



## *Inclusive Education*

# Parent Handbook

2022/23



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**Inclusive Education Parent Handbook**

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## 1.0 Introduction

Canadian Rockies Public Schools provides a continuum of supports and services based on children's needs and consistent with the principles of inclusive education, from the time children enter school in Kindergarten until they graduate. We provide a comprehensive range of programs and services to address the diverse learning needs of our student population. Our team consists of school administration, the school Learning Support teacher, classroom teacher, parents, student (where appropriate), and other school and jurisdiction staff who work towards meeting your child's needs. We also access external service providers, as needed, to better meet the needs of our students. We believe that all students should be educated in the most supportive environment possible. We value the importance of parent involvement and recognize that parent support is essential to student success.

## 2.0 Alberta Education

### Provincial Focus on Inclusive Education

#### **Principles of Inclusive Education as defined by [Alberta Education](#):**

The following six principles are key to achieving Alberta's vision for an inclusive education system. These principles can guide and inform value-based and learner-centred decisions related to policies, practices and actions at every level of Alberta's education system.

1. Anticipate, value and support diversity and learner differences
2. High expectations for all learners
3. Understand learners' strengths and needs
4. Reduce barriers within learning environments
5. Build Capacity
6. Collaborate for success


Alberta Education. (2020). Retrieved from <https://education.alberta.ca/inclusive-education/what-is-inclusion/>

### Professional Practice Standards

Alberta Education, in partnership with the [Alberta Teachers Association](#), [College of Alberta School Superintendents](#) and other provincial organizations, have designed new [Alberta Education Professional Practice Standards for the Teaching Profession](#). These Standards include a Teaching Quality Standard, a Leadership Quality Standard and a Superintendent Leadership Quality Standard.

Two significant changes in these new standards are the addition of specific indicators regarding the professional practice expectations for Applying Foundational Knowledge about First Nations, Métis and Inuit and Establishing Inclusive Learning Environments.

## Resources and Links

	<p><a href="#"><u>Alberta Education Website: Inclusive Education</u></a> <a href="#"><u>Alberta Education: Inclusive Education Video Series</u></a> <a href="#"><u>Alberta Education: Inclusive Education Library</u></a> <a href="#"><u>Alberta Education: Indicators of Inclusive Schools</u></a> <a href="#"><u>Teaching Quality Standard</u></a> <a href="#"><u>School Leadership Standard</u></a> <a href="#"><u>Superintendent Leadership Quality Standard</u></a></p>
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## 3.0 Canadian Rockies Public Schools

### Our Vision

Creating a better world through transformational education that celebrates nature, diversity and well-being.

### Our Mission

Inspiring the Hearts and minds of every student.

### Our Beliefs

We believe student learning thrives when:

1. The needs of students are recognized and come first.
2. Each student’s knowledge, skills, attributes and interests are identified and developed.
3. The learning environment is physically and emotionally safe and secure.
4. Opportunities are provided for challenge, discovery, action and reflection.
5. Each school and the district as a whole function as a Professional Learning Community engaged together in ongoing learning.
6. Parents are well informed and have meaningful opportunities to participate in their child's education.
7. There are healthy connections between the schools and their communities.
8. Relationships between the board, staff, students, and community model mutual respect and support

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Our [\*Shared Vision of Instructional Excellence in Teaching\*](#) describes our collective core beliefs about children, learning, the roles of teachers, and the fundamental actions that bring those beliefs to life. We have expressed these fundamental actions as competencies that reflect the type of educators we are becoming. These competencies are specific, research based, and observable commitments that we are making to our school communities.

## **4.0 Inclusive Education - CRPS Administrative Procedure 212**

### **Background:**

Inclusion is a values based approach and is a way of thinking and acting that demonstrates universal acceptance and belonging for all students. The Division is committed to a high quality of supports for inclusive education programming to support all children and students in attaining the goals of the Ministerial Order on Student Learning (#001/2013). The Division acknowledges that children have a wide range of learning needs and recognizes the necessity of providing programs and support services for students with unique, diverse and complex learning needs. Educating students with diverse needs in regular classrooms in neighbourhood schools shall be the first placement option considered in consultation with students, parents/guardians, school and division staff.

