



INCLUSIVE EDUCATION ASSESSMENT AND PROGRAMS

Background

Golden Hills School Division facilitates an evolving and systemic model of inclusive education to support all children in reaching their full learning potential. Decisions to guide student achievement are collaboratively and flexibly made based on the student's strengths, areas of need and learning preferences.

The Province of Alberta has a philosophy of inclusion to meet the needs of diverse learners. Educating students with diverse needs in the regular classroom in neighborhood schools shall be the first placement option considered in consultation with the student (when appropriate), parents/guardians and school staff. As much as possible, teachers will differentiate for diverse learners in the classroom.

Definitions

Students with diverse needs refers to students described in legislation as being in need of specialized supports and services. Even when excellent classroom instruction is occurring, some students will benefit from targeted instruction or a specialized program placement because of his/her behavioural, communication, learning, physical and/or mental health characteristics.

An education program for a student with diverse needs means a program based on the results of ongoing assessment and evaluation and includes an Individualized Program/Support Plan or Behaviour Support Plan that details the action(s) designed to address the student's diverse needs. All students identified with diverse learning needs require an Individualized Program Plan/Individualized Support Plan or Behaviour Support Plan as appropriate.

Procedures

1. Supporting Students with Diverse Learning Needs

School principals are responsible for ensuring that the school has processes and a learning team in place, to provide consultation, planning and problem-solving related to programming for students with diverse learning needs. Those students shall be referred to the school resource team who will develop an intervention plan. This may include provision of specialized supports within the school, further assessment, and/or referral to community supports. Parents/guardians have an important role to play and are consulted in assessment, program planning and placement decisions.

2. Assessment

A number of assessment strategies can be used to make decisions, assign support services and to determine adapted or modified programming for students with diverse needs.

- 2.1 Teacher assessment, observation, formal and informal checklists and standardized screening tools are used to identify students' needs within the classroom and will be shared with students and parents through ongoing feedback as per **AP 360: Student Assessment, Evaluation and Reporting**. Additional parental consent is not required for classroom assessments.
- 2.2 Some students benefit from targeted support or specialized placements. Access to these programs or supports may require additional screening tools or specialized assessments. Written parental consent is required for assessment and/or placement in such programs. These programs may include, but are not limited to, Early Intervention, Leveled Literacy

Intervention, Project HOPE, Connections, STRIVE, Anchors, LAC or other school-based programs.

- 2.3 Should a more specialized assessment be required (i.e. School Psychologist, S.L.P, O.T., P.T.), then school staff shall seek consent from the parent/guardian before referring a student to a qualified professional. Psychoeducational Assessments follow the expectations/criteria outlined in the Alberta Standards for Psychoeducational Assessment. Allied Health Services providers (School Psychologists, SLP, O.T., and P.T.) adhere to the standards and guidelines set by the professional organizations for their members.
- 2.4 Assessment results are shared with the student (when appropriate), parents/guardians and all others involved in the student's program. Consent and reports should be stored in the Cumulative File as per **AP 320: Student Records**.

3. Special Education Codes

Based on specialized assessment information, the school principal, in consultation with the Educational Consultant, may assign an Alberta Education Special Education Code to a student. The Alberta Education Special Education Coding Handbook outlines criteria using specific categories to help teachers and administrators in school authorities identify the students who require specialized supports and services. Schools maintain documentation to support the assignment of a Special Education Code. This includes a diagnosis of a disability or disorder by a qualified professional. In addition to the diagnoses, there must be clear evidence that indicates how the disability/disorder impacts the student's functioning in the learning environment. Although a student may meet criteria for several codes, only one is entered in the student registration. The code that most represents the area of impact on the student's learning environment should be used. Codes may change based on updated assessments or other information.

4. Individualized Plans

An Individualized Program Plan/Support Plan (IPP/ISP) and/or Behaviour Support Plan (BSP) based on assessment information and key understandings about the student's diverse learning needs are designed and implemented for any student identified with specialized learning needs. The type of plan required is dependent on the student program and individualized needs as outlined below:

Selecting the Correct PROGRAM for the Learner Profile/Report Card
More than one type of program may be used to communicate a student's level of achievement.

*Some students may receive regular programming in some subjects, adapted programming in others and modified programming in other parts of the school day.

