



*As a faith community, Edmonton Catholic Separate School District No. 7 welcomes all students. Through inclusive practices inspired by the Gospel, the district seeks to meet students' needs in regular classroom settings within the neighborhood school community, where a variety of services and supports are available. The district recognizes, also, that the needs of some students can be better met in centralized district special education programs where they can receive special assistance and still have the opportunity to be integrated with regular program students. Parents, guardians, and – where appropriate – students, have meaningful participation in the education decisions regarding placement and program.*

**Definitions:**

**Consultation** means a process that gives parents of a student with special needs the opportunity to help make decisions about all aspects of placement and education program. Consultation includes conferencing and meeting with school staff.

**District special education program** means a special education program to which students from various schools are directed and which provides education programming appropriate to their specific special needs.

**District special education service** means a special education support service coordinated and monitored through School Operations Services .

**Education program for a 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 and objectives and recommendations for educational services that meet the student's needs. The education program may require modification to the regular curriculum, special instructional strategies, or special equipment.

**Inclusion** means the practice of meeting the physical, intellectual, social and emotional needs of students with special needs to the greatest possible extent in regular classrooms in neighbourhood or local schools with non-disabled, same-aged peers and with adequate support.

**Individualized Program Plan (IPP)** means a concise plan of action designed to address the student's special needs, and is based on diagnostic information, which provides the basis for intervention strategies.

**Integration** means the practice of meeting some of the physical, intellectual, social and emotional needs of students with special needs through part-time participation in regular classrooms.

**Level A Tests** mean tests for which a certificated teacher requires no formal training in order to administer the test (e.g. Stieglitz, Woodcock Screening Minibattery, KBitz).

**Level B Tests** mean tests for which a certificated teacher requires specific training in testing (e.g. Woodcock-Munoz Language Survey Protocol).

# Service to Students with Special Needs

Administrative Policy 305



EDMONTON CATHOLIC SCHOOLS

**Level C Tests** mean tests for which administration is restricted to those with professional qualifications (e.g. Intelligence Scales such as the WISC-III).

**Neighbourhood or local school** means the school a child would normally attend with siblings and neighbours.

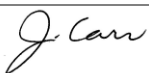
**Out-of-district placement** means a program of specific educational focus not provided by the district and to which the district directs the student.

**Regular classroom** means a setting in which students are brought together for instructional purposes with program accommodations to meet the diverse and unique needs of each student.

**Resource facilitator** means a teacher assigned to assist the classroom teacher in meeting the needs of students with mild, moderate, and gifted special needs.

**Students with special needs** means students 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.

**Resource:** *Programming for Students with Special Needs*

Reference: Board Governance Policy EL# 4 School Act Section 8,45(1),47,48 Alberta Education Policy 1.6.1, 1.6.2	Approved: 
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