Inclusion in CRPS is characterized by:

- valuing diversity and striving to create environments where all learners feel welcome, feel a sense of belonging and are treated with dignity and respect;
- fostering a growth mindset and high expectations for all learners;
- flexible and responsive environments that can adapt to the changing needs of all learners while embracing differences and celebrating unique strengths;
- multidisciplinary collaborative teams using evidence based instructional practices and strategies to engage all learners and support their optimal achievement and growth.

### **Procedures**

1. The implementation of special education programs and support services will be consistent with the “Standards for Special Education”, Alberta Education, 2004.
2. A continuum of support and services for students, that is consistent with the principles of inclusive education, will be developed by all schools.

Principals will ensure that:

1. The classroom teacher provides a program to meet the learning needs of every student.



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2. An Individual Program Plan (IPP) is designed, in consultation with the parent and other professionals where appropriate, for each student identified with a special education code.
3. A Positive Behaviour Support Plan is developed and implemented for each student identified as requiring significant individualized support for behaviour.
4. Regular communication with parents regarding student programs is maintained and documented.
5. Individual Program Plan reviews that include consultation with parents, are convened by the classroom teacher, in collaboration with the Learning Support Teacher, for all students on IPPs, at least three times per year.
6. All schools have a school based collaborative team structure in place to provide consultation, collaboration, planning and problem solving relating to programming for students with diverse needs.
7. Transition processes are in place for all students.
8. A structured transfer of information, written and/or oral, on all students with IPPs takes place each school year, involving both sending and receiving teachers.

## **References**

Section 3,11,16,33,52,53,56,196,197,204,222 Education Act  
Student Record Regulation 97/2019  
Guide to Education ECS to Grade 12  
Standards for Special Education  
Standards for the Provision of Early Childhood Special Education  
Standards for Psycho-Educational Assessment (1994) Alberta Education

## **History**

Approved: August 2003  
Amended: June 2015  
Amended: April 2020



## 5.0 Terms and Definitions

Term	Definition	Example(s)
Accommodation	<p>An accommodation is a change or alteration in the regular way a student is expected to learn, complete assignments or participate in classroom activities. Accommodations include special teaching or assessment strategies, equipment or other supports that remove, or at least lessen, the impact of a student’s special education needs.</p> <p>Parents, students and teachers sometimes perceive that accommodations give students with special education needs an unfair advantage over other students. In reality, accommodations give the student the same opportunity to succeed as other students.</p>	<ul style="list-style-type: none"> <li>● additional time</li> <li>● frequent breaks</li> <li>● use of multiplication tables</li> <li>● alternative seating</li> </ul>
Adaptation	<p>Programming that retains the learning outcomes of the Program of Studies and where adjustments to the instructional process are provided to address the special education needs of the student (<a href="#">Alberta Education, 2004</a>).</p> <p>Students receiving adaptations are typically working below the grade level of their peers, but may also be gifted or gifted twice exceptional.</p>	<ul style="list-style-type: none"> <li>● simplify instructions</li> <li>● use pictures and concrete materials</li> <li>● adapt level of questioning</li> <li>● prompt students to use specific strategies at appropriate times</li> </ul>
Modification	<p>Programming in which the learning outcomes are significantly different from the provincial curriculum and are specifically selected to meet students’ special education needs (<a href="#">Alberta Education, 2004</a>).</p>	<ul style="list-style-type: none"> <li>● modifying learning outcomes by simplifying key concepts, major understandings and skills in content areas</li> <li>● simplifying texts to address students’ level of ability and understanding</li> <li>● lowering the reading level of assignments and assessments for their modified program</li> </ul>
K and E	<p>Knowledge and Employability courses are for students in Grades 8 to 12 who demonstrate reading, writing, mathematical and/or other levels of achievement two to three grade levels below their age-appropriate grade.</p>	

