



LEARNERS TODAY, LEADERS TOMORROW

Canadian International School Inclusive Education Policy

Approved: April 30th, 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.

We strive to inspire and empower our students to think creatively and critically, pursue lifelong learning, and contribute to the global economy.

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 opportunities, we apply approaches and support systems that address the additional

learning needs of students who have been diagnosed with learning difficulties. Students with a formal diagnosis representing an additional learning need are noted to be Students of Determination within ADEK. By recognizing the diversity of our collective learning community, we support the development of global citizens.

At CIS, we support the following beliefs about inclusion to foster inclusive systems that become the norm and underpin our school culture:

- students are at the center of learning and can take responsibility for their learning
- resources are made available to all students to enable them to be successful
- procedures and provision remain consistent
- the learning environment supports additional learning needs
- differentiation is supported from planning through to instruction and assessment
- early identification leads to targeted, evidence-based interventions.
- collaborative and consistent reevaluation of student level and progress is essential
- active partnerships with parents and specialists are vital to success

Principles of Inclusive Education

The following six principles are key to achieving Alberta's vision for inclusive education and supporting Students of Determination in the United Arab Emirates:

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.

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 support, every learner can be successful.

Understand learners' strengths and needs - meaningful data is gathered and shared at all levels of the system – by teachers, families, schools, and school authorities – to understand and respond to the strengths and needs of individual learners.

Remove barriers within learning environments - education partners work together to remove barriers within the learning environment so that all learners are successful and can participate in the school community.

Build capacity - 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 to create flexible and responsive learning environments. Capacity building takes place at the personal, school and systems levels.

Collaborate for success - 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.

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

Students are required to provide documentation of a diagnosis to adapt or modify the curriculum, as this can impact the students' educational trajectory. Understanding the differences between accommodations, adaptations and modifications is critical when supporting the success of students with additional learning needs.

- **Accommodations** change how a student learns the material or completes assessments. Grade level curricular outcomes **do not change**.
- **Adapted** and **modified programming** change what a student is taught or expected to learn*. Grade level curricular outcomes **change**.

*Please be aware that Alberta Education mandates all students in grades 6 and 9 write provincial achievement tests and students in grade 12 write diploma exams. These government exams follow the academic curriculum and while students can use accommodations exams cannot be adapted and modified. This may inhibit a student's ability to progress in the Alberta Curriculum.

Individual Assistants

Individual Assistants (IAs) may be recommended for some students to increase their ability to access the curriculum and experience success at CIS. Recommended IAs provide 1:1 support for students with additional learning needs and may be parent-funded or 50% IAs. IAs maintain regular contact with classroom/course teachers and play an integral role in supporting the student's learning and achievement.

IAs are a direct support to support meaningful inclusion for students. Associated fees will be reflective of the level of support and direct interaction the student receives and be in accordance with the ADEK Inclusion Policy. IA No Objection letters are made available to parents for confirmation of agreement for IA support.

Additional Resources

ADEK: Education of People of Determination

<https://www.adek.gov.ae/Education-of-People-of-Determination>

ADEK Inclusion Policy (October 2023). Replacement of Policy 48 (Students with Special Education Needs) in the Private School Policy and Guidance Manual 2014-2015.

Buffum, A., & Mattos, M. (2009). Pyramid response to intervention: RTI, professional learning communities, and how to respond when kids don't learn. Solution Tree Press.

Government of Alberta: Inclusive Education

https://www.alberta.ca/inclusive-education.aspx?utm_source=redirector