



Background

Inclusive education is founded on the belief that all children can learn and reach their full potential through effective teaching and with appropriate resources and supports. Students with mild or moderate special learning needs, including those who are gifted and talented, as well as students with severe disabilities or complex learning needs have opportunity to participate in regular, inclusive classrooms with appropriate resources and supports. Educational practices that are flexible and responsive to the strengths and needs of individual students create inclusive learning experiences that ensure all students are successful.

In Alberta, educating students with special needs in inclusive settings is the first placement option to be considered by school boards/jurisdictions in consultation with parents and, when appropriate, students. Inclusion, by definition, refers not merely to setting but to specially designed instruction and support for students with special education needs in regular classrooms and neighborhood schools. Rights and responsibilities related to special education are included in the Education Act.

The Calgary Girls Charter School welcomes applications for admission from all girls. CGCS promotes inclusive, equitable practice, within the context of a Charter School environment. Due to the school's size and limited capacity to support all learners, decisions about admission of students with severe or complex learning needs will be made in consultation with parents, and with consideration for the programming supports necessary for the child's success. Parents have a right and responsibility to work with the School to ensure their children's special education needs are met, subject to limitations based on reasonableness in each circumstance. In every case, the best educational interest of the student is the paramount consideration for decision-making and programming.

Standards for special education can be found at: <https://open.alberta.ca/dataset/7d17d380-e56d-4ed0-bd3e-5e8628be84ac/resource/44926dd9-5c55-4ba4-8692-4d156570dfb3/download/2882799-2004-standards-special-education-amended-june-2004.pdf>

Procedures

1. The inclusion of students with a variety of special learning needs is part of the regular admissions process at the Calgary Girls Charter School.
2. Teachers or parents may identify concerns to the Principal and/or Learning Strategist(s) regarding the special learning needs of a student. Both teachers and parents need to share and consider information in the following areas: physical, behavioural (social/adaptive), communicational, cognitive/intellectual, and academic achievement to assist in the identification of special needs. The school may also seek input from an educational psychologist and where appropriate, the child's physician. A variety of strategies and assessment data will determine eligibility for special programming and services and the availability of programming and services at the charter school.

3. After the initial information gathering to determine eligibility for special education programming and services, the Principal will determine admission. If the student is eligible for special education programming and the student is admitted, the Principal and/or Learning Strategist(s) will recommend the development of an Individual Program Plan (IPP) that is consistent with the requirements of Alberta Education.
4. The IPP will identify the appropriate supports for learning based on the specific needs of the individual learner. The IPP is developed and/or modified in response to intervention(s). The learning strategist(s) and/or learning team will consult and collaborate meaningfully with the parent(s) to determine the most appropriate programming needs and placement for the student.
5. The Principal may determine that a student has special learning needs which cannot be met by the Charter School and will inform the parent, in writing, of the decision regarding admission to the Calgary Girls Charter School.
6. Parent Appeal Process: If the parent and the School are in dispute regarding the admission of the student with special needs and unable to settle the matter following an appeal to the Superintendent, the following additional steps can be taken:
 - 6.1 The parent may appeal to the Charter Board a decision of the School regarding the admission of the student with special needs.
 - 6.2 The parent may request in writing that the Minister review the admission decision of the board. The decision of the Minister is final.

Other websites with information about supporting diverse student needs:

<https://www.alberta.ca/diverse-learning-needs.aspx>

<http://www.engagingalllearners.ca>

<https://www.alberta.ca/guide-to-education.aspx>

Reference:

Education Act, s. 3, 11, 27, 42, 43, 44, 52, 53, 54, 56, 63, 196, 197, 204, 222

Student Record Regulation 71/99

Education Placement of Students with Special Needs

Guide to Education ECS to Grade 12

Standards for Special Education

School Authority Accountability (Policy 2.1.1)

Services for Students and Children (Policy 1.8.1)

Standards for Psycho-educational Assessment