

Inclusive Education Parent and Community Advisory Committee

Terms of Reference 2025-2026

Effective Date: Spring 2026

Review Date: Spring 2029

1. Authority

The Inclusive Education Parent and Community Advisory Committee (the Committee) is established by Edmonton Public Schools Administration in accordance with **Board Policy and provincial legislation**. The Committee operates as an advisory body to support the Division's commitment to inclusive education.

[Alberta Education and Childcare](#) defines inclusive education as:

An attitude and approach that embraces diversity and learner differences and promotes equal opportunities for all learners in Alberta. 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.

The Division supports a continuum of specialized supports and services to students that is consistent with the principles of inclusive education, and that an inclusive education system provides families with a range of options in programs and programming choices.

The Division is committed to providing parents with choice in their child's [programming options](#) so that families can choose the learning environment that works best for their child, including:

- a. regular program
- b. alternative programs
- c. specialized programming at Division Centres
- d. Attendance area schools are the guaranteed point of entry for all child/students.

2. Background

The Special Needs Task Force report from June 14, 2011, included the recommendation that directed Administration to establish and maintain an external Parent and Community Advisory Committee to ensure ongoing community involvement, with the purpose of the Committee clearly defined.

3. Purpose

The purpose of the Committee is to provide a structured mechanism for ongoing parent and community input to support Edmonton Public Schools in the implementation and continuous improvement of an inclusive education system. The Committee facilitates two-way communication and dialogue between Administration, parents, and community members regarding Division policies, regulations, programs, and practices related to specialized supports and services. The work of the Committee shall be considered as enhancing the Division's development of supports and services and as enabling parent and community voice to be meaningfully included in this process through established feedback mechanisms.

4. Mandate and Scope

The Committee shall serve in an advisory capacity only and shall provide perspectives and advice to Division Administration related to specialized supports and services. The Committee shall focus on system-level matters and will not address matters related to individual students, families, or staff. The Committee does not have decision-making authority.

Participation in the Committee aligns with the Consult and Involve levels of the International Association for Public Participation (IAP2) Spectrum of Public Participation. In accordance with this framework, the work of the Committee shall reflect the core values of public participation, including:

- the belief that those affected by decisions have a right to be involved;
- that public input will influence decision-making;
- that sustainable decisions are informed by the needs and interests of all participants;
- that participation seeks to involve those potentially affected or interested;
- that participants are supported in shaping how they engage;
- that participants are provided with the information necessary to contribute meaningfully;
- that communication demonstrates how input has influenced outcomes.

5. Guiding Principles

The work of the Committee shall be guided by principles of equity, inclusion, and respect for diversity. The Committee shall support a shared responsibility for welcoming, safe, caring, and respectful learning and working environments. Meaningful engagement, respectful dialogue, and transparency shall inform all Committee activities. All work of the Committee shall comply with Alberta's privacy and information legislation, including the ***Protection of Privacy Act (POPA)*** and the ***Access to Information Act (ATIA)***, as applicable.

6. Relationship to the Division

The Committee serves in an advisory capacity to Edmonton Public Schools Administration, providing perspectives to enhance understanding and consideration of parent and community views. Advice provided by the Committee is non-binding. Committee members shall not represent Edmonton Public Schools or the Committee in any external forum and shall not assume responsibility for Division operations or decision-making.

7. Membership

7.1 Composition

The Committee shall consist of:

- Ten members representing the perspective of both parents and community organizations whose purpose or mandate is to support the well-being of children with specialized learning needs; and
- Up to three members of Division Administration, including at least one representative from Specialized Learning Supports

7.2 Terms of Membership

Parent and community members shall serve two or three-year terms, with approximately 50% of the membership rotating every two years. No member shall serve more than two consecutive terms, for a maximum of six years.

7.3 Selection

Membership selection follows an application and reference check process conducted by Division Administration. Selection shall be guided by the intent to ensure balanced representation, diversity of perspectives, and meaningful parent and community engagement. This process is conducted in a confidential manner, reflecting the *Protection of Privacy Act (POPA)* and the *Access to Information Act (ATIA)* as applicable.

8. Roles and Responsibilities

8.1 Committee Members

Committee members shall:

- Attend and actively participate in all Committee meetings;
- Contribute respectfully and constructively to discussions;
- Maintain confidentiality; and
- Focus on system-level specialized supports and services.

8.2 Chair

The Committee shall be chaired by a Division staff member. The Chair shall:

- Establish meeting dates and prepare agendas;
- Facilitate orderly, respectful, and productive discussions; and
- Ensure adherence to these Terms of Reference.

9. Meetings

The Committee shall meet three times per school year. Meeting dates and locations shall be determined by the Chair.

Committee members are expected to attend all meetings. A member who misses more than two meetings in a school year may be asked to withdraw, with individual circumstances considered.

10. Communication, Records, and Documentation

The Terms of Reference will be posted on the Division website. The names of Committee members may be posted on the Division website in adherence to the *Protection of Privacy Act (POPA)* and the *Access to Information Act (ATIA)*

Committee records shall be maintained in accordance with Division records retention requirements.

Meeting minutes will be prepared to support the ongoing work of the Committee and inform internal Division planning and follow-up. These minutes are considered internal working documents and will not be posted publicly.

11. Resources

Edmonton Public Schools shall provide the Committee with:

- Meeting space and parking;
- Administrative support; and
- Resources to support Committee recruitment and meetings as appropriate.

12. Review and Duration

These Terms of Reference will be reviewed each year at the first Committee meeting for awareness and a shared understanding amongst all members of the Committee. Every three years, the Committee will provide feedback to the Terms of Reference for Administrations consideration.

Should the Committee as a whole bring forward the recommendation to disband the Committee, this recommendation, along with a rationale, shall be submitted to Senior Administration for consideration.

13. Related Legislation, Policy, and Regulations

The work of the Committee may be informed by, but is not limited to, the following legislation, policies, and regulations:

- [Education Act](#)
- Alberta Education's Setting the Direction (2009)
- Action on Inclusion (2010)
- Inspiring Action on Education (2010)
- Standards for Special Education (2004)
- Board Policy [FBCA.BP – Respectful Working Environments](#)
- Board Policy [HA.BP – Inclusive Education](#)
- Administrative Regulation [HA.AR – Students in Need of Specialized Supports and Services](#)
- Aggression and Complexity in Schools Action Team Final Report (2025)