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Response to Intervention	Response to Intervention is a way of supporting students that identifies strategies, supports and interventions that address students’ academic and social-emotional needs at a universal, targeted, and individualized level.	<a href="#">Response to Intervention - Alberta Education</a>
Individual Program Plans (IPPs)	Individual Program Plans (IPPs) are written records which document the individualized planning processes for students with special educational needs. Individualized planning is a continuous and integrated process of instruction, assessment, evaluation, decision-making and reporting.	
Standards for Special Education	Provincial requirements for grades 1-12 special education.	<a href="#">Standards for Special Education</a>
Positive Behaviour Support Plan	Some students require intensive individualized strategies and supports for behaviour that need to be documented and communicated in a formal plan.	<a href="#">Positive Behaviour Supports</a>
Success in School Plan	<p>Success in School is a framework to allow local partners to meet local needs. This helps school authorities and Human Services work together at the local level with:</p> <ul style="list-style-type: none"> <li>● the child or youth</li> <li>● their caregivers</li> <li>● other appropriate partners</li> </ul> <p>The goal of these groups is to share information and plan for the educational success of these children.</p>	<a href="#">Alberta Education: Success in Schools Success in School Template</a>
COPE (Community Outreach of Pediatrics and Psychiatry in Education)	COPE is a partnership between Families, Education, Alberta Health Services, Alberta Human Services through Family Supports for Children with Disabilities (FSCD) and Children and Family Services. A shared concern amongst parents, educators and physicians is early identification and intervention for children experiencing emotional, behavioral and developmental difficulties.	



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<p>School Based Collaborative Team</p>	<p>Principals must establish a school based collaborative team to provide consultation, collaboration, planning and problem solving relating to programming for students with diverse needs.</p> <p>Members of the School-based Collaborative Team include the Learning Support Teacher, school administration, classroom teacher, parents, student (where appropriate), and other school and jurisdiction staff such as counsellors or Right From the Start.</p>	
<p>Bow Valley Addictions and Mental Health Services, Alberta Health Services</p>	<p>Bow Valley Addiction and Mental Health Services, Alberta Health Services is a self-referral agency that provides treatment services to children and families who are experiencing concern with mental health issues from affective disorders, anxiety, externalizing problems, etc. Education partners may suggest that families pursue treatment through this agency, but are not able to refer students/families directly.</p>	
<p>Family and Community Support Services (FCSS)</p>	<p>Family and Community Support Services (FCSS) from Banff and Canmore provide preventative and early intervention social/emotional programming for students and families of CRPS. Programs evolve depending on need but consistently include one-to-one support, small group support and in-class workshops.</p>	
<p>Family Support for Children with Disabilities</p>	<p>The FSCD program works with eligible families to provide support and services based on each child and family's needs.</p>	<p><a href="https://www.alberta.ca/fscd.aspx">https://www.alberta.ca/fscd.aspx</a></p>
<p>Settlement Services</p>	<p>Settlement Services in the Bow Valley – a program through the Town of Banff, in partnership with the Town of Canmore.</p>	<p><a href="http://banff.ca/index.aspx?NID=167">http://banff.ca/index.aspx?NID=167</a></p>

## 6.0 CRPS Continuum of Supports and Services

## 7.0 Inclusive Education Roles & Responsibilities

### **Parent**

Parents/guardians are important members of their child's school-based collaborative team. All parents need to be informed of their child's progress at school and be involved in making decisions that affect their child's education. School and division personnel are required to ensure that parents have the information needed to make informed decisions. Although parents are not involved in direct implementation within the school setting, parents participate in planning, implementing and evaluating programs and supports by:

- Advocating for their child;
- Providing for their child's basic needs;
- Ensuring that their child attends school;
- Identifying their child's needs and communicating them to the teacher;
- Supporting and encouraging their child's learning at home and at school;
- Providing information that is critical for information gathering, screening, identification and referral processes;
- Providing informed consent for referrals and specialized assessment(s);
- Receiving the results of assessments;
- Participating as a team member that uses the results of a holistic assessment procedure to develop an IPP;
- Providing parent/guardian's perspective as to student strengths and needs;
- Providing informed consent for the content of the IPP and participating in IPP review meetings;
- Following through on IPP goals and strategies in the home and community settings;
- Communicating with the school regarding their concerns, observations and celebrations on a regular basis.

