.2.5 Use appropriate universal and targeted strategies and supports to address students' strengths, learning challenges and areas for growth.
 - 3.2.6 Provide an inclusive learning environment for all students that meets the competencies and indicators as outlined in the Teacher Quality Standards.
 - 3.2.7 Involve parents and, when appropriate, students and other professionals in the development, implementation, monitoring and evaluation of students' Student Success Plans.
 - 3.2.8 Document, in the SSP, the formal review of students' progress, as per SSP guides and AP 316, provide feedback during informal reviews to parents and, when appropriate, students.
 - 3.2.9 Obtain written informed parental consent on SSPs to indicate agreement with the plan.
- 3.3 Learning Support Teachers will:
- 3.3.1 Be certified educators, preferably with five years teaching experience, and additional post-secondary training in Learning Supports, Inclusive Education, Special Education, Disability Studies, who have knowledge, skill and understanding of the diverse learning needs of a wide variety of children and youth with additional, exceptional, and more complex learning needs.
 - 3.3.2 Perspective Learning Support Teachers who do not meet these requirements need to have approval from the Associate Superintendent of Learning before being placed in a position of LST either temporarily or permanently.
 - 3.3.3 Work together to support, share information and participate in identifying inclusive educational programming, outcomes and ways of attaining these outcomes through collaboration, consultation and collaborative problem-solving that begins with the classroom teacher(s).
 - 3.3.4 Consult, collaborate and co-ordinate with teachers, divisional learning supports staff for students with identified intensive, specialized needs requiring divisional and/or community supports and services, including completion of referrals where appropriate.
 - 3.3.5 Collaborate with classroom teachers to identify strengths, talents, interests and needs of their whole classrooms, as well as those of individual students.
 - 3.3.6 Provide direct support in classrooms and learning settings through modelling strategies, co-teaching, collaboration.
 - 3.3.7 Provide on-going consultation, coaching with classroom teachers and learning assistants.
 - 3.3.8 Facilitate class reviews with teachers and intentional follow-up support to bring general classroom-based accommodations as well as student specific goals to life in classrooms.
 - 3.3.9 Support teachers with student specific planning, writing, implementation and evaluating goals as outlined in the SSP.
 - 3.3.10 Establish positive working relationships and effective communication with families, school staff and with divisional learning supports staff for the

- coordination of support and services of individual students and classroom teachers.
- 3.3.1.1 Collaboratively support the transition of students with differing or additional needs into school, class to class, school to school and school to community.
- 3.4 Divisional Learning Supports Team will:
- 3.4.1 Have specific knowledge, skills and understandings of the diverse learning needs of a wide variety of children and youth with additional, exceptional, and more complex learning needs.
 - 3.4.2 Under the supervision of the Director of Learning Supports provide priority intervention guidelines, multi-tiered menus of supports and services for all staff to support, share information and participate in identifying inclusive educational programming, outcomes and ways of attaining these outcomes for identified students through collaboration, consultation and collaborative problem-solving with classroom teacher(s), learning support teacher(s), school administrators.
 - 3.4.3 Where appropriate, provide direct support in classrooms and learning settings through modelling strategies, co-teaching, collaboration.
 - 3.4.4 Consult, collaborate and coach school-based learning support teams with the identification and co-ordination of a multi-tiered continuum of supports, strategies and services for teachers and students – universal, targeted, and intensive.
 - 3.4.5 Provide screening and specialized assessment for student specific needs that are identified through the collaborative problem-solving process and through a formal referral. Screening and specialized assessment may result in student specific or classroom specific recommendations to support learning.
 - 3.4.6 If members of divisional learning supports teams are not in agreement with goals and plans established in the SSP, they must make those concerns known to the person designated as most responsible in the school. If the issue is not resolved, they must make the concerns known to the school principal and to the Director of Learning Supports. The principal and the Director of Learning Supports will collaborate to resolve the concern. If it is not able to be resolved at that level, the Associate Superintendent of Learning will make the final determination. Members of divisional learning supports teams who are licensed through various external entities may also make their concerns known, and seek advice and input from those entities, understanding that RVS will have final determination.
4. In RVS, exclusion, time-out and/or physical restraint should only be used when less restrictive interventions have not been successful, and must be systematically planned, delivered by trained personnel, supervised and evaluated to determine effectiveness. AP 341 provides direction to administrators and school staff regarding the use of exclusion, time-out and/or physical restraint in RVS.

5. Dispute Resolution

- 5.1 In situations where a parent/guardian or independent student does not agree with the process, plan or implementation of the Student Success Plan they have a right to dispute any of these circumstances and will be directed to AP152 Dispute Resolution.
- 5.2 After engaging in collaborative problem-solving processes, staff at the school who have concerns regarding the process, plan, or implementation of the SSP will discuss identified concerns with their principal. If a resolution is not reached, staff have the option to bring their concerns, in writing to the Director of Learning Supports. Should the disagreement persist, staff may escalate the matter to the Associate Superintendent of Learning, and if necessary, to the Superintendent; the decision made by the Superintendent is final.

6. Complex Education Needs Tribunal

- 6.1 As per section 40 of the *Education Act*, RVS may determine that a student requires specialized supports and services that cannot be met in an education program that may be provided by RVS.
- 6.2 When it is determined by RVS Associate Superintendent of Learning that RVS is unable to provide an education program that is appropriate to the needs of the students, a recommendation from the Associate Superintendent of Learning will be made to the Superintendent of Schools.
 - 6.2.1 In making the determination to recommend to the Superintendent of Schools to proceed to a Complex Education Needs Tribunal, the Associate Superintendent shall provide the following information in writing:
 - 6.2.1.1 Demographic information regarding the student
 - 6.2.1.2 Most recent versions of applicable SSP
 - 6.2.1.3 Diagnosis of the student, if any
 - 6.2.1.4 Academic and social emotional needs of the student, if any
 - 6.2.1.5 Recent, demonstrated behavior of the student supported by data
 - 6.2.1.6 Physical needs of the student, if any
 - 6.2.1.7 Medical needs of the student, if any
 - 6.2.1.8 Documented interventions that have occurred in the current setting including types of interventions, data gathered regarding implementation and effectiveness of interventions
 - 6.2.1.9 Other factors pertinent to the ability of RVS to provide an appropriate program in the school and/or the school division.
- 6.3 The Superintendent of Schools, after examining the factors above, will make the determination if this referral to the Complex Education Needs Tribunal will occur.
- 6.4 Staff involved in the programming to date will be required to participate in the preparation for and the hearing(s) as determined by the Superintendent.
- 6.5 Parents of the child being referred to the tribunal will be informed when the referral is made.
- 6.6 If a Complex Education Needs Tribunal determines that RVS is able to provide the student with an education program that is appropriate to the needs of the student, RVS shall provide the student with that education program.

References:

- Canadian Charter of Rights and Freedoms
- Section 40, 7(1) Education Act
- Alberta Occupational Health and Safety Act
- The Standards for Special Education in Alberta
- Professional Practice Standards
- Inclusive Education Practice Guide
- Instruction and Assessment Practice Guide
- English Additional Language Practice Guide
- Student Success Planning Guides
- RVS Responding to Behaviour and Fair Notice
- RVS AP 316
- RVS AP 152
- RVS AP 341
- RVS AP 351