

INCLUSIVE EDUCATION-INSTRUCTIONAL PRACTICES

Background

Inclusion is a way of thinking and acting that demonstrates universal acceptance of, and belonging for, all children and students. Inclusion is not just about learners with special needs.

The Division acknowledges the need to provide educational opportunities that are flexible and responsive to the needs of individual students, embraces diversity and learner differences and promotes equal opportunities for all learners.

Procedures

1. Inclusive Education must support children and students in attaining goals as stated in the Ministerial Order on Student Learning. School authorities must ensure that all children and students (Kindergarten to Grade 12), regardless of race, religious belief, colour, gender, gender identity, gender expression, physical disability, mental disability, family status or sexual orientation, or any other factor(s), have access to meaningful and relevant learning experiences that include appropriate instructional supports. See AP 213 Inclusive Education - Appendix A Special Education.
2. The Division will support, and principals will promote the principles of Inclusive 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:
 - 2.1 **Anticipate, value and support diversity and learner differences** – Welcoming, caring, respectful and safe learning environments create a sense of belonging for all learners and their families.
 - 2.2 **High expectations for all learners** – Creating a culture of high expectations begins with an accessible curriculum and meaningful and relevant learning experiences. Educators and families act on the idea that, with the right instructional supports, every learner can be successful.
 - 2.3 **Understand learners' strengths and needs** – Meaningful data is gathered and shared at all levels of the system – by teachers, families, schools, school authorities and the Ministry – to understand and respond to the strengths and needs of individual learners.

- 2.4 **Reduce barriers within learning environments** – All education partners work together to identify and reduce barriers within the curriculum, the learning environment and/or instruction that are interfering with students’ ability to be successful learners and to participate in the school community.
 - 2.5 **Capacity building** – School leaders, teachers, educational professionals, families and community partners have ongoing opportunities, relationships and resources that develop, strengthen and renew their understanding, skills and abilities to create flexible and responsive learning environments. Capacity building takes place at the personal, school and system levels.
 - 2.6 **Shared responsibility** – All education partners, including school and jurisdictional staff, families, community service providers, post-secondary institutions, teacher preparation programs and governments are committed to collaboration and are committed to the success of all learners.
3. Principals will develop strategies to implement the five dimensions of Inclusive Schools as indicated in the Alberta Education document: “Indicators of Inclusive Schools: Continuing the Conversation”:
 - 3.1. Establishing Inclusive Values and Principles
 - 3.2. Building Inclusive Learning Environments
 - 3.3. Providing Supports for Success
 - 3.4. Organizing Learning and Instruction
 - 3.5. Engaging with Parents and the Community
 4. The principal must ensure that teachers use evidence-based instructional practices and strategies to support student engagement and create responsive and flexible learning environments which may include:
 - 4.1. Instruction and support in a grade-level classroom with same-aged peers
 - 4.2. Individualized instruction in smaller group settings
 - 4.3. A specialized classroom or setting
 - 4.4. One-on-one instruction

- 4.5. A combination of all of the above
5. Teachers will use the principles of Response to Intervention (RTI) in providing flexible and responsive supports including:
 - 5.1. Universal supports – incorporated into the environment for all learners, such as flexible learning resources and technologies, differentiated instruction and positive behaviour supports
 - 5.2. Targeted strategies or interventions – for learners who need more specialized learning opportunities or access to more specialized expertise
 - 5.3. Specialized/Individualized supports that directly relate to Individual learning needs such as the use of sign language interpreters, alternate and augmentative communication systems (AAC), or mental health support (see AP 213 Inclusive Education - Appendix A Special Education)

Adopted/Revised: JUN 2016/JAN 2018/NOV 2019/OCT 2021

Reference: Section 3, 11, 16, 33, 52, 53, 56, 196, 197, 204, 222 Education Act
Student Record Regulation 225/2006
Guide to Education ECS to Grade 12
Alberta Education Website "Inclusive Education. What is Inclusion?"