School boards must obtain parents'/guardians' informed written consent for specialized assessments, referrals, and sharing of information. Informed consent means that the parents/guardians:

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- have been provided all information relevant to the activity for which consent is involved;
- understand and agree, in writing, to the activity being carried out;
- understand that the granting of consent is voluntary and may be withdrawn at any time.

**Principal**

The School Principal is responsible for the instructional leadership of the school. This includes programming for all students within the school. The principal provides leadership in meeting diverse learning needs within the school and assigns responsibilities to teachers, education assistants and support staff.

Administrators adhere to the Education Act - Sept 1, 2019 and Alberta Education Leadership Quality Standards - Sept 1, 2019 that outline School Leaderships expectations with regard to the knowledge and abilities needed to create school environments that are safe, caring, respectful, welcoming and inclusive that “result in quality teaching and optimum learning for all school students.”

As indicated in the Standards for Special Education amended June 2004 document, Administrators of schools are accountable for the delivery and implementation of school-based special education programming and services.

School Principal:

- Ensures an inclusive model of education where every student has access to quality and optimum learning experiences;
- Communicates and promotes Alberta Education and Canadian Rockies School Division expectations, policies, and procedures to school staff;
- Works in collaboration with the Learning Support Teacher to support them in fulfilling the expectations of their role;
- Works through a collaborative process between the school and district to determine the school’s level of need and prioritization for allocation of resources;
- Collaborates with the Learning Support Teacher to assign duties of Educational Assistants. Supervision of Educational Assistants is under the purview of the school principal. The principal may receive input from teachers and LST’s to support the evaluation process;
- Ensures accountability of all staff to adapt and meet the learning needs of all students in responsive and flexible manner;
- As a part of supervision/evaluation, the Principal will hold teachers accountable to the

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inclusive elements of the Teaching Quality Standard;

- Works collaboratively with all staff to establish, implement, review and revise school-based processes for supporting the development, implementation and review of Individual Program Plans (IPP's);
- Provides leadership in creating and maintaining an effective response to intervention model within the school;
- Maintains current knowledge of effective practices for meeting diverse learning needs within an inclusive school;
- Works collaboratively with parents and staff to problem solve any concerns around a child's programming and/or supports.

## **Teacher**

Classroom Teachers have the primary responsibility to meet the needs of the range of learners in their classroom. The Classroom Teacher is often the first to observe or perceive a learning difference. The Classroom Teacher works collaboratively with parents and other individuals, both within and outside the school, to develop the most inclusive, appropriate program for all learners in the regular classroom.

Teachers adhere to the [Alberta Education Teaching Quality Standard](#) that outlines expectations with regard to the knowledge and abilities needed to create inclusive learning environments “where diversity is embraced and every student is welcomed, cared for, respected and safe.”

The Classroom Teacher:

- Accepts responsibility as the primary educator for all students in the classroom and takes a lead role in the development, implementation and review of programming for *all* students;
- Creates opportunities for meaningful inclusion of all students in daily activities;
- Implements appropriate universal, targeted and/or specialized strategies to address students' strengths, learning challenges and areas for growth;
- Is aware of and responds to students' emotional and mental health needs;
- Actively participates as a member of the school based collaborative team whose focus is to connect and program for students who are needing support;
- Increases their repertoire of skills and enhances instructional strategies through exploring and introducing innovative ideas, new technologies, and reflective practice to ensure all students have access to meaningful and effective learning opportunities;
- Provides initial classroom-based assessment and develops knowledge of individual student needs, abilities and interests;