Program	Definition	Coded?	Identification of Adapted/Modified on the Report Card	IPP/ISP/BSP Required?
REGULAR Program	The student is on a regular program and is provided with curriculum at their enrolled grade level.	No	No	No, keeping in mind that any student can access universal accommodations.
ADAPTED Program	The student is on graded curriculum and is working towards the learning outcomes of the Alberta Programs of Study, but may be at a grade level different from their enrolment grade in one or more subject areas and/or require accommodations so they can participate actively.	Most likely (e.g. code 42, 53, 54, 58, 80) If not coded, needs have been identified through a response to intervention model, but the student may not yet have had a formal psycho-educational assessment.	Adapted through the use of specialized accommodations (e.g. reader, scribe) and working on curriculum from the grade level they are enrolled in Elementary: Select 'adapted' achievement indicators for all applicable focus areas. Junior/Senior High: Select the 'adapted' program option for the applicable subjects/courses. Mark or achievement indicator is included on the report card. Adapted and student requires outcomes or resources outside of their expected grade level curriculum Adapted - IPP Achievement indicators are not selected on the report card. Descriptive feedback on the student's progress is indicated within the IPP-Adapted Program.	Yes, an ISP is completed. A BSP is completed if required. ----- Yes, an IPP-Adapted Program is completed.
MODIFIED Program	The student is not on graded curriculum but receives programming that focuses on life skills, foundational skills, and academic readiness. Learning outcomes are specifically selected to meet the student's special education needs.	Yes (most likely a code 44, 51, 52)	A student on a modified program is assessed in relation to the goals and objectives established in the student's IPP.	Yes, an IPP-Modified Program is completed. In addition to the measurable goals and objectives that inform the student's program, students may have access to accommodations such as alternative formats, specialized equipment and other services and supports that are included in the IPP.

*Accommodations are **strategies**. They include any changes to instructional or assessment procedures, materials, resources, facilities, or equipment that are made to address the special education needs of a student. **Students who receive accommodations may be receiving any combination of regular, adapted, and/or modified programming.** Common examples include: providing a reader or scribe, allowing the student to stand in class, varying the amount of material to be learned, pairing written with verbal instructions, extended time, breaking a test into parts, providing manipulatives.

- 4.1 The principal assigns teachers to coordinate, develop, implement, monitor and evaluate the plan. The teacher strives to invite meaningful involvement of student's parents in the process, along with that of other teachers and professionals.
- 4.2 Review of the plan is regularly scheduled (i.e. reporting periods) and documented.
- 4.3 In cases where parents refuse involvement and consent for the IPP/ISP, school staff document the reason(s) for refusal and the actions undertaken by the school to obtain consent and resolve concerns. Instruction in the classroom must be made in the best interest of the student and universal strategies can be utilized and documented in the report card. Parental involvement is best practice when developing BSPs but consent is not necessary.
- 4.4 IPP/ISP and/or BSP are developed in a timely manner (i.e. 6 weeks following the beginning of the school year, new psychoeducational assessment results, or transfer in from a different program/school and placed in the student record and access to the plan complies with the Student Record Regulations and Freedom of Information and Protection of Privacy (FOIP) legislation. School boards must provide parents with access to information contained in the student record, including results of specialized assessments in accordance with the Student Record Regulation.

