

Adopted	June 3, 1998
Revision Date	September 17, 2018
Review Year	2020

Background/Purpose:

Aurora School has a very specific program that will benefit many students and supports a system that is centred on the learner.

Policy Statement:

This policy is meant to ensure that all students have access to meaningful and relevant learning experiences that include appropriate instructional supports consistent with the Charter of Aurora School.

Definitions:***Principles of Inclusion (Alberta Education)***

Inclusion is a way of thinking and acting that demonstrates universal acceptance and promotes a sense of belonging for all learners. Inclusion is not just about learners with special needs. It is an attitude and approach that embraces diversity and learner differences and promotes equal opportunities for all learners in Alberta. Alberta's education system is built on a values-based approach to accepting responsibility for all children and students.

Guidelines:**Guiding Principles of Inclusive Education**

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. 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.
3. Shared responsibility – All education partners, including school and jurisdictional staff, families, community services providers, post-secondary institutions, teacher preparation programs and government are committed to collaboration and are committed to the success of all learners.
4. 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.
5. 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.
6. Capacity building – School leaders, teachers, education professionals, families and community partners have ongoing opportunities, relationships and resources that develop, strengthen and renew their understanding, skills and abilities. Capacity building takes place at the personal, school and system levels.

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Accountability:

Monitored on a three year cycle by the Superintendent as part of its annual work plan.

References:

Education Act