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- Actively uses knowledge of individual student needs to differentiate instruction to meet the learning needs of every student;
- Reviews student cumulative records and other pertinent student information at the beginning, end and throughout the year, as needed, with a particular emphasis on identifying exceptional needs and strategies that have been successfully used in the past;
- Develops, implements, monitors and evaluates Individual Program Plans (IPPs) in collaboration with the Learning Support Teacher and in consultation with the school-based team;
- Reviews students IPP's at the end of the year with all members of the school collaborative team, including parents and students, when appropriate, to plan for a successful transition;
- Seeks advice and support from professionals with expertise as needed ensuring consistent communication and collaboration with the Learning Support Teacher;
- In collaboration with the Learning Support Teacher and the consent of parents, identifies and refers students for further assessment and/or services as needed;
- Collaborates with the school collaborative team, community services and inter-agencies, as needed, to identify appropriate strategies and resources to meet individual needs;
- Engages in co-planning and co-teaching with the Learning Support Teacher and other specialist teachers when it is mutually agreeable;
- In consultation with the School Administration and the Learning Support Teacher, determines specific classroom duties for the educational assistant within the inclusive classroom;
- In consultation with the Learning Support Teacher and School Administration provides leadership, direction, guidelines, and feedback to the Educational Assistant to inform practice and evaluations;
- Communicates student's progress to the parent or guardian on a regular basis (written reports, report cards, team meetings, phone calls) regarding their child's progress, program and any exceptional needs or supports required.

## **Learning Support Teacher**

The Learning Support Teacher (LST) supports individual teachers and school teams to develop differentiated strategies, to coordinate and to monitor the development of programs for children with diverse learning needs. They are focused on instructional leadership and building teacher capacity. The Learning Support Teacher (LST) plays a central role in collaborating with staff so all students can achieve to the best of their abilities.

Learning Support Teachers adhere to the Alberta Education Teaching Quality Standard that outlines expectations with regard to the knowledge and abilities needed to create inclusive learning environments “where diversity is embraced and every student is welcomed, cared for, respected and safe.”

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The Learning Support Teacher will support and/or lead in the following areas:

**Advocacy and Support**

- Advocates for inclusive education;
- Works in the classroom with school teams and individual teachers to support instruction that will allow students to receive an education in the least restrictive, most inclusive environment possible;
- Support professional staff as they meet the Teaching Quality Standard in the area of inclusion and inclusive practices;
- Provides input and support to school administration as they determine the direction and planning for service delivery for diverse students. This may include establishing schedules and monitoring assignments and duties of service providers that support students.

**Collaboration and Communication**

- Collaborates with classroom teachers to review pertinent information and documentation for student programming;
- Actively participates as a member of the school based collaborative team whose focus is to connect and program for students who are needing support;
- Coaches and supports staff as they develop their skills and abilities in meeting the diverse learning needs of all students;
- Supports the writing of anecdotal notes, reports, letters to professionals, parents, teachers, and administrators.
- Reviews and supports the implementation of the district referral process in collaboration with the school team;
- Co-teaches when it is mutually agreed upon to support programming for students;
- Schedules, participates in and facilitates meetings as needed;
- Collaborates with school-based teams when developing wraparound services;
- Ensures that teachers are aware of the school’s Continuum of Supports and Services and supports them in navigating this continuum support students.

**Instruction**

- Supports teachers by adding to their repertoire of instructional skills and strategies, as well as helping them explore the use of researched-based and innovative practices and resources;

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- Supports the collaborative design, implementation and monitoring of universal, targeted and specialized interventions in instruction, environment, curriculum topics and materials to support teachers to meet individual student needs;
- Is an expert in differentiated instruction to support teachers in accommodating the learning needs of all students;
- Supports the accommodation process for achievement testing/diploma exams;
- Instructs individuals or small groups in the area of academics, social, emotional or behavioral needs which are created for a specific purpose and length of time;
- Supports implementation of Assistive Technology;
- Supports classroom teachers in:
  - Planning and developing interventions, adaptations, accommodations and modifications for student programming
  - Instruction in the classroom to meet the needs of all learners
  - Communication with parents
- Together with the classroom teacher, and under the direction and supervision of the administration, provides direction and guidance to educational assistants.