5. Targeted Intervention or Specialized Program Placement

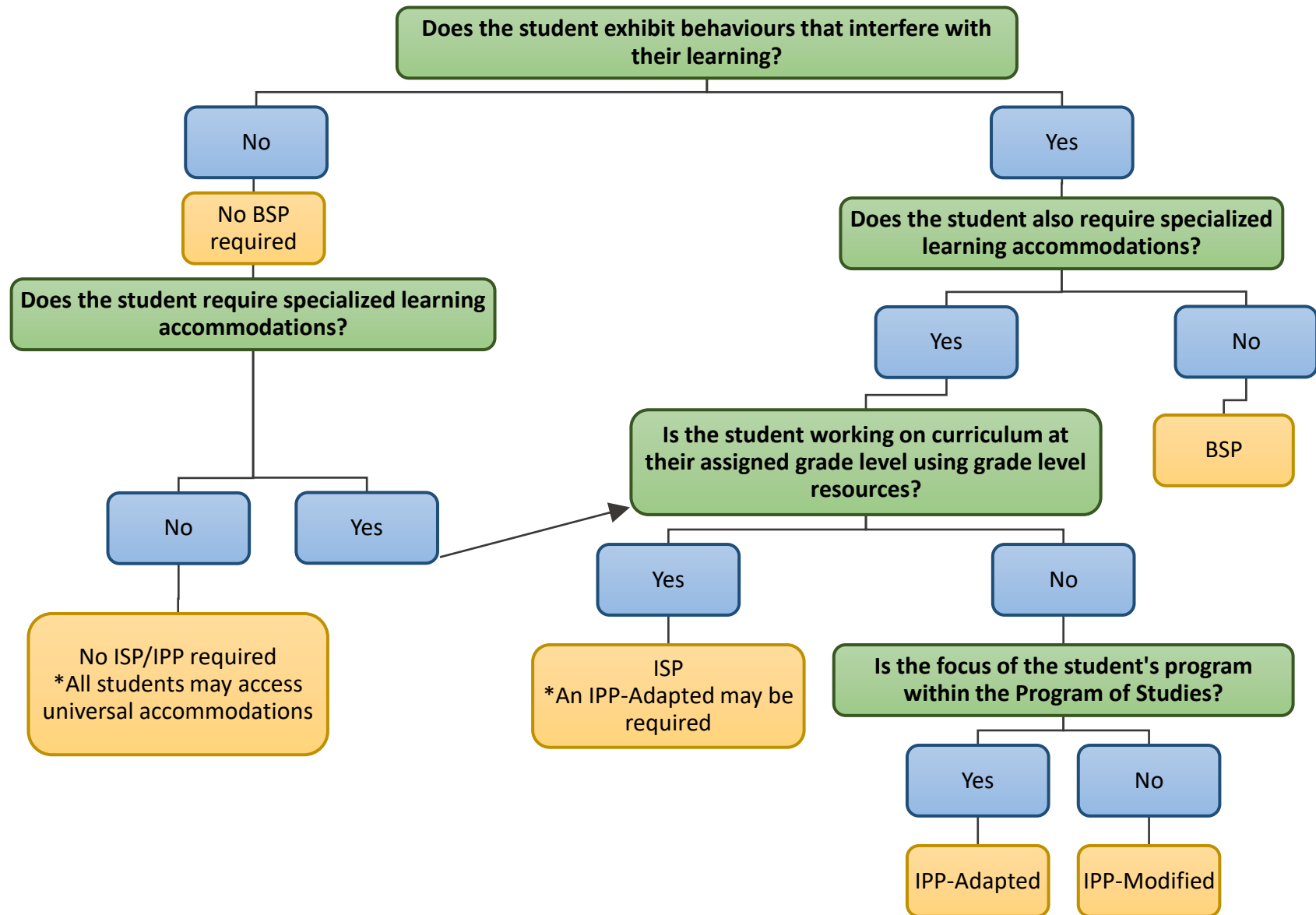
Even when excellent classroom instruction is occurring, some students will benefit from targeted instruction or specialized program placement because of his/her behavioural, communication, learning and/or physical health characteristics. Parents will be part of the consultative process when making placement decisions. When including a student with diverse needs in a regular classroom setting where that inclusion is determined to have a significant adverse impact on the total learning environment, alternative programming plans shall be identified and recommended for the student. Based on **AP 305: School Attendance Areas** and **Policy 1.6.2 Special Education**, a student may be directed to attend a school other than that student's designated school. Such decisions affecting their child must be appealed through the provisions of **AP 380: Student Appeals**. Transportation may be provided based on **Form 214-5: Special Needs Request for Transportation**.

References:

- [Canadian Charter of Rights and Freedoms](#), Section 23
- [Child, Youth and Family Enhancement Act](#) R.S.A. 2000, C.C-12, Section 57.2
- [School Act](#) R.S.A. 2000, C.S-5, Sections 18, 20, 29, 39 (1)
- [Standards for Special Education \(2004\)](#)
- [Inclusive Education Library](#)
- [Standards for Psycho-Educational Assessment \(1994\)](#)
- [Alberta Learning Policy 1.6.2 Special Education](#)
- [Student Record Regulations](#) 225/2006
- [Freedom of Information and Protection of Privacy \(FOIP\)](#) 186/2008
- AP 305: School Attendance Areas
- AP 320: Student Records
- AP 360: Student Assessment, Evaluation and Reporting
- AP 380: Student Appeals
- Appendix 214-A: Support Flow Chart
- Appendix 214-B: Universal Student Accommodations
- Form 214-1: Individualized Support Plan Template
- Form 214-2: Individualized Program Plan Adapted Template
- Form 214-3: Individualized Program Plan Modified Template
- Form 214-4: Behaviour Support Plan Template
- Form 214-5: Special Needs Request for Transportation



Selecting the Correct Support Plan





Universal Student Accommodations

What is a Response to Intervention Model?



