Comparison of Alberta's current education system and the system we are moving toward

Current Education System:	Inclusive Education System:
• makes a provision for special education to exist in section 43 of the *School Act* - students with special education needs and their parents experience an education program that focuses on disability	• shifts the responsibility for students with special education needs onto the education system as a whole - all students and their parents experience an education program that focuses on the Alberta Program of Studies
• has special education founded on a medical model based on the student's diagnosis - students and parents experience an identification of disability that is linked to coding, which is tied to specialized services and often leads to a lifelong label	• is founded on understanding a student's needs based on the student's learning and developmental profile - parents and students are participating in a process for the identification of strengths and/or needs to determine supports and services
• identifies barriers to learning and development within the student, with an assumption that the student needs to change to fit the system - teachers refer students for assessment to identify special education needs	• identifies barriers to learning and development within the system, with an assumption that the environment needs to change to support student learning - teachers are supported to personalize learning for all students and use teacher-based assessment to identify both strengths and needs
• focuses on deficits to be remediated - teachers are responsible for developing Individualized Program Plans (IPPs) for students with special education needs	• focuses on strengths and what the student can do - teachers are members of a team responsible for <u>developing personalized learning profiles</u>
• tolerates difference - teachers express that they don't feel they have the capacity or awareness to support diversity within their classrooms.	• values diversity - teachers are supported to understand and program for diversity within their classrooms.
• relies on medically-trained experts and specialists - teachers refer to medically-trained experts and specialists for identification of student need	• includes teacher and parent as experts - students, parents, teachers, specialists and others collaborate to provide programming
• has an accountability system for special education that is input-based - school administrators dedicate resources to identify and report students with severe disabilities	• has an accountability system that is outcome-based (e.g., measuring the indicators of success) - school administrators dedicate resources to ensure that indicators of success are measured and reported