

St. Edmund Elementary/Junior High School

Inclusive Education Policy

Our inclusive education policy contains information which guides our practice with respect to students with specialized learning needs. This includes teacher attitudes, beliefs and actions. It also includes practices that students and teachers must engage in in order to provide valuable learning experiences for all children at their level of understanding.

This policy is based on the principles and guidelines found in the following sources:

- 1 – Special education needs within the International Baccalaureate programmes - IB
- 2 – Setting the Direction – Alberta Education
- 3 – Katholos: Education for Life for All – Edmonton Catholic Schools
- 4 – Severe Inclusive Special Needs: Documentation Information – Edmonton Catholic Schools

We are committed to:

Providing a faith based education to all students in our school that is designed for them to be successful in an inclusive classroom.

Using all forms of assessment (formative, summative, and evaluative) to determine the student's level of achievement and creating an action plan to support students in reaching their potential.

Reporting to parents the current level of achievement of their children as well as the strategies and accommodations put in place to support their learning.

Creating and implementing an individual program plan or a personalized program plan for any student who requires individualized supports in order to be successful.

Part One: Inclusion

In accordance with our District Foundation Statement, all *resident students and their parents/caregivers are welcomed into our schools. The Learning Team is committed to collaborating, identifying, applying and monitoring practices enabling all students to reach their potential, spiritually, socially, emotionally, physically and academically within the Programs of Study alongside their peers.

(*resident student as defined by the School Act)

Alberta Education: Setting the Direction

In the Alberta context, inclusion means every student will be included in the greater school community, and will be physically placed in the setting that is best for them at a particular time, based on the input of all parties. Inclusion does not necessarily mean that every student registered in the Alberta school system will be placed in a regular classroom. Physical placement will be flexible and changeable, always with the student's success in mind.

International Baccalaureate: Special Education needs within the IB Programmes

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration, mutual respect, support and problem solving. Inclusion is the learner profile in action, an outcome of dynamic learning communities.

Any inclusive environment must be effective, friendly and welcoming, healthy and protective, and gender-sensitive for all learners. The development of such child-friendly learning environments is an essential part of the overall efforts by countries around the world to increase access to, and improve the quality of, their schools.

Part Two: Differentiation

As reflected in our yearly school goals, St Edmund staff is committed to refining their understanding and implementation of inclusive strategies to support learners as measured by increased achievement levels on report cards for students with identified learning needs.

Universal Design for Learning

UDL makes use of educational technologies to focus on learning rather than on content, and works in a flexible and fluid manner to eliminate the barriers to learning that so many students experience. When we act on the belief that failure is not an option; that every student can learn; that one size does not fit all; then we will have achieved academic success for every student.

Resources

The Learning Services - Innovation consultant also works with a cohort of schools toward the support of students and teachers in the inclusive classroom setting. The support provided is based upon request and can include any or all of the following: student observations, file review, programming recommendations, program planning, participant at parent meetings, IPP/PLP development or instruction, sharing resources, professional development (student, teacher or school based).

Services and supports available for students with diverse learning needs may include:

Referrals to Regional Collaborative Service Delivery (RCSD) supports.

Access to ECSD multi-disciplinary teams (includes behavioral specialists, social workers, occupational therapists, speech and language pathologist, psychologists).

Environment

St. Edmund serves a diverse population of students and their families. We create a culture of respect for differences within a Catholic context. Classrooms are equipped with the necessary resources including, staff, access to technology, and print materials to support all learners.

Personalized Learning

- Students with diverse needs require differentiated programming and additional supports to appropriately address their specific learning needs.
- Identification of students with diverse learning profiles is an important initial component of program planning.
- Assessment instruments assist in developing and implementing appropriate programming for students with diverse needs.
- Special education programming is based on the assessed needs of students and is delivered through differentiated programming.
- Educating students with diverse needs in inclusive settings, in their community schools, is the first placement option.
- Programming decisions are based on current assessment data, are made on an individual basis, and identify the most enabling environment for the student, while at the same time giving consideration to the learning and safety needs of all students.
- Placement decisions are made in collaboration with learning team members with parents as the primary decision makers.
- Students with mild/moderate needs will be programmed for within their community school

