



CHRISTIAN ALLIANCE
INTERNATIONAL SCHOOL
宣道國際學校

Inclusive Education Policy

Governance Policy	√	Date Approved	March 2022
Management Policy		Date Next Review	March 2026

Rationale

Inclusive Education 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. Alberta's education system is built on a values-based approach to accepting responsibility for all children and students.

Every learner has unique needs. Some learners have profound and ongoing needs and others have short-term or situation-based needs. This calls for flexible and responsive learning environments that can adapt to the changing needs of learners. (Source: Inclusive Education Alberta)

Consistent with its mission and vision, CAIS is committed to a safe, caring, respectful, inclusive, equitable, and welcoming learning and teaching environment for all students. In affirming that all human beings are created by God and bear His image (Genesis 1:26, Genesis 9:6) the school environment shall be one that provides equity of learning opportunities for all students, and one that fosters a sense of belonging for all students.



Principles

The following principles underpin the approach CAIS takes towards 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. Understand learners’ strengths and needs – Meaningful data is gathered and shared by teachers and families to understand and respond to the strengths and needs of individual learners.
4. Remove barriers within learning environments – Working together to remove barriers within the learning environment so that all learners are successful and can participate in the school community.
5. Build capacity – School leaders, teachers, education professionals and families have ongoing relationships that develop, strengthen and renew their understanding, skills and abilities to create flexible and responsive learning environments.
6. Collaborate for success – All education stakeholders, including school staff, families and education professionals are committed to collaboration to support the success of all learners.
7. At CAIS we believe that all students should be:
 - treated fairly, equitably, and with dignity and respect;
 - welcomed in a positive, and respectful manner by all school personnel;
 - able to access to appropriate supports and services.



Guidelines

When teachers use evidence-based instructional practices and strategies to support student engagement, it can lead to greater achievement and success for all children and students.

For some learners, the most responsive and flexible learning environment may include:

- instruction and support in a grade-level/ homeroom classroom with same-aged peers
- individualized instruction in smaller group settings
- a specialized classroom or setting
- one-on-one instruction
- a combination of the above

Flexible and responsive supports include:

- Universal supports – incorporated into the environment for all learners, such as flexible learning resources and technologies, differentiated instruction and positive behaviour supports
- Targeted strategies or interventions – for learners who need more specialized learning opportunities or access to more specialized expertise
- Specialized/Individualized supports – that directly relate to individual learning needs

Funding

The Tuition Fee covers most learning support measures for students. In some cases where there are significant learning needs that require extra personnel or services for the individual student, then parents may be required to fund the extra support.