

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 academically appropriate knowledge, skills and attitudes needed to be self-reliant, responsible, caring and contributing members of society. The Board affirms its responsibility to provide high-quality and challenging instruction to every student.

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

Placement that challenges students at their highest ability level shall be the first option considered after consultation with students, parents/guardians and school staff.

GUIDELINES & PROCEDURES

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 have the prior right to choose the kind of education for their children. The Board has a duty to facilitate the meaningful involvement of parents in student learning.
4. The integration of students with special needs into the school community is based on a philosophy of a safe and caring environment that fosters and maintains respectful and responsible behaviours 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. Parents/guardians have the right to appeal to the Board any decision that significantly affects their child’s education.
7. 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 students with special needs 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*.
8. Classroom teachers, inclusive education teachers and administrators are responsible for identification of students with special needs.
9. All specialized programming and non-prescribed education must be impartial, fair, neutral and free of bias.

10. Each school will follow the outline in Exhibit 1 for assessment and placement.
11. All students receiving specialized programming require an Individualized Program Plan (IPP) using Dossier. The IPP includes:
 - a) student background information;
 - b) assessed level of educational performance;
 - c) testing and assessment history;
 - d) strengths and areas to develop;
 - e) measurable goals and objectives;
 - f) school and community services;
 - g) assessment procedures;
 - h) review dates;
 - i) relevant medical information;
 - j) classroom accommodations and modifications;
 - k) Positive Behavioural Support Plan (for students who meet criteria for an emotional/behavioural disorder);
 - l) transition plans;
 - m) year-end summary.
12. Placements out of the system will be referred to the Assistant Superintendent of Student Services.
13. 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
[Policy IFC](#) – Student Code of Conduct

Legal Reference:

[Education Act](#) Sections 3, 11, 16, 30.51, 33, 43
Alberta Education: [Standards for Special Education](#), amended June 2004 and
[Standards for the Provision of Early Childhood Special Education](#)

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