Technology

- 3 computer labs with approximately 75 computers for student use
- 2 surface pro carts each with a class set of devices
- 1 laptop cart
- 2 iPad carts including a class set of iPads for student use
- SMART technology in classrooms
- FM systems in a number of classrooms (as well as individual systems for student with hearing impairments)
- Read Write Gold Program available on student computers (this program is also available for families of students with IPPs for home computers)
- TechnologySupport person on staff full- time as well as a Tech-mentor

Part Three: Principles of Good Practice

Affirming identity and building self esteem

St. Edmund encourages the qualities, attitudes and characteristics identified in the IB learner profile promoting responsible citizenship and international mindedness. Social and emotional conditions for learning that value all languages and cultures and affirm the identity of each learner promote self-esteem. In keeping with our Catholic faith and traditions, all persons are valued and respected.

Valuing prior knowledge

St. Edmund teachers will explicitly activate learners prior understanding, use prior understandings to differentiate tasks and activities, record information in learning profiles that will support planning for future differentiation, consider the time and strategies necessary for activating and building up background knowledge.

Scaffolding

In keeping with best practice, St. Edmund teachers will scaffold learners to accomplish a task that would otherwise be much more difficult to accomplish. Scaffolding will foster learners increasing independence in taking responsibility for developing strategies of their own. Some of the strategies in place include; visual aids, demonstrations, dramatizations, technological supports, collaborative groups, and mother-tongue resources.

Extending learning

Teachers help learners extend their learning by combining high expectations with numerous opportunities for learner centered practice and interaction with cognitively rich materials and experiences.

Part Four: School Profile

Identification

May/June teachers summarize student and class profiles and submit to learning coach and administrators. Information is made available to the teacher assigned for the following school year. August/September registration documents are completed by parents and entered by admin. Assistants. Student files are reviewed by the Learning Coach and information is summarized and shared with teachers and administrators.

September/October together with grade level teams, Learning Coaches compile classroom profiles. Profiles are shared with admin, LSI consultants. Information may be shared with outside agencies or medical personnel upon written request from parents.

October/November individualized plans and supports are determined based on student need.

Class profiles and individual plans are formally reviewed by the learning team at each reporting period (November, March, June)

March/ April class lists for the following school year are created by grade level teams based on student need.

Documentation/Reporting

See assessment policy

Individual Program Plans

Individual Program Plans (IPPs) are required for all students identified with Alberta Education Exceptional Student Codes (40s, 50s, and 80). Specific information and criteria for each code is available through Alberta Education's Special Education Coding Criteria document <http://education.alberta.ca/media/825847/spedcodingcriteria.pdf>

"Students must have IPPs on which necessary accommodations are indicated and the students must be receiving these accommodations in the school throughout the year in order to receive them for the writing of an Achievement Test." Alberta Education, Test Accommodations for Students

Students not coded through Alberta Education but who require significant adaptations to their learning may benefit from the development of a Personalized Learning Plan.

Coding

Schools may apply for funding **in addition** to the basic district per student allocation for those students who are eligible for severe disabilities funding. These students are in **regular classes** grades K-12, and qualify for coding in the following Alberta Education categories:

Students with Severe Disabilities (Grades K to 12)

41 - Severe Cognitive Disability

42 - Severe Emotional/Behavioural Disability

* Disruptive Behaviour Disorder will NOT qualify

43 - Severe Multiple Disability

44 - Severe Medical/Physical Disability

(including Autism, Aspergers, PDD NOS - Pervasive Developmental Disorder, Tourettes and FAS - Fetal Alcohol Spectrum)

45 - Deafness

46 – Blindness

Knowledge and Employability course(s) are available to students in Grades 8 through 12 who meet specific criteria. The courses are intended to provide students with opportunities to experience success and become well prepared for employment, further studies, active citizenship and life-long learning.

Knowledge and Employability courses include and promote:

- Workplace standards for academic, occupational, and employability skills
- Practical applications through on- and off –campus experiences and/or community partnerships
- Career development skills to explore careers, assess career skills and develop a career-focused portfolio
- Interpersonal skills to ensure respect, support and cooperation with others at home, in the community and at the workplace.