

Inclusive Education

Thorhild Central School is committed to providing students with exceptionalities the supports they require to progress to the best of their ability.

Procedures for Assessment:

1. Students are identified as requiring an assessment by their classroom teacher's observation of schoolwork or behaviour, by parent or student request, as indicated in their cumulative files, or as needed.
2. The referral is made to the inclusive education coordinator.
3. A determination is made as to which assessment is most appropriate.
4. A permission form is sent to the parents/guardians.
5. If permission is obtained the assessment is completed in the school by the inclusive education coordinator or is referred to a psychologist for more extensive testing.
6. If a psychological assessment is required an assessment referral form is completed by the Inclusive Education Coordinator, which is then sent to the Director of Student Services for approval.
7. A psychologist is then booked for assessment.
8. At a later date a case conference is scheduled with all stakeholders to review the results of the assessment and to develop a plan from the recommendations.
9. Students are identified as having a special need through observation and assessments.
10. Assessments need to be updated on a regular basis.

Procedures for Referral:

1. Students are referred to services by outside agencies through their classroom teacher's observation of school work or behaviour, by parent or student request, as indicated in their cumulative file, or as needed.
2. The referral is made to the inclusive education coordinator who fills out the appropriate forms and sends them to the parent/guardian for approval. Several outside agencies have different referral processes, but generally parental permission is always sought prior to services being provided.
3. If permission is obtained, the referral is passed on to the appropriate outside agency and a date is scheduled for agency personnel to meet with the student.

Outside agencies include: FCSS, AADAC, Occupational Therapist, Speech and Language Pathologist, Public Health Nurse, Mental Health, or Aspen View School Therapist.

Procedures for Special Education Documentation:

1. The classroom teacher has the primary responsibility for developing, implementing and monitoring student Individualized Program Plans.
2. The Inclusive Education Coordinator is responsible for completing the monitoring forms for Aspen View Public Schools office.
3. The classroom teacher in cooperation with the Inclusive Education Coordinator are responsible for keeping anecdotal records for students with severe behavioural or emotional challenges
4. All permission forms signed by parents/guardians will be retained in the cumulative file.

Appeals Concerning Student Matters

Province of Alberta School Act

Section 103 Appeal to the Board

- 1) The failure of a person to make a decision is deemed to be a decision that may be appealed under this Division.
- 2) Where a decision of an employee of a board significantly affects the education of a student,
 - a) the parent of the student, and
 - b) in the case of a student who is 16 years of age or older, the student,

or either of them may within a reasonable time from the date that the parent or student was informed of the decision appeal that decision to the board.

2.1) For the purposes of this Act, a decision of an employee authorized by a board under section 45(1) to make the decision is deemed to be a decision of the board.

2.2) A person who may review a student record under section 18 may appeal to a board a decision of an employee of the board respecting access to or the accuracy or completeness of the student record within a reasonable time from the date that the parent or student was informed of the decision.

- 3) For the purposes of hearing appeals under this section a board shall establish an appeal procedure by resolution.
- 4) A board may establish 1 or more committees for the purpose of carrying out the board's responsibilities under this section.
- 5) A board may make any decision that it considers appropriate in respect of the matter that is appealed to it under this section.
- 6) A board shall make a decision under this section forthwith after receiving an appeal and shall report that decision to the person making the appeal forthwith.

Section 104 Review by the Minister

- 1) If a board makes a decision on an appeal to it or otherwise with respect to
 - a) the placement of a student in a special education program,
 - b) a matter referred to in section 5
 - c) a home education program
 - d) the expulsion of a student, or
 - e) the amount and payment of fees or costs,

the parent of a student affected by the decision or the student if he is 16 years of age or older may request in writing that the Minister review the decision of the board.

- 2) Where a dispute arises
 - a) as to the amount of fees that are payable by a board to another board under Part 3, or
 - b) as to which board is responsible for a student, a board or other person that is a party to the dispute may request in writing that the Minister review the matter.
- 3) A person who may review a student record under section 18 may request in writing that the Minister review a decision of the board, whether made on an appeal to it or otherwise, respecting access to or the accuracy or completeness of the student record.