

## **POLICY HGB –Placement of Students with Special Education Needs**

**Peace Wapiti Public School Board’s mandate is to ensure that all its resident students have the opportunity to acquire the knowledge, skills and attitudes needed to be self-reliant, responsible, caring and contributing members of society.**

**The Board supports the provision of educational programs for students in need of special programs because of their behavioral, communicational, intellectual, learning or physical characteristics.**

**Educating students with special needs in regular classrooms in neighborhood or local schools shall be the first placement option considered after consultation with students, parents/guardians and school staff.**

## **GUIDELINES & PROCEDURES**

The Board believes that:

1. The individual needs of each student must be the primary focus in providing education to all students.
2. Program options and supports should be provided to meet the diverse, unique needs of each student where reasonable.
3. Parents/guardians and students, where appropriate, must have meaningful participation in the decisions and provide their informed consent about placement and programs.
4. The integration of students with special needs into the regular classroom is based on a philosophy of equality, sharing, participation, and the worth and dignity of individuals.
5. Parents/guardians have the right to appeal to the Board any decision that significantly affects their child’s education.
6. The Board operates on the premise that creating an inclusive education environment is an integral part of each school’s instructional program. Each school will develop objectives within this policy statement’s intent, to ensure that where practical, programs for all special students are operational and within approved guidelines. All programs offered are in compliance with the current *Standards for Special Education, Amended June 2004* and *Standards for the Provision of Early Childhood Special Education*.
7. Classroom teachers, special education teachers and administrators are responsible for identification of students with special needs.
8. Each school will follow the outline in Exhibit 1 and 2 for assessment and placement.
9. All students placed on special programs require an Individualized Program Plan (IPP) using Dossier. The IPP includes:
  - assessed level of educational performance

- strengths and areas of need
  - measurable goals and objectives
  - special education and related services to be provided
  - assessment procedures
  - review dates
  - relevant medical information
  - required classroom accommodations (any changes to expectations,
  - instructional and evaluation strategies, materials and resources, facilities or equipment)
  - transition plans
  - year end summary
10. Placements out of the system will be referred to the Assistant Superintendent of Student Services.
11. Referrals for assessment to non-school based personnel will be made to the Assistant Superintendent.

## **REFERENCES**

**Cross References:** links to

[Exhibit 1: Student First Framework for Learning](#)  
Policy IFA-Appeals Concerning Student Matters

**Legal Reference:**

[Education Act](#) Section 3, 11, 42, 43  
Alberta Education: [Standards for Special Education](#), amended June 2004 and  
[Standards for the Provision of Early Childhood Special Education](#)

**BM#:** 318-96; 57-99; 20171026.1005

**Next Review:** 2020/2021