**Program Development: Collaborative facilitation of the Individual Program Plan (IPP) and accessing additional supports**

- Maintains a current understanding of Alberta Education expectations, criteria and mandates with regard to Special Education;
- Understands the requirements of an Individual Program Plan (IPP) as outlined in the Standards for Special Education document’
- Develops, implements, monitors and evaluates Individual Program Plans, Positive Behaviour Support Plans, Individual Care Plans, etc., in collaboration with the classroom teacher and in consultation with the school-based team’
- Initiates and coordinates transition planning’
- Assists teachers in developing and maintaining documentation related to Individual Program Plans;
- Ensures appropriate paperwork and documentation are in place and maintains documents, student records, and files as required by CRPS;
- Seeks out additional supports and submits appropriate referrals for students as required to access additional supports and services;

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### **Assessment:**

- Uses a variety of assessment procedures to gather additional information necessary to determine appropriate interventions and programming for students with diverse learning needs;
- Adheres to district expectations regarding standardized testing and Level A, B and C assessments;
- Uses assessments to measure, monitor and evaluate academic and behaviour progress as an ongoing process;
- Helps the school based collaborative team with selection of appropriate assessments, understanding and interpretation of assessment results, and implementation of recommendations to improve instruction.

### **Counsellor**

#### **Role Description:**

School counsellors provide a continuum of preventative, developmental, remedial, and intervention services and programs and facilitate referral to community resources. The school counsellor's role includes counselling, school-based consultation, coordination and education. The school counsellor does not discipline, but rather helps in the development of effective behavioural change. Priorities for counselling vary between elementary and secondary schools and reflect the needs of each school, the school district and community.

#### **School counselling duties include:**

- individual, group and/or class work to provide both an intervention and a prevention service;
- promoting personal and social development appropriate to developmental stage;
- counselling students and/or their families to foster growth;
- ameliorating factors at school which may precipitate problems for students;
- enhancing student success through goal setting, assisting with the development of Portfolios, IPPs and activities such as promotion of effective work and study habits, in collaboration with the Learning Support Teacher;
- providing appropriate interventions to assist students with their school-related concerns and social emotional well being;
- Collaborating with parents, teaching staff, community agencies, Elders and the medical community;
- Participating on various committees focused on community, division and school initiatives;



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- Crisis intervention for individuals, families, and the school community;
- Working collaboratively with psychologists, teachers, health therapists, medical agencies, and other outside agencies to coordinate the delivery of required assessments and programming to support students within the school;
- Researching and remaining current with best practices within the area of counselling and social/emotional learning;
- Collaborating in the process for Functional Behavioural Assessments for students;
- Collaborating with administration on transition planning;
- Being a member of the school's Learning Support Team;
- Supporting and/or leading school based health and well-being initiatives;
- Keeping student records as per CRPS Counselling Protocols;
- Other duties as assigned by the school or senior administration.

**Teacher-counsellor duties also include:**

- Facilitating the goals of career education by assisting students and their families to explore and clarify the student's career options, through developmental activities that stress decision-making, personal planning and career awareness;
- Liaising with post secondary institutions and providing decision making support to students and families;
- Ensuring student records in PASI are accurate and advising students, parents and administration on student graduation pathways;
- Teaching duties as assigned by the administration;
- Advising students on post secondary options and applications;
- Collaborating with students to ensure they meet requirements for graduation and post secondary;
- Coordinating scholarship applications;
- Conducting evaluations for out of province or out of country education documents as per the Guide to Education: ECS to Grade 12;
- Supporting students in the creation of their timetable to set them up for success.

## **Educational Assistant**

The primary responsibility of the Educational Assistant is to work closely with school Administration, Learning Support Teachers and designated classroom teachers to facilitate the delivery of appropriate instructional programs.

The Educational Assistant works under the direction of a qualified teacher with regard to planning and implementing programming. The teacher, at all times, remains responsible for the instruction of students and their learning. Students may receive one-on-one support from the Educational Assistant, work within small groups, or work within the general education classroom.

Under the supervision of school administration or a qualified teacher, the Educational Assistants' responsibilities are as follows:

### **Professional Responsibilities**

- Demonstrates and maintains confidential communication about individuals;
- Demonstrates a positive and appropriate rapport with students, parents and staff;
- Demonstrates a spirit of cooperation and flexibility;
- Seeks appropriate channels to solve matters of concern;
- Demonstrates initiative and enthusiasm for all tasks;
- Models appropriate interactions for students;
- Performs duties as assigned by the teacher or school administration.

