



Independent AB Authority	Footprints for Learning Society (Academy)
Policy Number	Number SAB 9.0
Policy Title	Unique Needs Policy
Date of Review	August, 2023

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## OVERVIEW

FFLA supports the concept of providing educational programs for students with unique needs in their community school with their peers as possible, with the required support to enable these students to achieve success as possible. These programs and services must meet the Alberta Education standards in the areas of access, appropriateness, and accountability. While recognizing and respecting the rights of all students, the first programming option considered by FFLA, in consultation with the parents/guardians of students with unique needs, will be the regular classroom. Other programming options shall be considered whenever necessary by taking into consideration the needs of all students. Parents must fulfill their responsibilities and have informed choice and meaningful participation in decisions about programming. When possible, FFLA will establish and maintain programs and support services to address the needs of those who qualify for and receive Individualized Program Plans (IPP's). When it is not otherwise possible to offer a required special education program or service within FFLA's context, the Administration will attempt to make appropriate suggestions of special education students in programs outside the school.

## Procedures

1. The educational needs of the student are the basis for the determination of the program.
2. A regular classroom will be considered as the first programming option for students with special needs.

3. The Principal shall ensure that the program complies with Alberta Education policies and requirements as well as procedures outlined in the FFLA Policy Handbook.

4. The Principal will ensure special education programming is based on Individualized Program Plans (IPP) that are designed to meet the needs of identified students. The Principal will inform parents about all aspects of special education programs and obtain informed written consent of the parent for referrals, specialized assessments and the IPP.

4.1 The IPP Coordinator at FFLA will work with the Administration and Teachers to construct a dynamic IPP with the following components:

- a. UDL practices and/or 2.0 EAL Benchmarks
- b. Researched resources
- c. Background History (Testing and Anecdotal)
- d. Goals
- e. Accommodations
- f. Teacher Reports
- g. Consent from Parents
- h. Updates throughout the year
- i. Recommendations for transition

5. In cases where the parent refuses consent, the Principal will document this action, including any reasons for refusal and/or the actions undertaken by the Principal to obtain consent, and place the documentation in the student record.

6. School personnel will collaborate in the delivery of services to students with other community providers (e.g. AISCA) to improve access and efficiency of services for students with special needs.

7. Administration will make the final assessment in consultation with Alberta Education.

8. The Principal is responsible for ensuring that the parents have been advised and informed of the procedures and processes for special needs programming.