Response to Intervention is based on a tiered model of support. This consists of universal, targeted, and individualized supports that help make learning outcomes accessible to learners. The needs of 80-85% of our students are met with universal supports, while 5-15% require targeted supports, and 1-7% require intensive, individualized supports to experience success.

Universal Student Accommodations*

*Supports that are available to **ALL** students

Name: _____ Grade: _____ Date: _____

Attention Support	Instructional Presentation
<ul style="list-style-type: none"> <input type="checkbox"/> Alternative seating (e.g., near teacher, with positive peer) <input type="checkbox"/> Allow student to stand <input type="checkbox"/> Flexible workspace (e.g., quiet space within the classroom) <input type="checkbox"/> Provide cues (verbal/nonverbal) <input type="checkbox"/> Use tangible reinforcers <input type="checkbox"/> Allow body/movement breaks <input type="checkbox"/> Use sensory strategies (e.g., wiggle cushion, fidget items, headphones) <input type="checkbox"/> Checklists <input type="checkbox"/> Visual schedule <input type="checkbox"/> Timers <input type="checkbox"/> Break tasks down into smaller pieces <input type="checkbox"/> Use one-step directions 	<ul style="list-style-type: none"> <input type="checkbox"/> Pre-teach key vocabulary <input type="checkbox"/> Provide exemplars <input type="checkbox"/> Present information in smaller 'chunks' <input type="checkbox"/> Frequent check-ins for student understanding <input type="checkbox"/> Allow extra time for student response <input type="checkbox"/> Visual supports (e.g., checklists, graphic organizers, diagrams) <input type="checkbox"/> Provide manipulatives <input type="checkbox"/> Provide opportunities for student choice on assignments <input type="checkbox"/> Teach memory supports (e.g., mnemonics)

Social/Emotional/Behaviour Support	Assessment/Evaluation
<input type="checkbox"/> Use designated calming space <input type="checkbox"/> Allow use of de-stressing items (e.g., stress balls, fidget items) <input type="checkbox"/> Self-calming strategies (e.g., deep breathing, positive self-talk) <input type="checkbox"/> Positive reinforcement	<input type="checkbox"/> Extra time <input type="checkbox"/> Alternative location <input type="checkbox"/> Allow student to demonstrate understanding in a variety of ways <input type="checkbox"/> Reduced writing demands (e.g., point form instead of essay) <input type="checkbox"/> Reduced number of questions (knowledge of content maintained) <input type="checkbox"/> Provide checklist with assignment breakdown

*This is not an exhaustive list

This document **cannot be used in place of a support plan (ISP/IPP/BSP).**

When used, the most recent copy of this document should be placed in the student’s cumulative file each year.



Golden Hills Individualized Support Plan

This document is designed for students whose diverse learning needs require specialized accommodations in order for them to be successful in their enrolled grade level curriculum using prescribed grade level resources (e.g., students who are vision or hearing impaired, or who have significant fine motor difficulties or a specific learning disorder in reading fluency and decoding).

General Information:	
Student:	Special Education Code:
Date of Birth:	Parent(s)/Guardian(s):
Age:	ISP Created By:
School:	Implementation Date:
Grade:	
Program Description:	
Parental Input and Involvement:	

Strengths:	Challenges:
Medical Conditions That Impact Schooling:	Coordinated Support Services:

Most Recent Assessment Data:		
Date	Type	Findings

Specialized Accommodations:		
Type:		Required for:
	Reader/Audio	
	Text-to-Speech	
	Scribe/Transcriber of Recorded Responses	
	Speech-to-Text	
	Frequent Breaks	
	Braille	
	Covered Paper and Overlays	
	Ambient Noise	
	Large Print	
	Sign Language Interpreter	
	10 x 10 Multiplication Table	
	Unique Accommodations (please list):	

Essential Universal Accommodations:		

Signatures:

I understand and agree with the information contained in this Individualized Support Plan.

Parent(s)/Guardian(s)

Date:

Teacher

Date:

Principal

Date:

Year-End Summary:

Transition Plan:



Golden Hills Individualized Program Plan (Adapted Program)

This document is designed for students who require outcomes or grade level resources outside of their expected grade level curriculum. Individualized goals are designed to support the student's growth in areas outside of the Program of Studies. Specialized accommodations may also be used to support their learning.