### **Classroom Organization**

- Implements all program plans as directed and supervised by the teacher;
- Prepares and adapts materials as directed by the classroom teacher and/or Learning Support Teacher (LST);

### **Planning:**

- Collaborates with teachers to provide input as they develop programming for students. This may include, but is not limited to:
  - Individual Program Plans (IPP)
  - Functional Behaviour Assessments (FBA)
  - Positive Behaviour Support Plans (PBSP)

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- Crisis Response Plans (CRP)
- Individual Care Plans (ICP)
- Success in School Plans (SIP)
- Assists teachers in preparing suitable materials for assigned students;
- Supports the school collaborative team in implementing student learning goals, behaviour goals and IPP goals.

**Assessment:**

- Assists with observations, monitoring and behaviour collection techniques;
- Assists with assessing students with diverse needs i.e. scribing, oral testing.

**Instructional Strategies:**

- Understands and applies remedial strategies and materials as directed;
- Uses Assistive Technologies as directed to accomplish student objectives;
- Prepares an outline of their daily activities and a timetable for substitutes.

**Communication:**

- Attends meetings as requested during the regular school day;
- Provides feedback to teacher/LST, relay concerns;
- Communicates with parents if a framework for doing so is established by the supervising teacher.

**Promote a Safe and Caring Environment:**

- Helps to ensure a safe environment through supervision of student(s) during arrivals and departures, lunches, recesses, and in the classroom as per assigned duties;
- Encourages an atmosphere that respects others' needs;
- Uses consistent, systematic and effective routines with student(s);
- Manages difficult situations with a minimum of disruption;
- Works within the community with a student as directed by the Individual Program Plan (IPP).

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### **Social, emotional and behaviour supports for students:**

- Effectively follows the teacher(s) directed behavior system;
- Provides positive feedback and reinforcement to student(s) to build self-esteem;
- Anticipates and redirects inappropriate student(s) behaviors in a positive manner;
- Monitors student(s) behavior within and outside the classroom;
- Effectively employs a variety of strategies that reinforce positive student(s) behavior;
- Assists teacher(s) in the monitoring, preparing, and evaluating of student(s) progress through the use of a daily log book and/or other observational/recording instruments if required.

### **Medical Supports for Students (as required):**

- Attends to the physical needs of the student(s) by feeding, toileting, administering medication and medical care and promoting good personal hygiene as directed by the teacher(s) and health professionals;
- Assists individual student(s) with medical procedures in accordance with the student's Individual Program Plan (IPP) and/or Individual Care Plan;
- Ensures the safety of the student(s) (and self) by utilizing proper techniques for positioning equipment and mobility and for lifting student(s);

### **Other areas of support:**

- Supervision duties (e.g. playground, lunch) as required;
- Implementation of individual emergency evacuation plans as assigned;
- Provision of one-on-one and small group instruction.

### **Professional Growth:**

- Participates in professional learning;
- Seeks advice, assistance, and guidance from colleagues and supervisors;
- Stays current on school and district policies, procedures and programs.



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### **Director of Learning Services**

Guided by the Division's mission statement, vision statement, beliefs, and statement of values the Director of Learning Services assists the Superintendent in fulfilling the general and specific aspects of their role description as defined in provincial statutes, Alberta Education Policy, Board Policy and Administrative Procedures.

- Ensures adherence to provincial legislation, provincial standards and CRPS administrative procedures;
- Supports and directs school administrators to develop and monitor effective Inclusive Education practices;
- Advises school administrators, senior leadership, learning support teachers and service providers of changes to Inclusive Education policies, procedures, and practices;
- Creates and monitors the Learning Services budget.

## **8.0 Inclusive Education Parent Flyers**

[Being Referred to a District Psychologist](#)  
[District Psychologist](#)  
[Individual Program Plan](#)  
[Level B Assessment](#)