

SPECIAL EDUCATION

Background

The Division provides special education programming and services based on Individualized Program Plans (IPPs) (Appendix B) that are designed to meet the educational needs of resident and enrolled students with special education needs.

Definitions

Education program for student with special needs means a program based on the results of ongoing assessment and evaluation and includes an Individualized Program Plan (IPP) with specific goals, objectives and recommendations for education services that meet the student's needs.

Individualized Program Plan (IPP) means a concise plan of action designed to address the student's special education needs and is based on diagnostic information that provides the basis of intervention strategies. All students with special education needs, from severely disabled to gifted and talented, require an IPP.

Students with special education needs means

- Students described in section 11 of the Education Act as being in need of special education programs because of their behavioural, communicational, intellectual, learning or physical characteristics;
- Students who may require specialized health care services; or
- Students who are gifted and talented.

Procedures

1. The Principal or designate may determine that a student is in need of special education programming, by virtue of the student's behavioural, communicational, intellectual, learning or physical characteristics, or a combination of those characteristics. This determination will be in accordance with Alberta Education's Standards for Special Education (Amended June 2004).
2. A student who is determined by the Principal or designate to be in need of special education programming shall have access to appropriate programming based on an Individualized Program Plan (IPP).
3. School principals are responsible for ensuring the school has processes and a learning team in place to provide consultation, planning and problem solving related to programming for students and children with special education needs. Learning Supports will be consulted, as needed.

4. The Division shall ensure that:
 - 4.1 Educating students with special education needs in inclusive settings in local schools shall be the first placement option considered, in consultation with parents, school staff, and when appropriate, the student.
 - 4.2 The most enabling placement is chosen in a manner consistent with provincial special education policies, in consultation with parents, and based on current assessment data.
 - 4.3 There is parental consent through the Individualized Program Plan (IPP) to develop and implement a program under this Administrative Procedure.
5. The Division shall provide a continuum of special education programming options.
6. The Principal shall ensure that the resources allocated to the school for special education programs are expended on the special education needs of students and children.
7. School staff and Learning Supports shall work together with regional authorities, government departments and local communities to meet the needs of students who are “at risk” or who have special education needs.
8. A parent appeal regarding special education programming is made in the following order:
 - 8.1 Principal;
 - 8.2 Director of Learning Services;
 - 8.3 Superintendent;
 - 8.4 Board.
9. The supervision of special education programming is a shared responsibility between the Principal and the Director of Learning Services.
10. The Principal is the immediate administrative authority for students with special education needs and their teachers in the respective school.
11. The Principal or designate shall complete consents for specialized services, and forward it to the Director of Learning Services or designate for consideration.
12. There shall be an annual review of the student’s status as part of the student’s IPP – AP 213 App B – Individualized Program Plan.
13. To meet the special education needs of students, principals and school-based I-Coaches will take an active role in collaborating with Division personnel, community groups/agencies, as well as designing and developing procedures that address students at risk or with special education needs.

Adopted/Revised: JUN 2016/SEP 2017/JAN 2018/NOV 2019/OCT 2021/NOV 2022

Reference: Section 3, 11, 16, 40, 42, 43, 44, 52, 53, 63, 196, 197, 204, 222, Education Act
Student Record Regulation 225/2006
Guide to Education ECS to Grade 12

Standards for Special Education
Standards for the Provision of Early Childhood Special Education
Standards for Psycho-Educational Assessment (1994) Alberta Education