

Indicators of Inclusion

"Inclusion is a way of thinking and acting that demonstrates universal acceptance and promotes a sense of belonging for all learners."

Government of Alberta (2019). Inclusive Education. Retrieved from <https://www.alberta.ca/inclusive-education.aspx>.

As a community of educators, which includes all students, educational assistants, teachers, school leaders, and district leaders, we provide appropriate programming for all students regardless of the level of supports required. An inclusive system ensures every child receives what they need, when they need it through a collaborative, coordinated system of supports.

Principles of Inclusion	
Guideline	What does this look like in practice?
Staff demonstrates respect for all human rights.	
All school staff take responsibility for the success of all students in the school through collaborative structures and processes.	
Staff models the use of student-first and positive hopeful language.	
School teams work toward reducing barriers to participation and learning to ensure social engagement for all students.	
The school community is committed to gender equality and ensures that practices are responsive to the needs of all students.	
School policies and practices are responsive to families' differing economic realities.	
School policies and practices support the wellbeing and safety of all students and staff.	

Learning Environments	
Guideline	What does this look like in practice?
The school welcomes and takes responsibility for all students.	
All staff, students and their families have a sense of belonging in the school community.	
School staff collaborate with one another.	
Staff and students have positive and supportive relationships.	
Staff, parents and external partners collaborate and communicate in respectful and meaningful ways while maintaining confidentiality.	
The physical building is accessible.	
The physical building is welcoming to all.	
All students and staff are actively engaged in their own learning.	

Supports for Student Success	
Guideline	What does this look like in practice?
Differentiated instruction is an integral part of classroom practice.	
Positive behaviour supports are embedded in classroom and school-wide routines to support learning and social participation.	
School routines and practices provide a level of structure and consistency that creates a safe, positive and supportive learning environment for students and families.	
School provides opportunities for staff to value and respond to students diversity and teach a range of learning.	
Teaching staff have regular and structured opportunities to engage in collaborative problem solving.	
Ongoing assessment identifies when students are in need of additional supports, interventions and services.	
Teaching staff have access to consultation and support from specialists who work collaboratively to help them meet the diverse needs of all students.	
Assistive technologies, including communication devices, are used to support individual students.	
Learners receive academic, cultural, social emotional and language support.	

Supports for Student Success (continued)	
Guideline	What does this look like in practice?
Supports and interventions are in place to reduce barriers to attendance.	
Supports and interventions are in place to reduce problem behaviours.	
Supports and interventions are in place to reduce or eliminate suspensions and expulsions.	
Supports are in place to ensure that students are well-prepared for successful transitions from one learning setting to another.	

Learning and Instruction	
Guideline	What does this look like in practice?
School and classroom schedules are flexible and responsive to students' learning needs and preferences.	
Learning experiences are designed and planned to tap into the strengths and interests of all students.	
Teachers have opportunities to collaborate with one another in planning, assessing and teaching.	
Teachers provide multiple ways for students to access new information and concepts including resources, varied reading levels and various formats.	
Students have opportunities to learn collaboratively through cooperative learning and peer interaction.	
Educational technologies are used in meaningful ways to engage and support learning.	
Educational assistants support the learning and participation of all students even when assigned to one student.	

Parents and community	
Guideline	What does this look like in practice?
Parent engagement is encouraged and valued by school staff and they work as a team to support students.	
Parents have opportunities to dialogue with school leaders and inform school decision making.	
Students demonstrate pride in their communities and cultures.	
Teachers plan for learning experiences and access community supports and resources.	
Community members are invited to the school/classroom to share knowledge, experience and talents through meaningful experiences.	