



Approved: April 30<sup>th</sup>, 2024

## Purpose of the Inclusive Education Policy

To create a caring, challenging, and engaging learning environment which reflects the values and vision of the Canadian International School.

To enable all students to reach their full potential and increase the capacity of CIS to include and offer placements for students with additional learning needs, as per the ADEK Inclusion Policy.

## Inclusive Education in Alberta and the UAE

Alberta's education system is built on a values-based approach to accepting responsibility for all children and students. Inclusion is a way of thinking and acting that demonstrates universal acceptance of, and belonging for, all students.

In Alberta and Alberta accredited schools, inclusive school settings are a first placement option for students with additional learning needs. Admission to CIS will not be withheld based on additional learning needs, provided the school has capacity to admit the student in the appropriate grade/year. To support inclusion for students with additional needs, parents are required to declare the needs of their child prior to enrollment and provide original clinical assessments reports completed by relevant specialists (psychologist, pediatrician, speech and language therapist, occupational therapist, behavioural consultant). Upon admission, clinical reports shared with the school will be uploaded to the ADEK Students of Determination ESIS system.

To support diverse learning needs and inclusion, school authorities are required to provide Documented Learning Plans (DLPs). As an Alberta accredited school under the jurisdiction of Alberta Education and ADEK, CIS provides support for all registered students with additional learning needs. Types of DLPs include Individualized Education Plans (IEPs), Student Learning Profiles (SLPs), Behaviour Support Plans (BSPs), and Academic Support Plans (ASPs). ASPs are implemented for students receiving ongoing services from the inclusion team, in the absence of a formal diagnosis.

## CIS Inclusive Education Philosophy

At CIS, we believe that all learners have unique needs to consider when helping them to meet/exceed their academic and non-academic potential. To provide access to meaningful learning



- all education partners, including school staff, families, community service providers, post-secondary institutions, teacher preparation programs and government are committed to collaboration and are committed to the success of all learners.

## CIS Inclusive Education Practice

The Canadian International School uses a Continuum of Supports model, based on Response to Intervention (RTI) (Buffum & Mattos, 2009). At CIS, all education partners are responsible for student learning and growth, including school administrators, performance and improvement coordinators, inclusion team, school counsellors, lead teachers, class teachers, inclusion assistants, and individual assistants, in addition to parents and specialized service providers (speech and language therapists, behaviour specialists, occupational therapists, psychologists, consulting specialists). CIS promotes the use of ADEK-approved service providers for In-School Specialist Service provision.

The CIS RTI model is the starting point to identify and serve students who need additional academic or behavioural support to make satisfactory progress towards meeting grade level expectations. The implementation of tiered support also encourages thoughtful intervention pairing with the level of identified additional learning needs. Teachers remain the main point of contact for students and parents.

CIS aims to provide academic programming that is supportive of individual education needs. When students cannot meet the learning outcomes of the Program of Studies for their enrollment grade as outlined by Alberta Education, adjustments to planning and instruction are made. A definition of terms for academic programming from Alberta Education is outlined below.

- students are on graded curriculum and are working towards the learning outcomes of the Alberta Program of Studies, although often at a grade level different from their enrollment grade in one or more subject areas. Adapting learning outcomes to a grade level that is different than the student's enrollment grade.

- students are not on a graded curriculum but receive programming that focuses on life skills, foundational skills and academic readiness skills, and is reflected in their IEPs. A student is assessed in relation to the goals and objectives established in their IEP.

- students may receive regular programming in some subjects, adapted programming in others and/or modified programming in other parts of their school day.

