

205 INCLUSIVE EDUCATION PROGRAMS

Beliefs

MESC is committed to providing educational programs and services to meet the educational needs of all students in order to accommodate their diverse abilities and needs, subject to available resources.

GUIDELINES

1. Diverse Learners refers to all students requiring alternative and/or additional supports to experience success in a school setting.
2. Special Education refers to the education of students with identified mild, moderate, or severe disabilities, as well as those who are gifted and talented.
3. An inclusive setting should be the first placement consideration for educating all students. This may require modifying and/or adapting the instructional programming and/or environment.
4. When an inclusive setting is not in the student's best interest and does not meet their diverse needs, alternative program placements will be considered including referrals to:
 - 4.1. *Integrated Special Education Programs*- Students who have complex learning needs are brought together in one classroom within a school setting. Students in these programs will have access to specialized programming and supports and lower teacher-to-student ratios, while continuing to access universal supports offered within the school.
 - 4.2. *Alternative and Outreach Education Programs* - Offers educational alternatives for students for which the traditional school setting does not meet their learning and/or social-emotional needs.
 - 4.3. *Part-time Programs*- Offers highly individualized programming for student with significant academic, emotional, and/or safety needs on a part-time basis within the school. The goal of part-time programs is to transition back to full-time programming whenever possible.
 - 4.4. *Authority-level Specialized Programs*- Students with significant academic, emotional, and /or safety needs may access highly individualized programs offered in the community or home.
5. Principals shall ensure the delivery and implementation of effective special education programming and services, in accordance with the MESC Inclusive Services Handbook.

PROCEDURES

6. The Associate Superintendent of Student Services shall:
 - 6.1. Provide leadership and support to ensure quality indicators of effective programming and services are met, as well as the support required to establish partnerships and ensure compliance with reporting requirements;
 - 6.2. Designate Inclusive Services Coordinators to assist in coordinating, developing, implementing, and monitoring special education programs, through collaboration with school Principals;
 - 6.3. Contract consultants, as required, to provide specialized assessment and consultation services to help meet the student's needs;
 - 6.4. Gather and submit special education related funding and reporting documentation.
7. The Principal shall, in collaboration with the Inclusive Services Coordinator:
 - 7.1. Ensure that programming and services for students with diverse learning needs are in place within the school;
 - 7.2. Ensure parents/guardians have the opportunity for meaningful involvement;
 - 7.3. Ensure an Individual Program Plan (IPP) is created and implemented, in consultation with the parent and other professionals where appropriate, for every student identified with special needs.
8. Parents/guardians shall consult with school personnel and play a supportive role in implementing special education programming. Parents/guardians shall be expected to assume responsibility for:
 - 8.1. Advising the school of any medical, behavioural, emotional or other related problems which could impact the student's success in school; and
 - 8.2. Providing consent for the transmission of previous or current assessments that would assist the school in programming.
9. Individual Program Plans:

- 9.1. Set out the learning needs of students identified needs through the use of specific and measurable short-term and long-term goals and identifies the types of special education services that are required to achieve those goals.
 - 9.2. Will be designed in consultation with the parents and any other appropriate agency involved with the student's education.
 - 9.3. Must be signed by the parent/guardian, and student where appropriate.
 - 9.4. Will be completed using an approved software program.
10. Program Placement:
- 10.1. The placement of students into the programs listed below require appropriate consultation with parents/guardians. Placement changes shall also be discussed with parents/guardians.
 - 10.1.1. For placement in a *integrated special education program*, program placement is the decision of the Principal in consultation with the Inclusive Services Coordinator. The Principal shall be responsible for ensuring that program placement decisions are based on appropriate and well-documented assessments.
 - 10.1.2. For placement in *alternative and outreach programs*, acceptance into the program is the decision of the Principal in consultation with Student Services Branch staff, as required.
 - 10.1.3. For placement in *part-time programs*, program placement is the decision of the Principal in consultation with the Superintendent. The Principal shall be responsible for ensuring that program placement decisions are based on appropriate and well-documented student needs. The Principal shall have a plan established for transition back to full-time programming.
 - 10.1.4. For placement in *authority-level specialized programs*, program placement is the decision of the Superintendent and Associate Superintendent of Student Services.
 - 10.1.5. For placement of students into *programs operated by other school jurisdictions*, the Associate Superintendent of Student Services is responsible for arranging the placement and will confirm placement arrangements, in writing, to the parent/guardian and make related financial arrangements (i.e., tuition and transportation).