An Inclusive Education Policy Framework is currently being developed in consultation with key education stakeholders from across the province. This Inclusive Education Policy Framework, in concert with the Inclusive Education Policy statement in the Guide to Education, will provide guidance and direction for school authorities and government to create a shared vision of an inclusive education system. This will contribute to ensuring that Alberta continues to have one of the best education systems in the world, so that all learners achieve their full potential.

This policy framework will be enabling rather than prescriptive. It will create a roadmap that provides a set of principles, policy directions, outcomes and recommended actions that reflect the values of inclusive education.

Inclusion is not just about learners with disabilities or exceptionalities. It is an attitude and approach that embraces diversity and learner differences, and promotes genuine equality of opportunities for all learners in Alberta.

Every learner has unique needs. Some learners have profound and ongoing needs; others have short-term and/or situation-based needs. This calls for flexible and responsive learning environments.

An inclusive education system that responds to the needs of all learners addresses factors that contribute to the achievement gap and other negative impacts that result from poverty, social exclusion, marginalization, underachievement and mental health issues.

Educational partners have a responsibility and a duty to uphold the rights and freedoms entrenched in the Canadian Charter of Rights and Freedom and the Alberta Human Rights Act. This includes equal access to education as well as the right of individuals to belong, to be included, and to full access to resources and opportunities.

**Proposed engagement plan**

**Phase one: Inform and consult**
*(January to February 2016)*
Gather stakeholder feedback on the draft policy framework

**Phase two: Collaborate and revise**
*(March to April 2016)*
Small working group reviews feedback to inform revision of draft

**Phase three: Validate**
*(May 2016)*
Initial stakeholders (from phase one) review and validate revised draft
Policy Directions

Informed by research, and based on best practices, the draft framework currently includes the following six policy directions.

**Policy Direction 1: Learner-Centred Decision-Making**
Decisions focus on the needs of learners by establishing high expectations, reducing barriers, and creating responsive learning opportunities.

**Policy Direction 2: Engaging Families and Communities**
Parents and community partners have meaningful opportunities to participate in, and support, the success of all learners.

**Policy Direction 3: Evidence-Based Practice**
Teachers, school leaders and other education professionals review, share and apply research supporting evidence-based instructional and inclusive practices.

**Policy Direction 4: Professional Learning and Collaboration**
Teachers, school leaders and other education professionals develop and apply knowledge, skills and attributes that enable them to create flexible and responsive learning environments.

**Policy Direction 5: Leadership and Vision**
Education leaders, at all levels, create a shared vision, promote a culture of collaboration, and build capacity to anticipate, value and support diverse learning needs.

**Policy Direction 6: Access to Supports and Services**
All learners have equitable access to evidence-based supports that reduce barriers and enhance learning in school, at home and in the community.

Each of the six policy directions, and their related outcomes and recommended actions, are mutually supportive and interdependent.

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