

Appendix B: Combined SIP/PLWEP, Relevant Legislation

[Policy 322: Inclusive Education](#)

6.13 Accountability

6.13.1 The superintendent must monitor and evaluate the performance of each school based on appropriate performance indicators for inclusive education.

6.13.2 On-going professional development for administrators, teachers, educational assistants, and other professionals is essential to the implementation of inclusive education and is reflected in the school improvement plan and the district education plan.

6.5.1 To be prepared to respond to a behaviour crisis, a principal must:

1) Ensure that a School Positive Learning and Working Environment plan, as per section 6.2 of Policy 703 – Positive Learning and Working Environment, is in place to effectively manage any behavior crisis within the learning environment so that students are removed from the school only when all other options have been exhausted.

[Policy 703: Positive Learning and Working Environment](#)

6.1.1 Superintendents will ensure the development of a plan of assistance to ensure positive learning and working environments in their districts in consultation with their District Education Council. This plan promotes a learning environment that is inclusive, safe, respects human rights, supports diversity and addresses discrimination regardless of real or perceived race, colour, religion, national or ethnic origin, ancestry, place of origin, language group, disability, sex, sexual orientation, gender identity, age, social condition or political belief or activity.

6.2.1 The principal of the school must prepare the school's positive learning and working environment plan. (see 6.1.1) The principal must report annually to the Superintendent on the plan and related strategies implemented by the school in order to create a positive learning and working environment. This information will be made available to the Minister of Education and Early Childhood Development, upon request