



Amended: November 12, 2004

Amended: May 13, 2008

Amended: February 26, 2013

605.1 Inclusive Learning Supports

1. Continuum of Supports
 - 1.1. Each school shall establish a Pyramid of Intervention that will identify the universal, targeted and specialized supports available in the school. This Pyramid of Intervention shall be submitted annually to Instructional Services.
 - 1.2. Each school shall attempt to provide appropriate supports from within their own resources prior to requesting formal involvement by Instructional Services.
2. Psycho-Educational Assessment
 - 2.1. Informed written consent from the parent/guardian must be received prior to any specialized assessment (Form – 605.1.3 – Informed Consent), and such consent may be withdrawn at any time.
 - 2.2. Assessments are conducted by Instructional Services primarily to identify learning strengths and needs so that necessary strategies and supports can be implemented.
 - 2.3. An assessment shall be conducted and reported in accordance with guidelines in Psycho-Educational Standards – Alberta Education.
 - 2.3.1. Hearing and vision assessments may be required.
 - 2.4. Re-assessments will be carried out as required.
3. Granting of Status
 - 3.1. Status shall be granted, changed and removed in accordance with Alberta Education guidelines
 - 3.2. Parents shall be notified when status is granted, changed or removed.
 - 3.2.1. Responsibility for this notification rests with the school.
 - 3.3. Schools shall keep Instructional Services informed of students granted status under their authority.
4. Learning Supports
 - 4.1. Each school shall provide a continuum of supports for enrolled students identified as having status.
 - 4.2. Learning supports will normally be provided in the student's neighbourhood school. Some specialized supports may, however, only be available in specific schools. The location of these specialized supports shall be determined by Instructional Services, in consultation with appropriate persons.
 - 4.3. Each school must designate a person or persons responsible for overseeing the school's continuum of supports and for the development of the Pyramid of Intervention.



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5. Targeted and Specialized Supports
 - 5.1. Targeted and/or specialized supports shall be identified in collaboration with the learning team.
 - 5.2. The Associate Superintendent, Instructional Services, may direct a student to receive targeted and/or specialized supports. In such cases the parent/guardian and/or the student shall be informed of this decision in writing and made aware of their right to appeal (Policy 605.4 Inclusive Learning Supports – Placement Appeal).
 - 5.3. On rare occasions a student with complex needs may require placement referral to a program external to our District. Such decisions shall be made by the Associate Superintendent, Instructional Services following collaboration with the student's parent/guardian, teachers and the student, where appropriate.

6. Individual Program Plans
 - 6.1. An Individual Program Plan (IPP) is required for all students as identified by Alberta Education.
 - 6.2. The IPP shall be developed and monitored through a collaborative process involving the parent/guardian, members of the learning team, and where appropriate, the student.
 - 6.3. The components of the IPP shall follow Alberta Education guidelines.

7. Funding
 - 7.1. Inclusive education funding is in addition to the basic instructional dollars provided for each student. Funding for inclusive supports shall be centralized and allocated to schools in accordance with the distribution scheme established by the Superintendent as part of the District's annual budgeting process.
 - 7.2. Funding may be provided by Instructional Services where additional specialized supports are required.