General Information:	
Student: Date of Birth: Age: School: Grade:	Special Education Code: Parent(s)/Guardian(s): IPP Created By: Implementation Date:
Program Description:	
Parental Input and Involvement:	

Strengths:	Challenges:
Medical Conditions That Impact Schooling:	Coordinated Support Services:

Most Recent Assessment Data:		
Date	Type	Findings

Current Level of Curriculum-Based Achievement:	Progress:

Specialized Accommodations:		
Type:		Required for:
	Reader/Audio	
	Text-to-Speech	
	Scribe/Transcriber of Recorded Responses	
	Speech-to-Text	
	Frequent Breaks	
	Braille	
	Covered Paper and Overlays	
	Ambient Noise	
	Large Print	
	Sign Language Interpreter	
	10 x 10 Multiplication Table	
	Unique Accommodations (please list):	

Essential Universal Accommodations:

Goal:		
Short-Term Objectives	Assessment Procedures	Progress Review

Year-End Summary:

Transition Plan:

Initial:

I understand and agree with the information contained in this Individualized Program Plan.

Parent(s)/Guardian(s)

Date:

Teacher

Date:

Principal

Date:

Mid-Year:

I understand and agree with the information contained in this Individualized Program Plan.

Parent(s)/Guardian(s)

Date:

Teacher

Date:

Principal

Date:

Year-End:

I understand and agree with the information contained in this Individualized Program Plan.

Parent(s)/Guardian(s)

Date:

Teacher

Date:

Principal

Date:



Golden Hills Individualized Program Plan (Modified Program)

This document is designed for use when the focus of the student's programming is outside of the Alberta Education Program of Studies.

General Information:	
Student: Date of Birth: Age: School: Grade:	Special Education Code: Parent(s)/Guardian(s): IPP Created By: Date:
Program Description:	
Parental Input and Involvement:	

Strengths:	Challenges:
Medical Conditions That Impact Schooling:	Coordinated Support Services:

Most Recent Assessment Data:		
Date	Type	Findings

Current Level of Program-Based Achievement:	Progress:

Specialized Accommodations:		
Type:	Required for:	
	Reader/Audio	
	Text-to-Speech	
	Scribe/Transcriber of Recorded Responses	
	Speech-to-Text	
	Frequent Breaks	
	Braille	
	Covered Paper and Overlays	
	Ambient Noise	
	Large Print	
	Sign Language Interpreter	
	10 x 10 Multiplication Table	
	Unique Accommodations (please list):	
Essential Universal Accommodations:		

Conceptual Goal:		
Short-Term Objectives	Assessment Procedures	Progress Review

Social Goal:		
Short-Term Objectives	Assessment Procedures	Progress Review

Practical Goal:		
Short-Term Objectives	Assessment Procedures	Progress Review

Year-End Summary:

Transition Plan:

Initial:

I understand and agree with the information contained in this Individualized Program Plan.

Parent(s)/Guardian(s)

Date:

Teacher

Date:

Principal

Date:

Mid-Year:

I understand and agree with the information contained in this Individualized Program Plan.

Parent(s)/Guardian(s)

Date:

Teacher

Date:

Principal

Date:

Year-End:

I understand and agree with the information contained in this Individualized Program Plan.

Parent(s)/Guardian(s)

Date:

Teacher

Date:

Principal

Date:



Behaviour Support Plan

Student Name:
Age:
Grade:
School:
Date:

Objective of Plan:

Staff working with XX will commit to using behaviour support strategies to maintain a safe and supportive environment for XX and the school community.

Rationale/Goal of Plan:

With the help of school staff, XX will maintain a safe learning environment for him/herself and others, as well as successfully fulfill responsibilities of a student in accordance with Alberta's School Act.

Key understandings about XX:

Plan:

1. Staff working with XX, as well as XX's parents, will read and sign this plan.
2. Be aware of antecedent events. Problem behaviour is most likely to occur during:
3. Be aware of warning signs that may result in unsafe behaviour:
4. Proactive plans to avoid an unsafe situation:

5. Help peers learn to:

6. School staff will provide additional support by:

7. Parents can provide additional support by:

8. In the event that unsafe behaviours have occurred (crisis management plan):

I have read this plan and commit to using these supports when working with XX.

Review Date: _____

Parent(s)/Guardian(s) Signature

Teacher Signature

Education Assistant Signature

Principal Signature



Special Needs Request for Transportation

School Year: 20 _____ - 20 _____	
Student Name:	Code:
Parent/Guardian:	Phone:
Legal Land Description/Home Address:	

Designated School:	Grade:
Recommended School:	Grade:

Consultant Signature:	Date:
Director of Learning Signature:	Date:
Director of Transportation Signature:	Date:
Personnel or bus assigned to transport student:	

Instructions and/or Medical Concerns:
