

CONSULTATION SUMMARIES

The consultation sessions pursuant to this Review were organized primarily according to the requirements of the *Terms of Reference*. Additional consultation sessions and invitations were based on inquiry and demand from persons or organizations not mentioned in the *Terms of Reference*. The consultant also identified appropriate additional persons to consult. The main limitations on the consultation process were the tight budget allocated to complete the consultations as well as the short time frame for the Review. More than 700 persons attended 35 meetings, organized and carried out in a period of nine months. What follows is a report of those meetings.

The response of the people of New Brunswick to this Review and consultation process has been very positive as evidenced by the large number of participants in the consultation sessions as well as the as the numerous diverse inquiries and requests to be involved from those not listed in the *Terms of Reference*. The consultant would like to congratulate the people of New Brunswick for being engaged by education issues and this Review in particular. Many in New Brunswick have demonstrated a passion for participation and dialogue. Indeed, this is a very important ingredient in the path toward inclusive education. The consultant sends a heart felt thank you to all those who took time out of their busy schedules to participate, many of whom had to travel significant distances in order to do so. Furthermore, a special thank you to those who were patient in dealing with weather constraints, technical difficulties and short notices. Your efforts are especially appreciated.

The impact of the very short time frame for this Review, coupled with a very minimalist budget, cannot be underestimated. There is no question that the consultation process would have been better organized and executed, with greater participation and

less stress for the participants, had these parameters not been so paramount. That said, the consultations were highly successful and allowed the consultant to gain an appreciation for the unique situation and structures in place in New Brunswick schools. The dedication and commitment of those involved in providing service to children in New Brunswick in all of their various roles is impressive.

The Process

Each consultation session proceeded based on a set of questions organized around each “deliverable” area under the Terms of Reference. Each set of questions was tailored to the group being consulted to ensure relevance and specificity, although many questions were used for virtually all sessions.¹ The student sessions in particular used a very different format than the other sessions. The questions that were presented to the students are indicated in the individual session summaries. Most sessions were facilitated by the consultant with the assistance of a professional facilitator for the larger English sessions and for all of the French sessions.

The session summaries that follow are presented in the chronological order in which they occurred. The content is organized around each of the five deliverables in the *Terms of Reference*.

1. RECOMMENDATIONS FOR A POLICY STATEMENT ON INCLUSION FOR THE NEW BRUNSWICK GOVERNMENT.
2. WORKING DEFINITION OF EXCEPTIONAL STUDENT.
3. RECOMMENDATIONS FOR A NEW SERVICE DELIVERY MODEL TO REPLACE THE SUPPORT SERVICES TO EDUCATION AGREEMENT.
4. RECOMMENDATIONS FOR STANDARDS / ACCOUNTABILITY FRAMEWORK.
5. PROPOSED FUNDING MODEL.

Within each deliverable, general headings indicating a topic of discussion are followed by a series of bullet points. Each bullet point is drawn from one of the sets of notes taken by note takers at the sessions and represents a particular point of view that

¹ Examples of questions used are provided in Appendix N.

was expressed during that session. The bullet points taken together are a collection or representation of the various points of view or ideas expressed in that session. The discussions in each session were very unique to the session. Some variation in the general topic headings and content within each deliverable do occur and represent the general pattern of discussion in the consultation session. This also highlights the complexity of the issues being discussed. It was not possible to contain some issues in one “deliverable” box.

Most consultation sessions were also asked to comment on their impression of the most pressing priorities. The compiled priority lists follow the notes organized around each deliverable area in each of the individual session summaries. Some sessions were asked to do this exercise in small groups. Some of the small groups were organized around their particular role in the system while others were random groups of participants. During some sessions this exercise was done as a round table, so that the list reflects various people’s top priority. These differences in approach to the priority exercise are reflected in the results.

DELIVERABLE 1: RECOMMENDATIONS FOR THE ELEMENTS OF A POLICY STATEMENT ON INCLUSION FOR THE NEW BRUNSWICK GOVERNMENT.

What is inclusion or inclusive education?

- Leadership for inclusion is needed at all levels (Premier, caucus, minister, ADM, district staff, etc.) If government doesn't understand inclusion it puts student services in a difficult position. Many previous studies have focused on cost cutting not necessarily doing a better job at inclusion.
- The system does not seek or aim to meet student need in its basic operations. Meeting student need is an 'add on' in the form of special education.
- Parents want a 'voice' and wanting to influence government/policy.
- The current process forces adversarial interest group politics. This creates difficulties for department staff because not all interest groups seek the same outcome.
- Supports are needed for parents citing that: they may not be ready to 'let go', they may sometimes make demands that are unreasonable or can't be accommodated, they may not have the skills to advocate for their children, many parents do not get involved in individual planning process at all.
- Many parents feel alienated and exhausted ("marginalized", "tired", "want school to just take over during school hours"). There are virtually no support mechanisms for parents in the school system.
- "All means all": aboriginal, gay/lesbian, visible minority, disability, gifted. Everyone does what they can according to their ability.
- Students are encouraged to reach their potential (whatever that may be) and valued for their contribution.
- Schools have become places of tolerance and nothing more because they don't feel that teachers have the skills to deal with or work effectively with all of the children they encounter.
- Continuum of services means that some specialized services are needed for the small number of profoundly disabled and medically fragile students, e.g. students in fetal position, no cognitive recognition and attending school in a hospital gurney. Significant challenge is the culture within the schools that at the first sign of difficulty, the teacher sends a student off to the "expert" to be worked on.

Indicators of effective inclusion / inclusive education:

- Interventions available for all.
- Reduction in the number of SEPs needed.
- Regular educators have all the tools they need.
- Special educators are almost out of a job.
- The students themselves (how they feel about themselves, is schooling meeting their needs, reduce embarrassment over exceptionality, demeanor, how they walk/participate, how interact with peers).

- Address problems before there is a need for an SEP.
- Need for universals in service that eliminates need for “spec. ed” “reg ed” categories, students: socialization, sense of well being, all children have skills/strategies for participation and independence –to survive and thrive in society.
- Teachers: feelings of being overwhelmed, skills and preparation, flexibility in interventions.

DELIVERABLE 2: WORKING DEFINITION OF EXCEPTIONAL STUDENT

- S.12 uses a “medical model” approach which focuses on symptoms and malfunction, relies on experts who run tests and diagnostics, and which responds by prescribing drugs and people support.
- In a truly inclusive system s.12 definition would be unnecessary.
- We may still need it at this point in the evolution to ensure “affirmative action” for students with disabilities.
- S. 12 is currently useful by providing appropriate wording and criteria to justify Special Education Plans. It gives teachers a road map to providing service for students with disabilities.
- The goal in inclusive education is not to categorize, but there does need to be enough resources, expertise and information available to identify students’ needs and respond effectively and appropriately.

DELIVERABLE 3: RECOMMENDATIONS FOR A NEW SERVICE DELIVERY MODEL TO REPLACE THE SUPPORT SERVICES TO EDUCATION AGREEMENT.

The major challenges identified by this group:

- Physical state of the buildings.
- Use of bells.
- Strict time periods.
- Expectations in classrooms may not be realistic.
- School can be alienating and compartmentalizing to students.
- Lack of specialized training and the loss of the benefits of training when money is spent training personnel who then leave (mainly due to burn out).
- Very difficult to get trained expertise into rural areas.
- Frustration when FTE “full time equivalent” is provided to schools to assist in meeting student needs and it ends up being used providing “spare” periods for teachers (essentially being fragmented in the school and not actually providing another resource to really meet student need).
- A significant barrier to inclusion is the need for support services to be integrated not ‘silos’ (e.g., disparate government departments and “special ed” vs “regular ed”)
- In small and rural schools with small numbers of personnel, personnel is often required to play more than one role, “expected to be everything to everybody”. These expectations are unreasonable.
- The French Immersion program is fundamentally discriminatory.

Effective strategies / best practices:

- Rely on peers to assist in support increasingly as students get older. By grade 11 or 12 should be as independent as possible to prepare for transition.
- The concept of Appropriate Education is seen as a best practice. The “regular classroom” is not the best place for all children all the time.
- Team approach.
- Community involvement.
- Shifting away from special education and regular education being in isolation to one another.
- A functional student services team with an administrator playing a leadership role.
- Interventions that include alternative education sites and programs (both in and out of schools).
- Course development that is inviting for a range of students.
- Connecting school teams with the community.
- Integrated service delivery (e.g., CAYAC, Schools Plus –Saskatchewan) –right now they see Family Community Services, Health & Wellness, Public Safety, Training and Employment Development as shut out of the process.
- More integration between curriculum development and student services.
- Well defined roles and responsibilities within the team environment.

DELIVERABLE 4: RECOMMENDATIONS FOR STANDARDS / ACCOUNTABILITY FRAMEWORK.

- The major accountability challenge is the difference between policy and practice. Department guidelines and policies are often not implemented consistently in the districts and schools.
- Implementation is a fine line and depends a lot on individual attitudes of teachers, principals, and superintendents. There is no real way to hold principals and superintendents accountable for inclusion.

DELIVERABLE 5: PROPOSED FUNDING MODEL

- There is little rationale for the way money is distributed currently.
- Suggest targeting money to support universal design initiatives.

DELIVERABLE 1: RECOMMENDATIONS FOR THE ELEMENTS OF A POLICY STATEMENT ON INCLUSION FOR THE NEW BRUNSWICK GOVERNMENT.

What is inclusion or inclusive education?

- Education that is welcoming to every child.
- Bring every child to their full potential and full development.
- Inclusive education strives for equality and quality.
- There is good balance between provincial vision and local challenges.
- Inclusive education gives the best education possible to every child.
- Inclusive education accepts difference and values all successes.
- Any policy statement regarding inclusion should incorporate the concept that inclusion is necessary.

Indicators of effective inclusion / inclusive education:

- Children's well being and the absence of discrimination.
- Evaluating how exceptional student interact with others.
- Exceptional students have attainable challenges and experience success.
- Data regarding the number of exceptional students in regular classes and who they are.
- How do exceptional students do after they leave public school, measuring not only academic achievement, social and other kinds of learning –the challenge here is identifying and measuring other kinds of learning.
- The impact on other students must be evaluated as well.

DELIVERABLE 2: WORKING DEFINITION OF EXCEPTIONAL STUDENT

- Decision making in s.12 is left to one person, after having consulted with others.
- The definition is quite narrow and does not necessarily accord with reality. In reality the definition does not cover all of the students who face challenges in their learning.
- The definition also fails to include gifted students who would need supports to meet their learning potential.
- Generally no access to additional services if you do not meet this definition and also misses many children who have learning needs.
- The "educational delay" requirement unreasonably narrows the definition of who is entitled to services.
- One consequence of the definition is the special diploma (diplome en adaptation scolaire). There is a negative connotation associated with this diploma.
- If gifted students were to be included in the definition then this diploma would not be appropriate for this group.
- In practice, the definition is not applied uniformly and certain schools do offer services to any student demonstrating a need.
- Support services are not generally available in sufficient quantity.

- The procedure for the identification of students under this definition general begins with a lack of success in school and usually is at the request of the teacher, although it sometimes can begin with a parent request.

DELIVERABLE 3: RECOMMENDATIONS FOR A NEW SERVICE DELIVERY MODEL TO REPLACE THE SUPPORT SERVICES TO EDUCATION AGREEMENT.

Major challenges identified by this group are:

- The lack of resources.
- Hearing impaired students.
- Parent's expectation that students will receive an individualized service.
- Difficulty respecting all of the differences presented by students.
- Communication.
- Training in specific disabilities/exceptionalities.
- Training in how to welcome all differences in children.
- Inter-departmental communication and cooperation.
- The growing parental opposition to inclusion and the desire to remove children from integrated settings.
- Disruptions by various students in class and on the playground.
- Teachers do not necessarily have time to give every student what they need.
- Teachers' time and energy can be largely taken up on the needs of exceptional pupils.
- The demands on teachers are very large.
- In writing curriculum documents that try to meet everyone's needs, we sometimes feel that we are meeting no one's needs.
- Do not consider post-secondary opportunities to be generally available to students who graduate with a diplôme en adaptation scolaire.
- There is a team working with post-secondary institutions on this issue to provide continuing education opportunities for exceptional students.
- Training opportunities for teachers include on-line courses, sabbatical leave, summer institutes, and three professional development days over the course of the year. There are fewer training opportunities and expectations for teacher assistants

The biggest benefits of inclusion identified by this group are:

- Increased social maturity and interaction among students,
- Exceptional students benefit from access to the mainstream,
- Participation.
- Responds to the criticism that schools are an artificial environment.
- Inclusion encourages an environment where every child can reach their potential and be valued for their success.
- Inclusive education promotes respect, tolerance, community and societal values.

How this group sees their role with respect to inclusion:

- To be sensitive to serving all students.
- In evaluation this means ensuring that all students have the means to demonstrate achievement and understanding (adapted evaluation).
- An important part of our role is keeping up to date and doing research and passing this on to teachers through training and resources to help teachers meet diverse needs.
- Part of our role is to understand the difficulties encountered in the classroom in order to assist teachers' instruction. In curriculum this has meant broadening learning outcomes to capture the essentials making it easier for teachers to adapt to individual needs.
- Curriculum is increasingly including cross-curricular outcomes which are more conducive to meeting diverse learning needs.

Best practices / Effective strategies:

- Models that allow students to go as far as they can and want to go –that they are not limited by the box of a particular course or stream.
- Teacher training and sensitization to the different rhythms and approaches of different children is one of the most effective strategies.
- We try to send the message that all of the students belong to us and are on a continuum, differentiated instruction.
- Communication that is constant, frequent, and detailed creates a team atmosphere with parents.
- Schools that practice collaboration and are open to difference are the most effective.

With regard to bullying and violence:

- Very difficult to identify any particular type of person that is the victim.
- Cannot necessarily say that exceptional students are more often the victim of bullying.
- Harassment of exceptional students does occur, though this group believes it to have been worse in the past and that education in tolerance and acceptance has had an impact.
- Do not feel comfortable making generalizations. Cases are more isolated incidents.
- Children with behaviour problems are more implicated in being bullies.

Suggestions for improving the model of inclusive education from this group are:

- Better training for teacher assistants.
- Every student should have access to the services that will allow them to learn in their own way and on their own rhythm.
- A lowered specialist:student ratio.
- Development of expertise among educational interventionists.
- Better training for all.
- A structure that facilitates other ministries that can help to do so.

- Relationships that facilitate easy continuum of services.
- That know how stays in the schools and multiplies.
- A continued evolution of inclusion and increased participation of all students.
- A structure to help facilitate this evolution at the local level.
- Engaged personnel that intervene with students and teachers to build better capacity for inclusion.

DELIVERABLE 4: RECOMMENDATIONS FOR STANDARDS / ACCOUNTABILITY FRAMEWORK.

- Effectiveness and accountability, particularly with regard to personnel training, are achieved through follow up activities and evaluations.
- Inclusion is taken into account when we evaluate programs of study.
- Educational practices by teachers are evaluated fairly timidly for their inclusive approach.
- This evaluation’s consideration of inclusion involves several components including differentiated instruction.

DELIVERABLE 5: PROPOSED FUNDING MODEL

- Generally unaware of the current funding mechanisms.
- Funding should respond to need and equality is not necessarily sameness.
- The challenge is how to determine needs and how to prioritize needs.
- It is difficult to understand why services children are receiving from other ministries stop when children enter school.
- There is a danger in funding solely on the basis of need as we believe that this will have the effect of doubling the identified needs.
- There is a problem when expectations are created by services provided before school, particularly one-on-one service, where schools are not able to provide one-on-one.

District Education Council (Anglophone) December 11, 2004 (half day), Fredericton. Number of Participants: 7 in person; 5 by teleconference Facilitator: Wayne MacKay

DELIVERABLE 1: RECOMMENDATIONS FOR THE ELEMENTS OF A POLICY STATEMENT ON INCLUSION FOR THE NEW BRUNSWICK GOVERNMENT.

What is inclusion or inclusive education?

- You try to include as many students in school as possible without inhibiting education in the school.
- A facet of inclusion is to have all students in all classes intermingling educationally and socially with emphasis on a value that everybody is integral to the school community.
- Everyone is included and is integral to what is going on in the school.

- Concern that student learning is disrupted by students presenting “high medical need”. There should be no loss of education or learning due to having to meet the needs of any particular group.
- Inclusion means everyone, ‘all’ are included.
- Inclusion involves providing opportunities for all children to learn and that all students have the opportunity to reach their potential both academically and socially.
- Inclusive education should be about achieving better education for all students.
- What is or should be the role of education? Education is currently too narrowly defined and should include preparation for adulthood and life long learning.

Indicators of inclusion / inclusive education:

- Achievement.
- Meeting the needs of all students (including the gifted).
- “Gleam in the eye” (joy) exhibited by students.
- Outcomes of SEP’s –i.e., students meet the outcomes set for them.
- Collaborative & consultative models are practiced.
- Counting or tracking those who are excluded from classrooms.
- Tracking how successful student are when they leave the public school system.
- Measuring how many children actually receive “appropriate education”.
- Students exhibit high levels of self-worth.
- Drop out rates (cited Statistics Canada survey that 50% of dropouts had B average or better).
- Count the number of children who achieved more in the end than anyone ever imagined.

DELIVERABLE 2: WORKING DEFINITION OF EXCEPTIONAL STUDENT

- Concern was expressed over the language of “exceptionality” in the statutory definition. This term is confusing and mere “political correctness”.
- All children are “exceptional” in on way or another.
- Curiosity as to why the term “disabled” is considered offensive.
- It is important to “know what you are dealing with” when working with a child.
- The current statutory definition is not very clear and leaves broad leeway for interpretation.
- The decision as to who is an exceptional student should not rest with the Superintendent as in practice this means that it really comes down to what resources are available.
- In some cases the definition is interpreted narrowly to exclude access to service.

“Delayed educational development”

- This requirement is problematic. This requirement orients the definition too much toward a long term categorization and does not take into account students who move in and out of needing service (more short term needs).
- The definition does not include the gifted. This is a group of ‘exceptional students’ also in need of services.

- It was the view of this group that 99% of the budget is spent on a small, high need population at the “low end” of the spectrum.
- Students with behaviour problems are not necessarily included in the definition either.

DELIVERABLE 3: RECOMMENDATIONS FOR A NEW SERVICE DELIVERY MODEL TO REPLACE THE SUPPORT SERVICES TO EDUCATION AGREEMENT.

The major challenges identified by this group:

- Support services from other ministries (e.g., HCS, public health nurse, family services, probation, speech/language, social workers, field work, assessments, psychologists) are not available when they are needed –particularly in rural areas.
- French immersion results in a high concentration of students on SEP in English only classes.
- Little (if any) flexibility for short term interventions.
- “Medically fragile students” (e.g., glucose monitoring, diapering, catheterization) are very challenging to provide service for.
- Building physical accessibility.
- Immigration.
- Unreasonable expectations given the qualifications of teachers and especially TA’s.
- Need a shifting attitude to be more welcoming to a broadened support network in school.
- Attitude is still a huge issue (more resources would be nice but when the right attitude is there it makes a huge difference).
- Department cannot continue to certify teachers from pre-service training institutions that do not adequately prepare teachers to work in inclusive settings.
- Need for greater clarity on what minimally needs to be learned by students accompanied by greater flexibility in the kinds of courses they can offer (particularly that this strategy will have an impact on reducing behavioural issues).

Challenges specifically for the District Education Council in their role:

- Need for greater clarity about the DEC role.
- The DEC should be empowered to take a greater role in accountability –such as in evaluation.
- Provisions in the *Education Act* indemnifying DEC’s should be mandatory.

The benefits of inclusion identified by this group are:

- Producing well-rounded children who are comfortable with “difference”.
- Education for good citizenship.
- Learning to be accepting and how to be a good friend.
- “We don’t want tolerance, we want acceptance –this is the difference between integration and inclusion”.
- Inclusive schools help create inclusive communities.

- Everybody is good at something –teaching self-value.

Best Practices / Strategies that work:

- Pilot project on French Immersion in which grade 1,2,3 spend in their first language and in grade 4 half of the year is spent just learning the second language.
- Effective and proactive communication with parents (brochures, meetings),
- School based and district based student service teams who are accessible and supportive.
- Priority system for TA assignment.
- Partnerships with other government agencies (e.g., Training and Employment Development, Health & Wellness: “healthy learner project”).
- Professional Development (particularly on inclusion strategies).
- Vocational programs and transition to work.
- William Glasser theory & pilot project: empower children to take charge of their own education.
- Transition planning.
- Partnering with students and parents (parents often do not feel comfortable or welcome).
- Focus groups (evaluating by talking to those affected such as parents, students, teachers).
- Policy on teacher placement (to have teachers placed according to their skills and abilities).

DELIVERABLE 4: RECOMMENDATIONS FOR STANDARDS / ACCOUNTABILITY FRAMEWORK.

- Frustrated with accountability. We feel that we are held accountable for the results but we have no part in the decisions on resource allocation.
- Frustration with the operation of the DEC – Superintendent – Ministry relationship, in that the Superintendent is formally the employee of the DEC. Often the Ministry by-passes the DEC. In practice the Superintendents tend to report directly to the Ministry. (e.g., 2 day education group meeting per month with the Minister –why are DEC’s not part of this meeting?)
- Frustration with trying to achieve accountability when levels of service delivery and role expectations are not clearly laid out. Example discussed was the role of the TA and that in many cases (particularly with the prioritization system for allocating TA’s) TA’s are used as “personal attendant” for students who need assistance with daily living activities, rather than an actual assistant to the teacher.
- Need for accountability among partner service providers as well as among education. Examples here include prescriptions for TA’s from doctors and probation officers.
- Need for greater clarity on levels of service provision as the expectations of some parents are hard to fulfill and that sometimes parents ask for things out of fear of losing resources –they feel they need to paint a worst case picture of their child in order to ensure the bare minimum of services.

DELIVERABLE 5: PROPOSED FUNDING MODEL

- Perceived serious lack of resources.
- Smaller class sizes needed.
- New dollars needed, not simply shifting money around within the education portfolio.
- Need a regular review period for funding.
- Declining enrollment needs to be addressed, particularly since the current funding model relies on enrollment figures to allocate funding.
- Some felt that established need should play a part in funding allocation, through categories and clinical diagnosis.
- Some in this group suggested that DEC's should set their own budgets and then be accountable to the electorate through taxation.
- In the alternative, others suggested that DEC's be given a global budget to manage and that if cuts need to be made that they are in the best position to decide where for their district.

District Education Council (Francophone) December 11, 2004 (half day), Fredericton Number of Participants: 10 Facilitator: Annette Roy

DELIVERABLE 1: RECOMMENDATIONS FOR THE ELEMENTS OF A POLICY STATEMENT ON INCLUSION FOR THE NEW BRUNSWICK GOVERNMENT.

What does inclusion or inclusive education mean?

- Inclusion means accepting and including all students.
- This includes those with learning difficulties, behaviour problems, and the gifted.
- It means accepting all students regardless of their challenges or talents.
- Inclusion means providing quality and appropriate service to everyone.
- Inclusion means everyone feels recognized and valued.
- Inclusive education puts programs in place that allows each student to develop their full potential.
- Inclusion is a laudable goal, but without resources and political will any achievements are simply miracles –there comes a time (and we are seeing it now) where everyone suffers.
- For a long time people have felt that it was taboo to say anything negative about inclusion –if you did people thought you were against the principle, but we need to talk about the problems.
- For decades resources have been cut, but the expectations are the same or larger today. It is inconceivable that government ministries can say “that’s not in my budget, that’s so and so’s budget”. This attitude is an indication of lack of political will. It is inconceivable that we have to hold bingo and chocolate bar sales to make ends meet in education.
- It is important not to divide students, but we are not well resourced to meet all of their needs –who is responsible for paying to meet students’ needs?

- We have been doing studies for 6 years. It is time for action –and not just generalized for the province. We need region and linguistic specific solutions.
- Francophone and Anglophone are different situations and have different needs. We have spoken with some parents who are really angry that we are having these discussions around special education again.
- The elected District Education Councils are very important in the educational system –they are the first line to the community.
- When inclusion first began, services were for a very specific clientele (mostly physical disability) –that clientele has grown substantially (now includes behaviour, etc.) –to the point where we are demanding the impossible from teachers.

Indicators of effective inclusion / inclusive education:

- Students succeed in reaching their full potential.
- Happiness/wellbeing of students.
- Teachers and other front line staff have the tools and training they need.
- Students and parents feel their needs have been met.
- Staff satisfaction at the school and district level.
- Results are in line with the expectations.
- Service standards established (like in hospitals).

DELIVERABLE 2: WORKING DEFINITION OF EXCEPTIONAL STUDENT

- Despite the good will, the focus in inclusion is on students in difficulty –the gifted are completely ignored. 95% of the student services budget goes to students in difficulty. It is the gifted who will lead society in the future. (Some feel resources are wasted on someone lying in a bed).
- There has been a downward influence on standards and performance. 50-60% of the drop outs are gifted (because they weren't challenged enough and their interest was lost).
- Parents have a big role to play and need to be sensitized to help support their children's education.
- In the Acadian peninsula they have initiated a program to bring back young drop out students, but the Ministry does not fund this program at all because they are not considered to be enrolled.
- The normal procedures that result in the identification of a student as exceptional vary by student. For some students it is obvious, some have a mix of problems. School teams consult with qualified persons.
- It is important to note that sometimes teachers will use this as a mechanism to excuse class management problems and poor teaching.
- It is much easier when problems are identified before a child enters school. Problems identified at the pre-school age are much easier to respond to proactively. It is very important though, that a child's pre-school file be shared with school officials and other partners.

s.12(5)(6)

- The DEC does receive directives (policy) from the Minister –but there is not much room to manoeuvre.

- The DEC works more in administration rather than decision making. DEC does not have enough power when it comes to resource allocation.

DELIVERABLE 3: RECOMMENDATIONS FOR A NEW SERVICE DELIVERY MODEL TO REPLACE THE SUPPORT SERVICES TO EDUCATION AGREEMENT.

The major challenges identified by this group:

- School psychologists are not available at all for the general student population - 100% of their time is spent with exceptional students.
- Financing / resources / funding model.
- Staff training and skill development.
- TAs are viewed as the only solution by parents.
- Finding a balance and providing equitable service for the whole student population.
- Not enough teaching materials and resources for teachers, pedagogical resources.
- Lack of inter-ministerial partnership and cooperation –it is very difficult when individual schools and districts must search for and negotiate with the various ministries. Health/medical equipment should be provided by Dept. of Health.
- The teaching environment has not really changed or kept pace with the multiplication of the category “students with needs”.
- The enormity of the services that are expected –but services for all students should be reviewed and increased.
- Educating parents about their role and part to play –that teaching continues at home.
- In some regions the economic climate has a tremendous impact: e.g., in the Acadian peninsula work is very seasonal. Twenty years ago it was very fashionable to leave school early and pick up work. Now the population does not have the education to really deal with the problems.
- Must value academic as well as industrial aptitudes.
- Serious problem with access to specialists and support professionals –we cannot attract the professionals to our small communities.
- Must see the value in prevention, not curing.
- Intolerance and discrimination.

The benefits of inclusive education identified by this group are:

- The formation of a tolerant, equitable, society where difference is accepted and societal participation is encouraged.
- Partnerships are recognized and capitalized.
- Parents are assisted to feel comfortable, regardless of their level of education, and are assisted to accept their responsibility.
- Human potential is not wasted. Our young will be more creative and competent. This will reap rewards for society.
- The education system’s mandate is to develop citizens who can enter society and participate. Without this they find themselves on social assistance or in the justice system.
- We learn how to live together.

- Develop economic participation within the disabled community.

Elements for a new model of service delivery proposed by this group / Priorities:

- Where are we going to make the biggest difference? We really need better integration of services with other ministries to address the root problems.
- It would be a waste of money to add resources without first establishing standards and indicators/accountability measures.
- Clear policy with principles that apply across the province but flexibility to address the specific needs of the linguistic sectors and local regions.
- Clear mandate and common vision is needed for the partner ministries –roles need to be clearly defined and appropriate financing attached. Roles and responsibilities should be developed in collaboration with all partners.
- Must respond to student needs but also student interests.

DELIVERABLE 5: PROPOSED FUNDING MODEL

- Major financing problem: the amount does not meet our needs.
- Would like to see a system that is financed based on actual need not a fixed amount based on the total number of students.
- Other departments must help with funding.
- DEC should be involved in setting the funding model. Budgets should be organized and allocated by the districts not by Fredericton. The needs are identified by the districts. Now the budgets arrive already allocated for exceptional students.
- Generally, we feel that we do not have the time or the resources to really make good use of consultations like this. The DEC role is not clear in the Education Act. – Should be consulting also with the retired teachers organization. We do not feel on a level playing field with communication –we did not receive the Comptroller’s report –but the Superintendents did.

Ministry of Education Staff: Curriculum and Evaluation (Anglophone)
 February 21, 2005 (half day), Fredericton.
 Number of Participants: 19 Facilitator: Wayne MacKay

DELIVERABLE 1: RECOMMENDATIONS FOR THE ELEMENTS OF A POLICY STATEMENT ON INCLUSION FOR THE NEW BRUNSWICK GOVERNMENT.

What does inclusion or inclusive education mean?

- All children begin in the same class room, as much as possible.
- Each child is equally welcome and school is equally accessible, there are opportunities for all children to learn to their potential.
- Education is preparation for life in general.

Indicators of effective inclusion / inclusive education:

- Numbers of children needing exemptions for provincial exams (now approx. 2-3%).
- Numbers of accommodations requested for provincial exams.
- Numbers not in “regular” class or deemed special needs.
- Percent of parents who home school.
- Anecdotal information from teachers.
- The more specifically defined the curriculum is, the more difficult it is for teachers to provide opportunity for all students. As outcomes on provincial exams become more precise, the numbers of accommodations and exemptions go up.
- Attendance, drop-outs.
- Longevity studies –tracking success later in life.

DELIVERABLE 2: WORKING DEFINITION OF EXCEPTIONAL STUDENT

- The definition does not include gifted children.
- We have seen an increase in SEP’s and requests for exemptions from provincial exams in the last few years.
- Studies show that the gifted/talented are disproportionately represented in dropout rates and in prison.

DELIVERABLE 3: RECOMMENDATIONS FOR A NEW SERVICE DELIVERY MODEL TO REPLACE THE SUPPORT SERVICES TO EDUCATION AGREEMENT.

The major challenges identified by this group:

- Currently, curriculum documents are aimed at the middle-level ability.
- We have tried to avoid filling curriculum documents with how to deal with a variety of exceptionalities. We have relied on the local level student services to provide these ideas due to space considerations. We don’t want to overwhelm teachers with so much information and 10 inch thick curriculum documents that would have to be printed and re-printed every time the curriculum changes.
- Idea raised: could potentially use an on-line format with drop down windows containing this extra information. Teachers can access if it is applicable to them –this would also allow the documents to be endlessly revised without wasting resources on printing.
- In evaluations we consider accessibility and accommodation in reading passages, layout, lateral transfer, Braille, large print.
- Curriculum and evaluation branches have received no training in how to promote inclusion through their role. Currently there is very little coordination of these branches with others. There has been some suggestion to include Resource and Methods teachers on the Curriculum Development Advisory Committee –but this has not happened yet. Generally, curriculum is not developed collaboratively.
- Lack of professionals (speech-language, physiotherapy, occupational therapy).
- Lack of vocational courses (big safety issue).
- Not enough assistance to classroom teachers.
- Time is too limited to get the team building and process implementation done correctly.

- Too difficult to arrange schedules for everyone who should collaborate on SEPs
- Difficult to ensure access to technology.
- Sense that the needs are not being met, teachers are just trying to survive and suffer guilt for not succeeding. Question whether it is do-able.
- Teachers not well enough equipped.
- How to indicate on a diploma what special education services were provided.
- Tradition and culture: it is not second nature to collaborate –some don't have the skills.
- Lack of knowledge on how to write an inclusive curriculum.
- We tend to abdicate accommodation to the local level because it is hugely daunting to consider anything else.
- TIME: no time to research and collaborate around how to better accommodate
- Balancing accommodation and assessment.
- Appreciation for the role of provincial assessment (primarily objective achievement) versus classroom assessment.
- Exam exemption sometimes prevents inclusion (i.e, having a low expectation – sometimes that expectation can be surpassed).
- Curriculum documents are already boring and not very inviting for teachers to read.
- Some district supervisors are doing a really good job, e.g., district 16 has standing room only for math in-services. There are some good supervisors out there finding great resources but there is no mechanism to share the information / knowledge.

DELIVERABLE 4: RECOMMENDATIONS FOR STANDARDS / ACCOUNTABILITY FRAMEWORK.

- The main evaluation of curriculum is if teachers use it.
- There is a committee that ensures gender neutral, racial and aboriginal are not derogatory –but no one really ensuring “inclusion”.
- There is only one curriculum where differentiation was actually spelled out in the last 10 years.
- There is a fair amount of communication between curriculum and evaluation branches. The provincial assessment should be a line to the curriculum.
- Limited amount of communication between evaluation and teachers –go more through the districts.
- PISA (outside evaluation) showed that those who did well on the provincial exam also did well on PISA.
- At the provincial marking dates it sometimes comes out that teachers don't understand the curriculum themselves.
- The efficacy and accuracy of the curriculum and teaching comes out with provincial assessments.
- In western provinces they put draft curriculum out on a website even before piloting for 1 year to get feedback. In NB they pilot with small group of teachers. we need to find additional ways to get feedback on curriculum.
- We are still grappling with how to develop inclusive curriculum.
- Document provided re: process for measuring with 21 indicator checklist.
- There has been an evolution –we used to select resources and then set curriculum. Now we set outcomes, then look for resources or ask for bids.

DELIVERABLE 5: PROPOSED FUNDING MODEL

- Funding for instructional resources is a fixed sum to school districts. Superintendents ultimately decide. The ministry sends a list of titles to buy with 5-7% discretion. In the last few years money has been held back to buy new titles.
- Cut backs have seen the instructional resources branch closed –there is now no warehouse and no infrastructure for instructional materials. Districts are on their own now.
- Look to First Nations targeted funding –self-sustaining fund –up to 15% of tuition can be rebated and matched for resources and other things –there is nothing similar for inclusion –most of special needs \$ go to salaries.

PRIORITIES:

- Well trained human resources.
- Give teachers a challenge they are able to meet, preparation and support.
- Under resourced in giving teachers tools and skills.
- Need something systemic and for the long term.
- Move away from triage/treatment medical model to system geared to meet needs.
- Need to include and provide tools to accomplish the goals set.
- Need team approach.
- Not enough time: forms, tracking, meetings, etc. this gets in the way of teaching.

Documents submitted by participants:

“Guidelines for Exemptions and Accommodations: Provincial Assessments and examinations.”

Exemptions: If documented cognitive, multiple handicap, or specific learning disability would render the assessment inappropriate or emotionally harmful.

Accommodations: additional time, alternate setting, alternate format (large print, Braille, audio tape), extended use of technology, sign language or personal FM system, scribe

-At elementary level –encouragement to provide whatever accommodations necessary and to include as many students as possible in the assessment

“Standards for the Educational Review of New Brunswick Schools”

Excellent evaluation content –very reflective of working toward inclusion and many of the principles in the background research report. Lots of concrete points and indicators to look for in each category.

- Evaluates:
1. School Climate
 2. School Leadership
 3. School Management
 4. Management of Staff Performance
 5. Partnerships with Parents

- Academic performance.
- Post school opportunities, attitudes and employment.
- Professional development.
- Relationships carrying on outside of school.
- Exceptional students participate in community.
- Goals and objectives of SEP met.
- Providing balance of service with partners.
- Are students getting the level of service they need?
- Currently this group uses anecdotal and perception of parent satisfaction.
- Class composition (balance?).
- Increasing overlap at kindergarten/entry level.
- Effective dialogue and problem solving mechanisms.

DELIVERABLE 2: WORKING DEFINITION OF EXCEPTIONAL STUDENT

- “Qualified persons” in the act not really defined.
- Sometimes parent consults a doctor/pediatrician who recommends a TA or SEP this creates a lot of pressure for educators (this happens less frequently in St. John because student services supervisor has a good relationship with the pediatricians. But when this happens it creates an expectation that it is necessary and the school must provide it).
- Sometimes children are identified prior to entry in school.
- Resources and services are not available in all districts.
- Generally there is uniformity in the application of the definition for severe exceptionalities but lots of confusion for more minor/gray zone cases. These gray zone cases are left up to the teachers and resource teachers and school teams – usually result in a modified program.
- Many measures and services are in place before an “exceptional” determination is made.
- Much more variability with the high incidence/milder exceptionalities. Professionals also vary with diagnosis of the “softer” disorders.
- There are different levels of support from outside agencies across the districts.
- Due to backlog, we are trying to move away from the psych/formal evaluation – we are looking for curriculum based interventions that can be put into place before formal assessment.
- Notice a paradox: inclusive education that relies on exclusive rules in its definition and entitlement to service.
- “Delayed educational development”: The definition is often applied based on a district’s fiscal reality.
- Some will give accommodations (and write SEP) even if the student is not experiencing an educational delay. R&M work hard to keep kids off SEPs. Educational delay is also very vague –opens the door to service provision, suggests that all students will eventually achieve the set standard.
- With physical adaptations, many are very expensive, but when they are successful it often means no educational delay.
- Good practice puts measures into place long before educational delay happens. The QLA puts a lot of attention on early intervention and at risk students.
- Resource teachers do also address other students in school –there are many prevention programs in place –see list in session file.

- Try to avoid SEPs by using other strategies such as flexible grouping, differentiated instruction, literacy intervention. SEP is a label with a negative connotation, particularly upon graduation. There may be a trend toward having R&M work only with SEP students.
- Challenge: sometimes new teachers, administrators or parents don't know the range of interventions that are available. Programs differ depending on the locale but the models of resources and philosophy are very consistent. They are always collaborative in nature and try to utilize what is available in the region. Sometimes it costs more to achieve in one area what you achieve for less money in another area.
- Section 12(4) "fragile health". There are instances of teachers caring for fragile health, mental health etc. because there is nothing else available.
- There are students in hospital beds. Schools are essentially providing respite care with untrained staff. Superintendents can place them somewhere else, but often there is no other option available. Sometimes due to the size of the equipment we can't fit them in a classroom. These children get mostly adult interaction.
- Serious concerns about dangerous children (psych, mental health). There is really no where else for these children to go. Sometimes they are in a room alone, because there is a safety concern but we don't have anything else for them.
- TA's provide many medical services with no training (catheterizing, trachea tubing, tube feeding). We can't get them trained. Those in the health professions won't do it because of liability or training TAs is "not in their mandate". Parents are often willing to train but this is also a big liability issue.
- There is an aggravation of problems for some by providing inappropriate service (i.e., providing tutoring when really they need psych, social work or behaviour mentor).
- Alternate Sites: can have some problems. There are safety concerns especially because it is a mix of multiple needs. Sometimes a volatile situation emerges from mixing personalities of children in difficulty. Need guidelines for alternative settings and earmarked funding. All districts have some form of alternate site (32 in total: 700-1000 children/day –not all are deemed exceptional). Alternate sites work well because they have a lower student : teacher ratio and more individualization of the program. When students return to school same problems arise because the program and system don't meet their needs.
- It seems easier to forge partnerships in rural areas. Maybe because there are less resources available, cooperation is the only option. Generally, there is no formal structure for inter-departmental services. Partnerships are good but can be difficult to maintain.
- It is not necessarily a student's exceptionality that contributes to educational delay. It can be the system too. We struggle not to identify a student as exceptional too soon, because the label & SEP do have a negative connotation. Child may just need better/different teaching. Once labeled though, there is an expectation of continuous service right into University.
- Services for gifted students include: school wide enrichment, accelerated grade, differentiated instruction, curriculum compacting. Don't feel it is necessary to have this group in the s.12 definition because they are serviced in other ways and s.12 address children who cannot cope in the school system without support. There are problems with expectation though, some parents describe their child

- as gifted and then assume that it entitles them to special services. The truly gifted are actually quite rare and may need special services. There are also lots of very bright children who need to be challenged.
- Asking if the bright children are happy and being appropriately challenged is a different dialogue. This cuts across all ability levels. As we improve the empowering capacity of the system do we even need a s.12 definition? There is some concern about frustration and boredom causing drop outs.
 - A pyramid of interventions and professional learning communities can help more students than if s.12 definition is broadened.

Normal procedures for identification of exceptional students:

- Some identified prior to arrival at school.
- Class teacher in collaboration with parent.
- Others in school (school team).
- Short term/specific interventions.
- Sometimes this procedure can take several years.
- Time is always an issue with collaboration around identification and problem solving.

DELIVERABLE 3: RECOMMENDATIONS FOR A NEW SERVICE DELIVERY MODEL TO REPLACE THE SUPPORT SERVICES TO EDUCATION AGREEMENT.

The major challenges identified by this group:

- Trying to collaborate with parents who think that their child's rights supercede the rights of teachers and other students.
- "Squeaky wheel gets the grease", some parents will make large numbers of phone calls, practically harassing officials until they get what they want.
- TIME, for collaboration, for paper work, to work with students.
- BURN OUT for resource teachers. Every school problem comes to them in one form or another.
- External agencies sometimes come in demanding time, but won't really partner.
- Coordination (TAs, supply teachers, etc.).
- The day starts early and goes till late.
- Culture of TA reliance: they do everything from medical procedures to hygiene. We get prescriptions for TA's, many believe they are the magic trick. In reality we are putting the least trained personnel with the neediest students. Parents never ask for more resource time. Many TA's are not properly trained.
- In high school students arrive at 14 and can stay until 21 if exceptional. Can't find enough proper programs/courses that can be differentiated. We are not meeting needs at all in high school. We lack industrial arts, life skills, vocational, etc. There is too much focus on academic only programs. We are not meeting all needs. We don't provide for the development of kinesthetic/visual learners. This is especially a problem when a child goes to an alternate site, experiences success and then returns to a situation where the programming is not appropriate. In particular, newer schools are not built with this kind of space in mind.
- Up to 40% of class time is spent on class management. This is not as much of a problem in elementary because there are more hands on opportunities. Also the

nature of vocations has changed. So much is operated through computer. This has removed the hands on opportunity (e.g., metal lathe).

- Relevance is really important in programming math and reading. Differentiation is happening more so in math/reading than in science/social science.
- Burn out for teachers and resource/methods. Teachers feel guilty when they can't meet all student's needs.
- English school districts serviced by Francophone rehab/health professionals problematic (particularly in Northeast where Francophones are dominant).
- TA's : work 5 hrs/day; \$13/hour. Most kids are in school and need service longer than 5 hours/day. Bumping due to CUPE collective agreement goes against the needs of the child and causes the need for re-training. Some TA's intimidate each other, discouraging each other from helping out or doing anything beyond the contract.
- Qualified staff & professionals hard to come by in Northern and rural areas. Urban areas have more access to qualified personnel and TA training programs but even they still struggle to fill spots vacated during the year.
- Generally Resource and Methods is not an attractive position. There are not many who meet the qualification of a Masters' degree. They suffer from burn out. There is no incentive to fill the position and little respect for those who do the job.
- Parents and teachers want more time with the kids. They want lower teacher student ratios. This is partly fuelling the demand for TA's. It is also a misunderstanding of the role of the TA. Pressure from MLAs doesn't help –they also misunderstand the role of the TA. Some see the TA as an advocate and educational advisor.
- Supervisors get caught in the crossfire between teacher, administrator, and TA, sometimes players have their mind made up before participating in collaborative planning process. We are often thwarted by the tangible nature of a TA, rather than the appropriate programs and planning.
- Some parents who request a TA don't really want inclusion. We are the only department that can't "close a case", i.e., say it is not in our mandate. There is no accountability for parents.

French Immersion

- F.I. is an elite program that culls the cream of the crop.
- Some French immersion teachers may never have had to do an SEP because of this.

Best Practices / Strategies that work:

- Collaborative consultation.
- Transition meetings (pre-school to school, middle to high school, school to post, sometimes grade to grade).
- Planed time for student services meetings.
- Alternate sites.
- Good first teaching.
- Flexible groupings.
- Literacy support workers.

- Behaviour mentors (These are paid positions through QLA. They work with students and the teacher).
- Assistive technology.
- Differentiated instruction.
- Solid/consistent referral process.
- At UPEI all education courses have component on teaching exceptionality.
- Professional development.
- Electronic SEP.
- Text leveling, guided reading, reading recovery (research based reading instruction).
- Scanning text material for gender, race, aboriginal, sexual orientation, exceptionality.
- Peer mediation.
- MAPS, Circle of Friends.
- Partnerships e.g., Stan Cassidy Centre.
- Interdisciplinary teaming (at the district level).
- New Curriculum with focus on auditory, visual, tactile, indicated learning styles.
- Tie SEP's to actual curriculum outcomes.
- Training for effective communication, mediation (pre-service and in-service).
- Good PR and communication around concepts such as TA role, SEPs, etc.
- Inter-district collaboration.
- Teachers who are good ambassadors of inclusion.
- APSEA is great support –particularly in rural areas.
- Unit on inclusion in Canadian Society (middle school curriculum).
- Supplementary resources for curriculum.
- FM systems.

Suggestions for an improved system:

- Heterogeneity in classrooms.
- Scheduling and timetabling that doesn't prevent flexible grouping.
- Exceptionality role modeling.
- School buildings should be designed for physical accessibility (playgrounds, washrooms).
- Differentiated activities included in curriculum materials.
- SEP graduation diploma.
- Need to address employability skills earlier and school to work transition.
- More interdepartmental cooperation.
- Clear understanding of roles and responsibilities.

Barriers to inter-departmental collaboration:

- Many school districts encompass several health or other service provision boundaries.
- Rural area: people from there tend to stay there. We need greater incentives for people in the community to get trained (e-learning, distance learning etc.).
- Rural areas should have services more school based. There is a greater opportunity for community partnerships.

With regard to bullying and violence:

- This happens more often with the “softer” disabilities (i.e., social and communication problems).
- Need to educate children and teach them how to be tolerant –problem what to do in the mean time until a more tolerant society evolves?
- There are lots of parenting issues at play with bullying and violence but there is no way to hold the parent accountable.
- Need to get the kids involved in finding solutions. We have seen some very effective outcomes from this approach.

How Collaboration happens currently:

- There is a continuum, some teachers / school teams are more collaborative while some have a referral approach.
- Some school teams meet weekly (with referral to the team by teacher). Some meet during school with arrangements made if the teacher needs to be there, some meet before or after school. In small/rural schools where resource teacher might be part time position everything is more “on the fly”.
- Scheduling is very difficult, when a crisis comes up, everything is fly by the seat of pants.
- Other collaborative meetings include grade level meetings. These can sometimes deal with issues without having to go to student services.
- Generally there is no collaboration between Anglophone and francophone sectors, especially with regard to French Immersion.

DELIVERABLE 4: RECOMMENDATIONS FOR STANDARDS / ACCOUNTABILITY FRAMEWORK.

- Student evaluations happen at each reporting period. Often evaluation and follow-up for SEPs is not done. This is why people like Sylvan so much because there is continuous assessment.
- District 2 conducted a survey of the types of assessments being used –results showed 60-70 types of assessment. Would like to see an initiative to start an assessment bank to share these tools and so all can be talking the same language on assessment.
- Documentation maintained includes: behavioural record, interventions, provincial report card.

DELIVERABLE 5: PROPOSED FUNDING MODEL

- This group is very aware of the funding model currently in place. Major challenges include: Resource and methods teachers have no access to funds for resources, supplies and materials (workbooks, programs, etc.).
- Categorical funding would encourage outcome oriented diagnosis and assessment.
- There should be a payoff to the whole school from inclusion (should mean better instruction for all kids).
- Health services should not be paid out of education district funds.

- Could fund resource teachers based on SEPs but this too would lead to abuse. You can always over identify
- Tom Parrish –funding Bible. The trend is moving away from designated or categorical funding.
- Would like to see the ratio of R&M be 1:200 students (currently 1:300).
- Need money for systems support, right now all money goes to staffing with nothing left for programs etc.
- Caution: more money coming as lump sum with discretion to the Superintendent doesn't mean that it will always go where it is intended.

District Personnel (Anglophone)
 February 23, 2005 (full day), Fredericton
 Number of Participants: 77 Facilitator: Dwain McLean

DELIVERABLE 1: RECOMMENDATIONS FOR THE ELEMENTS OF A POLICY STATEMENT ON INCLUSION FOR THE NEW BRUNSWICK GOVERNMENT.

What does inclusion or inclusive education mean?

- That all students are educated in their community school.
- The ideal is to have all students involved in all aspects of school.
- Learning for all, and everyone takes responsibility for all students (i.e., working with exceptional students is not an 'add on').
- Consultation is the ideal model to achieve inclusion (but time is a significant impediment to consultation). Need time to restructure. Need resources and partners.
- Need curriculum that provides for inclusion.
- Inclusive education creates the services necessary in the school, community and alternate settings to ensure that students develop the maximum academically, socially, emotionally, without undue learning stress.
- Some believe that some of these needs may best be met in alternative settings at certain points.

Indicators of effective inclusion / inclusive education:

- Do exceptional students feel they belong?
- Do teachers feel supported?
- Are all students' academic needs being met? i.e., are (all) students experiencing success?
- Equality is meeting everyone's needs.
- Less burnout, less turnover in personnel (especially R&M positions) and less stress leave.
- Individual attainment of personal outcome goals.
- Seeing students engaged in social/all activities.
- Feedback from parents.
- Peer acceptance of individual difference, seeing peer relationships outside the school setting.
- Fewer families opting to keep exceptional students at home.

- Increased numbers attending post-secondary institutions.

DELIVERABLE 2: WORKING DEFINITION OF EXCEPTIONAL STUDENT

The definition in s.12: Application is very inconsistent

- Decision on an SEP depends on the qualifications of resource personnel, administration and approach of the student service team.
- Difficulty in determining what is educational delay –and should we be waiting until there is an educational delay?
- The advantage of the vague definition of “qualified persons” is that it allows schools to respond to needs without needing a “professional” stamp and the waiting lists that go with it.
- The caseloads for resource personnel are huge.
- Paperwork and documentation is very time consuming, the SEP document is overwhelming and cumbersome. Are we over-documenting? Is documentation motivated by litigation or helping students?
- The advantage of having teachers author SEPs is that there is a higher likelihood that it will be implemented (follow-through).
- Problems with the SEP process include that by the time the document is done and everyone has finally signed off on it, class is over (particularly in high school).
- SEPs do help future teachers, i.e., not having to start from scratch figuring out what a student’s needs are.
- How do behaviour concerns fit in, especially if they are not accompanied by a particular educational delay?
- How do “at risk” students fit in?
- How do “gifted” students fit in? They need extra support but not really educationally delayed.

The processes of identifying students as exceptional under s.12 are typically one of the following:

- Some students arrive with a diagnosis already.
- Referral to Student Service Team SST (methods and resource or guidance).
- The team meets weekly in some locales (some meet after school).
- There is support for non-SEP intervention.
- If this doesn’t work the referral form is completed and the Student Service Team meets again to begin the SEP process. A decision is made by the SST whether to refer for further testing at district level.
- If referral for further testing, it is discussed at district level. If further testing is deemed necessary, the child is placed on a priority list.
- In very small schools the SST is everyone (i.e., everyone is on the team) and any work on this must take place after school.
- Need a way to identify SEP kids in the WINSCHOOL program.
- Some feel the process is too tied to diagnosis and that a diagnosis is needed in order to begin interventions. This doesn’t capture all children. Diagnosis is much more appropriate for tracking than for determining intervention.

- Some feel that getting prioritized for services depends on diagnosis, but the statutory definition does not require a diagnosis. The definition does allow for some flexibility and acting without a diagnosis. Diagnosis can be helpful. It does provide some security and clarity in treatment/intervention. Diagnosis also provides common language and a framework.
- Technically s.12 is being followed. However, resources and programs available within individual schools vary widely. There are many inconsistencies that arise and many feel “grossly under-funded”.

DELIVERABLE 3: RECOMMENDATIONS FOR A NEW SERVICE DELIVERY MODEL TO REPLACE THE SUPPORT SERVICES TO EDUCATION AGREEMENT.

The major challenges identified by this group:

- Lack of appropriate curriculum and courses available at all schools.
- Lack of appropriate space in some schools.
- Lack of hands on courses and other options (as well as teaching to different learning styles, i.e., tactile, in academic courses).
- Lack of training for new teachers (expectations don’t match skill level).
- Lack of training for TAs, admin, staff, etc.
- Class size too large at all levels.
- Class composition. The continuum of abilities makes it more difficult to meet needs. There is just such a broad range of children whose difficulties/strengths are so divergent, even aside from exceptional children. Teachers feel overloaded.
- Numbers of exceptional students seem to be skyrocketing. It is more than just better identification, e.g., Autism. The volume of students identified is steadily increasing over time.
- Class environment doesn’t always meet all students’ needs and we don’t have the space to do anything else. The environment does not always coincide with the outcomes that we set for students on SEPs.
- Spend a lot of time looking after health needs not educational needs.
- Medical interventions are done by unskilled, untrained personnel. There is a liability concern.
- Volume of paperwork for M&R means they can’t do what they are really trained for (teach) or the paperwork lands on the administrator’s desk.
- Doing the best we can with what we’ve got. Unfortunately many times we can’t do what we want due to lack of resources and can’t follow up the way we should.
- Approaches tend to be reactive, i.e., we’re barely keeping ahead of what needs to be done rather than being proactive.
- Lack of specialized R&M at the school level, lack of expertise at school level.
- We do meet the needs of many children. There are still some we can’t meet without more resources.
- TA time has been reduced, but the school day has increased and the number of students needing help has increased.
- Collaboration is happening but not as much as needed. It needs to be built in to the timetable. We need to draw more expertise into the collaborative process to make it more effective. It is almost impossible to get access to extra-mural experts. When we had nurses, etc. in the schools working collaboratively things worked much better. But we don’t necessarily want them to come under the

education umbrella. We want shared ownership for children and community living.

- University training for teachers does not address the skills needed. Does not expose future educators enough to exceptionalities.

The SEP Process:

- Often there is a draft SEP made up by the R&M or teacher before the parent comes in for meeting and adjustments are made later. There is an initial consultation with the parent before the draft SEP is done.
- Some concern that in some cases the SEP is written with little consultation.
- Educators must maintain control of the SEP because sometimes parents expect more than can be provided.
- From a time management point of view, having a draft SEP to work from can help shorten meeting time.
- SEP continues to be open to adjustment (should be a living document).
- Deadlines are set for when SEPs have to be in to the district office. This has a negative impact on seeing the SEP as a living document and continuous assessment.
- Some are written by R&M with the teacher simply "signing off".
- SEPs are not specific enough. The goals tend to be too vague. Even those that are well designed are not being implemented properly due to lack of specialized support and ongoing monitoring in the classroom.

Collaboration/ Student Services Teams:

- Meetings range from zero to 3-4 hours weekly, some meet twice a month. One school has one period scheduled once a week.
- There is no collaboration time really scheduled or blocked in, we have to continually arrange it around other things.
- This collaboration is seen as invaluable.
- Lack of scheduled time causes staff to be continually reactive. More regularly scheduled makes it possible to be less reactive and not so crisis oriented.
- Strategies to schedule this time were few, seems to depend significantly on commitment from the administration.
- Some schools have a separate "problem solving team" that meets for 2 hours / week and an SST that meets bi-weekly outside of hours of instruction –if it is during hours of instruction it can only include admin, R&M, guidance.
- 1-2 hours per week is never enough.
- Meeting after school doesn't lend itself to success, i.e., people are tired, busy, etc.

Features for a new inclusive education system:

- Increase TA time to at least the number of hours students are present in school.
- Literacy support is having lots of very positive impact (concentrated, direct 1 on 1, 1 on 2, and 1 on 3, diagnostic teaching). Need to use these methods in a more widespread way. Need more M&R trained.
- Need greater emphasis on school-community transition.

- Model needs to begin with pre-natal care.
- Community needs to take ownership.
- Life skills programs (may not have met students needs but they've been taken out and not replaced with anything).
- TA training should be focused on the needs of the TA (not just piggy-backing on teacher in-servicing).
- Early intervention and diagnosis.
- Need licensed nurses/practitioners to deal with medical needs (external professional support) on a consistent basis.
- Need better pre and in-service training.
- R&M needs to be an expertise position.
- Need more reasonable professional : student ratios.
- Need real, new money.
- Current support services are under-funded. We don't want to just shift it over to the education portfolio. We want partner departments to be able to do better at providing health services for children.
- Need integrated service model.
- Need effective ways to deal with behaviour challenges. Behaviour is the biggest difficulty. We need training in classroom management and a supportive environment with options.

DELIVERABLE 4: RECOMMENDATIONS FOR STANDARDS / ACCOUNTABILITY FRAMEWORK.

Methods of evaluating teachers:

- If teachers are still walking (i.e., not on stress leave) in June, the year is considered a success.
- There is no formal evaluation of teachers. Any evaluation is at the discretion of the principal. Some use a "walk-through" evaluation method.
- TA's tend to be evaluated by methods and resource teachers.
- Resouce teachers don't stay in the position long enough to be evaluated. E.g., District 10 has 50% turnover rate in this position.
- Beginning teachers use a mentor system with more experienced teachers.
- Growth plans are used for teachers at a district level. Each teacher picks three goals and has discussion with administration.
- Don't feel that we can really evaluate inclusive practices until the training, resources and in-servicing are there.

Methods of evaluating students:

- SEP students use varied methods such as observation, oral testing, scribes, alternate.
- A variety of instruments are also used for typical students, such as: guided reading, daily work, attendance, standardized tests, provincial assessment, checklist ABLLS, behavioural contracts (especially in older grades), self-evaluation, peer evaluation, presentations, essays, read aloud, observation, alternate settings, anecdotal, grade negotiation.

- Admit that we rely much more on paper/written assessment and don't generally cater to a broad range of learning styles. Need to develop more tactile ways of evaluating in all subject areas.
- Some feel that the feedback given to the more typical students is often not that informative about how the child is doing or how they can improve, nor is it reflective of the actual amount of progress.
- Exceptional students tend to get more feedback. Some of these students get daily feedback in journals and logs.
- Most information and feedback actually goes to the parents.
- Mid-way progress reports go to all students.
- Some teachers get the SEP too late to provide effective feedback.
- Teachers don't necessarily know how to evaluate SEP students. They don't necessarily know the difference between accommodated, modified and individualized. Sometimes teachers have too many SEPs to deal with at once. Teachers don't have the training and don't feel competent.
- Problems can arise when grades are given and equated across all students. i.e., a student on a modified plan got 78%, a typical student worked as hard as they could and only got 67% -how is this fair?
- At high school, guidance gives feedback to assist with course selection but, tactile programs have generally been eliminated. The broader ability spectrum is not really provided for.
- High school needs more choice: e.g., early childhood education, hairdressing, carpentry, automotive, welding, music, art, life skills, consumer math, apprenticeship. Need collaborations with community and colleges. Currently, exceptional students automatically dismiss biology, physics and chemistry. The only other option is humanities. These courses then experience a "dumbing down" –everyone loses.
- Evaluation of students is also about valuation. There is a public relations / parental attitude component here that is important to consider.
- Report cards do not assist student learning. They only measure students against others. They deflate some students and give them a sense of no success.

Other accountability issues raised:

- Need to define the goals more specifically and monitor them rather than "floating impressions" of how people are doing.
- Who does the monitoring? This should be standardized across the district.
- Need simple, user-friendly training on how to evaluate and communicate.
- Future steps need to be considered when planning an evaluation.

DELIVERABLE 5: PROPOSED FUNDING MODEL

- Support is seriously lacking to make inclusion work.
- Family and community services, hospitals, addiction services, etc. say no when it is not convenient or they are full, etc. Schools can't say no, the kids are always there.
- The average teacher is out of pocket \$600-800 each year for supplies, travel, equipment, extra-curricular activities.

- Not enough time resources. Time for preparation, time for collaboration. Need to change the structure to allow for collaboration during the day and to ensure that collaboration is not taking away from other tasks. We've been asked to use the collaborative model, but do not have the tools to do it effectively.
- Resource and Methods position needs to be re-evaluated. Needs a different pay scale to reflect the administration responsibilities. Needs separate certification/qualifications. Need to make this position more valued, to reduce turnover. Need respect and support for this position.
- Currently personnel filling M&R position face the unrealistic expectation that they know everything about all exceptionalities. First time teachers are not trained enough to fill the position effectively, but the position is not attractive enough to get good quality people in the job. Need some specialization, need reasonable ratios/workload. Need better interface and collaboration between methods and resource and the provincial consultants. This position should be funded outside of the special education budget and dedicated so we don't need to balance training and expertise in this position with other special needs considerations.

Definite needs to fund:

- In-service training for teachers.
- Curriculum that supports inclusion.
- Resources / tools.
- Improve interventions before resorting to SEP, effective pyramid of interventions will make a difference and require less funds in the long run.
- More effective Resource and Methods.
- Scheduling for collaboration. Needs at least a half day per week.
- Need must be taken into account in local situations (some districts have much higher incidence levels) e.g., Charlotte County.
- Fund by need for small number of specific, easily identified disabilities and extreme cases (e.g., autism).
- Highly trained district resource teachers that can move in to help out in schools where needed.
- Allow for applications for additional funds when established needs exceed the money provided.
- Good assessment practices: how to report student progress and measure achievement? Don't push students on before they are ready. Student progress should somehow be independent of grade/class placement.
- If exceptional students were better tracked perhaps funding would be more evenly distributed.
- Base allotment of TAs, M&R, etc. should be based on school need, rather than one per school.
- TA's should be trained specifically for their job requirements.
- More funding based on needs rather than just per capita.

PRIORITIES BASED ON ROLES:

Teachers:

- Lack of time, resources.
- Class composition.

- More pre and in-service training on inclusive education.
- Use the institutional memory, i.e., retired teachers as mentors and with students and teachers.
- Expectations for class teachers need to be clearer (expected to be a psychiatrist, a dietitian, a nurse, a social worker, a parent, etc.).

Psychologists:

- The role has changed dramatically. It used to be just diagnosis and assessment. Now we are more implicated in designing interventions and in more school wide initiatives.
- Need more balance in the case load, have active case loads, not just assessments.
- Psych ratio should be 1:1000 students.
- Provincial consultant for school psychologists.

Itinerant Teachers:

- Scheduling needs to be smoother. We use the “pull out” model, but it is difficult to schedule appropriate times to remove a student from class.
- Travel. Because we are shared we waste a lot of time and resources driving from place to place.
- We often get asked to do more than we are trained to do or more than our job.
- Improve teacher awareness. Sometimes it is difficult to convey how a difficulty affects learning.
- Sometimes it is hard to find appropriate resources.
- We are not funded to spend enough time with our students.
- More and better pre-school programs.
- Bring like need students together (like APSEA short term programs).

Principals:

- Student behaviour issues in class takes up a significant amount of time (a lot is related to inclusion issues).
- Staff issues with new teachers (stress and burn out resulting from improper support).
- Supply teachers are inadequately trained and prepared.
- High rates of turnover in resource teacher positions because the pressures and expectations are not achievable.
- Reduce paper work or increase clerical support.
- Dealing with parents is a major challenge.
- Lack of opportunities for alternate placement.
- Not enough TAs.
- TA day is shorter than the students.

Resource and Methods Teachers:

- We can only be reactive not proactive with the resources we have.
- BURN OUT.
- Some behaviour is unsolvable.
- Tension in approaches, pull out versus collaboration (i.e., do we work directly with students or do we collaborate with teachers and others).

- The challenges of high school. Students don't want support at high school because of the impact on their peer relationships.
- Need better training and networking for resource teachers.
- Curriculum has become more demanding, making accommodation more difficult.
- Increase the number of resource and methods teachers.

Guidance:

- Guidance should not be split between teaching and guidance. It is too hard to reconcile these two jobs.
- Not enough mental health services for children and adolescents.
- It is difficult to work with teachers because they have too much on as it is.
- Need greater variety of courses offered so that all children can have appropriate programming.
- Need space for children who can't be in class.
- Need more time to be proactive.

Teacher Assistants:

- TA hours are shorter than the rest of the school day.
- Extreme behaviour problems make us afraid to go to work. Many TAs get injured on the job.
- The lack of appropriate classes means that many students are not actually being included.
- TAs are asked to perform medical procedures and health care jobs that we are not trained for.
- Need better screening and hiring to match a TA's skills and experience with what the child needs.

Student Services Supervisors:

- Class composition. We need flexibility in class sizes. We could do some larger sizes for limited application.
- French Immersion should not be a separate program. There may be a model for all with intensive French.
- We need a designated and specific time for regular / ongoing training.
- We are not properly funded to offer a truly inclusive program.
- Interagency co-operation: education can't close cases. We need shared ownership, shared pots of money. We also need common vision and implementation. Health operates on a diagnostic model, we work on a curriculum based model.

Student Services (District Offices) (Francophone)

February 24, 2005 (full day), Fredericton.

Number of Participants: 6

Facilitator: Annette Roy

DELIVERABLE 1: RECOMMENDATIONS FOR THE ELEMENTS OF A POLICY STATEMENT ON INCLUSION FOR THE NEW BRUNSWICK GOVERNMENT.

What does inclusion or inclusive education mean?

- Responding to the needs of all children.
- All children have a right to education regardless of their condition.
- We should see it as not just a school but a learning community.
- We have achieved integration (everyone is there physically) but inclusion is much more. There are currently many children present in the class but not included. Children who are “keeping the seat warm” because of a lack of services.
- The pedagogy and philosophy of inclusion. Social inclusion.
- Collaboration among all the children.
- Inclusion means ensuring that children have the services they need.
- We generally know what to do, what we could do, what we would like to do –but there are things missing to be able to.
- Learning and teaching are according to particular needs in the most normalized setting as possible –as much as possible in the class but –if we can respond better to their needs outside the class then we must.
- A broader view –inclusion means all the students, all the students, all the students. –all while respecting the duality of the francophone/Anglophone.
- The broader view also includes welcoming diversity in students. We don’t have the resources to do it well but more and more often people are arriving from foreign countries. This should be included in this study because it is more and more a reality.
- All students do not have to be in the same class, the same program. We’re missing the boat.

Indicators of effective inclusion / inclusive education:

- Number of drop outs / disengaged students. Somewhere along the way we didn’t respond to their needs. We share responsibility for education with school and home.
- Do all students receive the services they need?
- Parents are a good indicator. We must listen to them when they say a student needs a service
- Teachers and Resource Teachers: stress, fatigue, morale.
- When someone is crying or shouting about something it indicates something is not going well. The number of crises (daily, weekly, monthly) is a good indicator.
- Inclusion is having an open spirit toward every student.
- Look at the work load for agents pédagogiques. Need new ratios in psych and resource teacher.

DELIVERABLE 2: WORKING DEFINITION OF EXCEPTIONAL STUDENT

- I don't think we are respecting the law. We are not responding to all the exceptionalities (physical, perceptual, intellectual a little more, but the others not really at all).
- Our services are not sufficient at all. We aren't responding at all to behaviour problems or mental health problems. These children are often sent home.
- How do we decide one child is more important than another one?
- Once it is decided that a student is heading toward an adapted diploma, it is carte blanche for forming the program.
- Some teachers / personnel are not sensitized and fail to identify mental health and learning disability problems. Often teachers may assume a child is failing on purpose or not trying.

Normal procedure when a child is in difficulty?

- Teacher refers the case to the strategic team (multidisciplinary) (ideally includes audiologist, OT, PT, psychologist, literacy teacher, francisation, teacher assistant, social worker).
- The team studies the case and makes recommendations for service.
- Better training for teachers would allow them to do more prevention if they were better equipped (refer less children to the team) –but they are constantly trying to put out fires.
- Sometimes it is already identified, we get professional evaluations. With physical it is easier to understand. With others there is a lack of information. It is often interpreted that these students are not trying.

DELIVERABLE 3: RECOMMENDATIONS FOR A NEW SERVICE DELIVERY MODEL TO REPLACE THE SUPPORT SERVICES TO EDUCATION AGREEMENT.

The major challenges identified by this group:

- We have services/resources for the most severely handicapped children. After that there are no resources left.
- We don't get either enough nor the right kind of training and professional development.
- There are students who are only at school a few hours because we don't have the resources to take care of them, so they have to stay at home.
- We're doing the best we can with what we've got –lack of resources, information, and training.
- The main problem is that we started out with "integration" which is really a very small group of students. "Inclusive education" deals with a much larger group but with the same budget envelope.
- There are lots of children who have problems with communication, etc. who don't act out and their parents don't cry out. Because there's no commotion they don't get prioritized for services. We don't have resources for all so we have to go by priority. Those who cry loudest often jump to the head of the priority list.
- Very difficult responding to two different groups of parents, those who want all special services to take place in the classroom and those who want "pull out" for individualized services.

- Teachers get one or two training days per year.
- Teachers need training in classroom management and information about exceptionalities.
- With things like reading if there is no intervention in kindergarten, first, second, or third grades, the window is shut. Sometimes it is the parent who is difficult to convince
- Pre-service training doesn't prepare teachers. They don't get enough information on different exceptionalities. There should be a course in "adaptation scolaire". There used to be a Bachelor degree in special education. Now there is a masters' level course for resource teachers only.
- In-service training: there must be follow up to training to ensure a durable / ongoing formation.
- Need better/larger collaboration with external services.
- Mental health services are very quick to close a file (like if 2 appointments are missed) –school can't close a file.
- Teacher Assistants perform medical interventions for which they do not have training / qualifications.
- Schools are required to pay for specialized medial equipment and material –it is very expensive.
- External intervenors arrive with a bunch of recommendations, raise parents' expectations and say that the school is responsibility to provide.
- Sometimes the varying expectations of parents are difficult to respond to. Education does not always mean an academic program.
- Often the "agent pédagogique" plays the mediator between the parent and the school. Parents are confronting school personnel more often and demanding that services that are available privately should be available at school.
- There are teachers who do not feel comfortable with students with exceptionalities / disabilities.
- In the rural areas there are several schools who have been without services for a long time. The other ministries don't take responsibility and say that it is the school's responsibility.
- Lack of available professionals is a problem across the country (audiologists particularly). We need a plan but also, what do we do in the meantime?
- Also, it is very difficult when the services are only available in English. The school administrative structure does not fit with the health or FCS administrative structure. Personnel has to respond to the different structures all of which function differently.
- Sometimes we get prescriptions for teacher assistants from professionals!
- Solutions need to be more interdisciplinary. We must assure that the decisions are not from one person alone, must also assure follow up.
- We try to take the best of a variety of strategies and approaches.
- Not enough practical courses. We need to put back the vocational programming. These students are costing us a lot.
- Need specialized location for students who find class is too much.
- We used to have one personnel doing admin and one doing pédagogique. Now there is one person doing both. It doesn't work.
- We need a specialist team per district (psych, resource teacher, etc.) that can go to the schools and help the strategic team in the schools.

- There is only one specialized centre in the province (Stan Cassidy). We need more alternatives for mental health, alternative schools.

With regard to bullying and violence:

- Bullying happens most often with youth who are not accepted (poor, low socio-economic status).
- Sometimes there is hitting of other children and teacher assistant's –people are afraid.
- Exceptional students have helped others learn to be more accepting.
- Bullying is across the board, but it is in a form we don't see.
- Students who are rejected by others use bullying because they don't know how to make friends.
- This is a big problem on the school bus.
- Social abilities and less favourable environment are the problems –not categories of deficiency.
- Some intellectually gifted children have social problems too.
- Sensitization is very important on the part of teachers and other students. It takes effort to understand why a student acts like that.
- Harassment of teachers by parents happens as well.
- There is not enough intervention for children with behaviour problems.

Effective strategies / best practices:

- Recent initiative in literacy services has especially assisted those in difficulty and some learning disabilities.
- The earlier the intervention the better. Partnerships to help stimulate in early childhood like "Clinique 3.5" works well. It is difficult though, many parents don't really take responsibility.
- Team strategies: collaboration works well but has its cost. It takes personnel away while they are meeting. We don't have time to do it well or often enough. This should be during school hours. People are too tired after the day to be effective. Timetables are often built around the availability of the outside professionals. Collaboration works well when all the pieces are there.
- When the community gets involved. Education is not just the school's responsibility.
- Teacher's action plan.
- Youth treatment programs.
- Specialized pull-out as well as integration –as long as the pull out is in the interests of the child. It's not the same if it is simply a babysitting service.
- Normalize pulling out small groups of students.
- Good documentation helps with the communication with parents.
- Teacher assistant can help but other times it causes problems –particularly in reducing independence.

DELIVERABLE 4: RECOMMENDATIONS FOR STANDARDS / ACCOUNTABILITY FRAMEWORK.

- Need partnerships with organizations that approach the school.
- Intervention plan / action plan should be revisited 3 times a year.
- Report cards could be more descriptive.
- Need better sharing of information to assist when transitions happen.
- Students should, as much as possible, be aware of and participate in their plan and take part in their progress evaluation.

DELIVERABLE 5: PROPOSED FUNDING MODEL

- Financing should be related to region –for example district 1 covers 3 hours by car –so every day many hours are spent driving.
- Increase the help from other ministries or increase the resources for education.
- We need nurses to better respond to the medical needs.
- Every district's budget is the same (based on number of children) but not every reality is the same. Eg., distance between schools, number of schools, service in French.
- There is not enough planning. We are always in reaction mode.
- Students with mental health issues receive virtually no service.
- The challenge is that inclusive education wants to provide service to all children, but when it comes time to pay for the service, it is no longer all children. We have less money and more problems today than in the past.
- If funding is done by need it should be based on objective / concrete criteria.
- Must look at the global government priorities –how many millions were given to Molson to build a factory?
- There should be a mix of global and targeted funding.
- Invest in kids. Otherwise what kind of citizens will they become?

District Personnel (Francophone)

February 25, 2005 (full day), Fredericton.

Number of Participants: 43

Facilitator: Annette Roy

DELIVERABLE 1: RECOMMENDATIONS FOR THE ELEMENTS OF A POLICY STATEMENT ON INCLUSION FOR THE NEW BRUNSWICK GOVERNMENT.

What does inclusion or inclusive education mean?

- All children, no matter what the rhythm or level of learning, have a free education.
- All children are in a class and follow their age group.
- Every child develops their abilities and works toward autonomy.
- There is space for being included with your age group but also working toward your individual ability.
- Maximum participation for all children.
- No student's inclusion should impede the learning of other students.
- Education should be quality education. Quality teaching for all students.
- Must see the uniqueness of every child.

- Do not always have to be with same age group. Should be a little more flexible than this.
- Inclusion should be in the school, not necessarily always in the class.
- Inclusion is also for the community, not just the school.
- Inclusion means change and positive attitude.
- Inclusion requires flexibility by principals and teachers.
- It is important that students feel that they are important.
- Some beautiful things have been started in New Brunswick schools. Inclusion is for all students. It means a place for everyone. Everyone has strengths to contribute.
- With regard to a more expansive definition of inclusion (cultural, etc.) This is a good idea but we don't have time to think of everyone. Special needs currently take up all the resources.

Indicators of effective inclusion / inclusive education:

- All students progress.
- Appropriate materials are available for all students.
- Less delay from the time a problem is identified to the time response happens.
- Students smile and want to come to school, students are happy in their environment.
- Positive social relationships.
- What happens after school? Did we produce autonomous citizens?
- The services we need are regularly there.
- Students are motivated and interested.
- Can't really identify a group that a student 'belongs' to.
- Are the teachers happy?
- Justice for all students.
- The environment is appropriate and encourages each student's learning "environment propice a l'apprentissage".
- When all students have the means necessary to function.

DELIVERABLE 2: WORKING DEFINITION OF EXCEPTIONAL STUDENT

- Currently it is the teacher and resource teacher who put adapted programs in place.
- There is inconsistency in interpreting "educational delay". Teachers want to respond to even very small educational delays.
- The proportion of students with special needs has increased, why???
- In practice it is the resources teachers and the school strategic team that make decisions around s.12 status.
- Adapted programs are the last choice. We try other interventions first.
- Some problems need to be detected earlier. E.g., with auditory problems that produce language delay. We need to detect this at age 0. If we find it at age 5 or 6 we can't really deal with the problems, this is not in the law.
- These students are recognized in the law but not in the budget.

DELIVERABLE 3: RECOMMENDATIONS FOR A NEW SERVICE DELIVERY MODEL TO REPLACE THE SUPPORT SERVICES TO EDUCATION AGREEMENT.

The major challenges identified by this group:

- Effective inclusion requires the input of professionals. We lack access to professionals, better partnerships are needed.
- We need more human and material resources to be effective. We have to make up extravagant projects to justify a demand for more resources.
- We have all types of students and they all need to be included. Not everyone will go to college or university.
- We need broader range of course offerings, e.g., a student may not understand math, but when it comes time to build a garage, they understand math. Also need training for teachers to respect multiple intelligences. This is important for potential drop out (“décrocheurs”). This is very difficult in small schools. Some students have already started to disengage at primary level.
- The school system was not designed for everyone. This is a major factor in behaviour problems.
- The number of students in classes is a big factor.
- The challenges at secondary school are very different than in primary. A lot has to do with the fact that teachers see 33 x 4 (132) students every day.
- A significant amount of time is spent on behaviour problems.
- Teachers are exhausted, burned out and feel culpable for lack of success.
- Lack of resources means we cut from one area to make up the difference in others.
- The pedagogical regime is not inclusive. Curriculum should not only be about knowledge but also about competence: social development, learning strategies, more connection between school and life.
- Sign language needs to be more widely taught so that the deaf can communicate with more than just the interpreter.
- The will is there but we lack the resources.
- Problems in some places where there is no real adaptation in the teaching, i.e., the teaching is the same but a student will have a few questions cut off of their test.
- We don't have the skills/competencies to deal with health problems.
- Teacher assistant's have less hours per day than the students.
- Some of the problems are much larger than school. They stem from society. We must educate parents. Parents have a big role to play.
- Sometimes parents refuse the assessments and refuse to accept that their child has problems.
- In district 5 we have a direct policy from the superintendent that we cannot have a student evaluated until after the second year of school.
- Resource teachers are not qualified / lack the training to be effective. There is no bachelors' program for resource teachers.
- We do not have access to enough psychologists, or audiologists.
- Bumping by TAs causes a lot of problems. We have to continually re-train new staff.

- Not enough time to prepare, not enough time to read/keep up to date, not enough time to meet for collaboration. Right now school strategic teams meet for one half day /month.
- Constantly reacting to crises and putting out fires.
- There is no follow up when we do have training or implement a new program (e.g., differentiation).
- Sometimes, once a child is deemed “exceptional” they become the sole responsibility of the resource teacher. Insecurity among teachers to take responsibility for all of the children in their class.
- Sometimes the entire school has to adapt for one child.
- Lack of clear lines of communication, no clear “organigramme”.
- Not really clear what the purpose or goal of the education is.
- Strategies for gifted students include: accelerated promotions (complete or for a few courses), teams/groupings, encourage them to take more advanced courses, depends a lot on the teacher. There are no school wide programs.
- Some teachers should not be working in NB schools. Some have a negative attitude toward inclusion. Need to “clean house”.
- Sometimes decisions are made to achieve good statistics, not to help children learn.
- Currently most resource professionals, (psych, resource teachers etc.), work directly with students.
- Sometimes training is held out of reach of staff, e.g., recent 1 day training in Moncton on Autism. The district 5 resource teacher could not attend so a TA asked to attend in her place (even offered to pay her own hotel and meals). It was refused. As a result no one from the school attended the training.
- New teachers seem to have less training than in the past.
- Most of the resources are taken up by students with significant disabilities. There is nothing left for those with more mild difficulties.
- TA’s are assigned by triage. Students are categorized. How can we prioritize one student over another? The District decides the number of TAs per school.
- Class size should be adjustable in response to class composition.

Effective strategies / best practices:

- The recent literacy initiatives are working very well.
- Links between the school and the community.
- Pre-school clinic should have even more global assessments. Health should start to work with children and parents at this stage.
- Substitute teachers should be available so that the teacher can attend strategy and case conference meetings.
- Synergy between a teacher and student is an important factor and should be taken into account when placing students or creating intervention plans.
- Never draft a plan before consulting the parents. This is a waste of energy to write up a plan before consulting.
- Project work. All children have a chance to participate on the team and contribute to part of the work at his or her level. It is amazing how well students accept each other in this climate. Sometimes students don’t want to work together. If groups are self-selected special needs students are often left out. If groups are selected by the teacher some students complain. This does create

some dilemmas –like the perfectionist student who doesn't want the project "ruined" or to lose marks. It helps if the student population is larger. Some students seek out the special needs students to work with.

- Circle of Friends.
- Respect for multiple intelligences. All children have strengths that can be emphasized.
- Pull-outs/cliniques to work on particular skills.
- "Eclatement des groupes": resource teacher can pull out while other teachers team teach. This works with gifted as well.
- Buddy system, using students to help each other. A challenge though is that once we got a letter from CUPE when we used a student to "buddy" with a special needs student at lunch time rather than a TA.
- Repeating some subjects but continue with those the student can master and then maybe get more time to help with area of weakness.

DELIVERABLE 4: RECOMMENDATIONS FOR STANDARDS / ACCOUNTABILITY FRAMEWORK.

Evaluation of teachers:

- Teachers are evaluated on a 5 year cycle. In first year of teaching there is in class evaluation, second year a meeting. There is not consensus about whether inclusion is a part of the evaluation.
- There is no evaluation document for itinerant teachers.
- Resource teachers do not generally have an evaluation. Although in district 1 we asked and asked until finally the principal changed the teacher's questionnaire so that it would be appropriate.
- Guidance counselors have no evaluation either.

Evaluation of / for students:

- Follow-up on the intervention plan.
- Social.
- Academic.
- PATHS.
- Functional evaluation.
- Report cards.
- Projects.
- Oral presentations.
- Time out.
- Self-evaluation.
- Oral tests (as an adaptation).
- Reading diagnostic.
- Our report cards are not very descriptive, though they probably should be. This is done more at primary level.
- Portfolio.
- Feedback for students tends to be better for special needs students because of the intervention plan with specific objectives. This depends very much on the attitude and approach of the teacher.

- Teachers don't feel competent to evaluate or teach some students, e.g., dyslexic, non-verbal.

DELIVERABLE 5: PROPOSED FUNDING MODEL

- Need to revisit how resource teachers are allocated. It should not be by the number of students but by the need.
- Simply adding new resources will not solve all of the problems.
- Invest more in prevention rather than trying to recapture those who have disengaged or dropped out.
- Invest more in support at 7,8,9 level.
- Invest in more practical courses and programs.
- Hire more resource teachers.
- Readjust the resources / money between the Education, Health and FAS.
- More resources for students with special needs. Fund by need.

PRIORITIES BASED ON ROLE :

Itinerant Teachers: Sensory Services

1. Maintain the service in place:
 - a. preschool
 - b. student : teacher ratio
 - c. technology budget
 - d. provincial « agent pédagogique »
2. Training / professional development for teachers.
3. Money for transition planning and programming:
 - a. social activities.
 - b. Daily Life Activities (A.V.Q. –Activités de Vie Quotidienne).
 - c. relationships / partnerships with government (fed/prov) et the private sector.

Psychologists and Guidance Counsellors

1. Redefine the approach to the pedagogy of accommodating the needs of all students.
2. Redefine class composition by taking into account students with special needs.
3. Access to resource specialists to respond to needs.

Teacher Assistants

1. Time (the number of hours with the children).
2. Training. Need more training. Need training that is more specific to the child the TA as assigned to.
3. Stability: Stable hours so that we can provide stability for the children and the teacher.

Resource Teachers

1. Allocate FTE resource teachers according to the number of students with needs, not based on the number of children in the school.

2. Allocate one resource teacher for learning disabilities and one resource teacher for intellectual/physical handicaps.
3. More Teacher Assistants with the number of hours necessary to address the needs of children with special needs and learning disabilities.

Principals

1. Human Resources: add more specialized services (psychologists, social workers, audiologists, etc.).
2. FTE : should take account of exceptional students and the classroom composition (e.g., 1 exceptional student = 5 regular students).
3. Funding Model: There should be a ratio for the school population. There should be an additional ratio for exceptional students.

Teachers

1. Clarify the definition to avoid so many interpretations of the definition.
2. Change the funding formula for all services to be able to respond to all the children's needs.
3. Respond to all children's and youth's needs, whatever those needs might be.

District Administrators (Francophone)
 March 17, 2005 (half day), Fredericton.
 Number of Participants: 19 Facilitator: Annette Roy

DELIVERABLE 1: RECOMMENDATIONS FOR THE ELEMENTS OF A POLICY STATEMENT ON INCLUSION FOR THE NEW BRUNSWICK GOVERNMENT.

What does inclusion or inclusive education mean?

- All children are integrated in the school environment “dans la mesure du possible”.
- Inclusion is to permit all students to use their abilities and capacities.
- Exceptional children must feel a sense of community both in their school and in the wider community.
- We must organize activities to encourage each child to work at their highest capacity.
- Must give each child what they need to live in society. Inclusion starts in the community and encompasses two aspects: academic and social.
- Inclusion means using a range of approaches in education.
- Currently integration in the academic environment is emphasized more so than in the extra-curricular activities.

DELIVERABLE 2: WORKING DEFINITION OF EXCEPTIONAL STUDENT

- The pressure points tend to come from outside the s.12 definition. We have big problems with diabetic children, mental health issues, and students coming from abroad, like Berundi.

- We are responding to many demands outside of educational concerns like medical/respite care. This is primarily performed by the TAs.
- We are not fully implementing the law. There is absolutely no money to implement 12(4). This is a question of financing and human resources.
- Generally 12(2), consulting parents does happen.
- The law is not clear. It does not give all of the possibilities/strategies that we actually use.
- What is our responsibility toward those with behaviour problems? E.g., Pilot project in district 5 (fed/prov) Centre Alpha -18 youth (16-17 years) with an academic level of grade 8-9.
- With external factors where does our responsibility end?
- The gifted tend to get an intervention plan but the law says “educational delay”. What does this mean? A delay in reaching their full potential or a delay in reaching the class median?
- All students are exceptional in some way!
- Other students get extra help if they need it. TAs helps other students too, at lunch and recess a teacher may help other students who need it.

DELIVERABLE 3: RECOMMENDATIONS FOR A NEW SERVICE DELIVERY MODEL TO REPLACE THE SUPPORT SERVICES TO EDUCATION AGREEMENT.

The major challenges identified by this group:

- Continually searching for budget.
- Quality and availability of specialized professionals.
- Partnerships: with parents, with other agencies.
- Class composition: Spending too much time preparing for the students in difficulty instead of the other students.
- Integration lowers the level of instruction for the other students.
- The roles of the teacher and TA have significantly changed.
- Those with profound disabilities take 80-90% of resources. We are doing very little for those with learning disabilities.
- Some services are not available in all districts.
- Physical space in schools or classes is often a barrier.
- We don't have the personnel to identify and diagnose students.
- Need to clearly identify the roles of personnel from the various ministries.
- Some parents refuse to accept that their child has special needs. They don't want their child in an adapted program.
- Behaviour problems.
- No precise or clear limits on what problems we can respond to.
- Medical problems.
- In infancy/pre-school children have access to services from other ministries, once they arrive at school they close their case files and leave schools with all the responsibilities. Education's responsibility is from 5-21.
- Doctors/other professionals who prescribe a TA.
- Bumping! We need stability in the TA positions.
- With bullying, when a disability is not really apparent it can happen more. Students with a physical handicap are more accepted. Those with mental

- disabilities and some like Asperger's who don't want to be bothered, some of the children can be cruel.
- The challenges vary depending on the teacher. Attitude is still a problem with some. Some students do well with one teacher and not well with another.
 - Training for all e.g., bus drivers need training too. TAs need different training for primary than for secondary.
 - We receive only prescriptions and demands from the external service providers.
 - Need to decongest the services. It is not rare to see 3 psychologists working with one child. The extra-mural program was used to decongest the hospitals.
 - We have high speed internet and computers, but not necessarily appropriate software and adaptive equipment. We need training for teachers on how to use the equipment. Sometimes children need other tools in order to use the equipment. Often teachers don't have the skills to use it, let alone teach the students how to use it.
 - Need more services/education for parents.
 - TA hours are shorter than the school day. The lack of training and the instability in the TA positions are major problems.
 - Districts should control the para-professional services to address the needs of their students.
 - We lack a coherent educational vision. What are we trying to accomplish?
 - Since 1985 it is a system continually in reaction, there is no global model. We are constantly putting out fires.
 - Sensitization and training for our partners about how important their services are and that we need them right away, and how important it is to have the children at school.
 - If we were in control of these support services, we would have more flexibility with the services provided.

Effective strategies / best practices:

- Creativity of programs despite the constraints.
- Differentiated instruction. There are lots of strategies. This is very much linked to a teacher's training, their level of engagement and their initiative.
- Literacy teachers/initiatives.
- On-line courses.
- Technology can help in a lot of ways but we need to ensure personnel know how to use it.
- Courses with success/study/learning strategies (tried at the secondary level).
- The "plan d'intervention" from the ministry this year helped a lot.
- School community and community school.
- When the professionals and teachers meet to transfer a student file upon a transition (primary to secondary).
- Leadership that supports and fosters inclusion. There is not currently much emphasis on this kind of work.
- Provincial pedagogy agents have helped.
- Multidisciplinary teams when we had them and they met regularly. Now it is very uncoordinated.

DELIVERABLE 4: RECOMMENDATIONS FOR STANDARDS / ACCOUNTABILITY FRAMEWORK.

Indicators of successful inclusion:

- Is the child happy in what he/she is doing?
- All students develop their full potential.
- The education of one child is not to the detriment of others.
- Is the student learning?
- What do the students do after high school?
- Staff morale.
- What is the attitude of teachers? Of students? Of administrators?
- Leadership in the principal to develop an inclusive culture.
- Is differentiation happening in class?
- Continual training.
- The quality of the service.

Evaluation and Accountability:

- We are missing good mechanisms to analyze and evaluate.
- Need clearly established service norms and limits.

DELIVERABLE 5: PROPOSED FUNDING MODEL

- Define the level of service that we must serve and anything over and above that, well there are not the resources –very sorry.
- We should not have to take resources from elsewhere to cover the costs of exceptional students.
- A hidden cost of training personnel or releasing personnel is the replacement costs.
- Need research and innovation budget.
- We have increased the demands on principals (to coordinate, forge partnerships, files/dossiers, adaptation, etc.) but we have not increased the resources.
- Service for vision and hearing impaired students is well defined –should it be like this for other disabilities?
- Physical handicaps should be supported according to need. Other should be by norm/census –there must be a limit.
- Before increasing financing –must look at unrealistic expectations around what schools should offer.
- Service norms should be provincial.
- Need more local flexibility in setting budgets.

Students - exceptional (Anglophone)
March 18, 2005 (half day), Fredericton.
Number of Participants: 13

Facilitator: Wayne MacKay

What students like best about school:

- Socializing with other students / friends, knowing people in school.
- “Extra-curricular” activities, school events.
- Hands on activities/learning.
- When they feel their teachers care and are willing to accommodate.

What students don't like about school:

- Everyone gets a label, social cliques, (e.g., geeks –those who are good with tech). Kids often get made fun of on the basis of the label.
- Sometimes people try to manipulate or take advantage of a disability, i.e., know the buttons and push them for the fun of it.
- No matter how hard you try, your marks don't show effort.
- Too much work all at once.
- Too many different teachers.
- Feeling isolated (e.g, being deaf –people don't want to write back and forth. It is very tough to communicate. The burden is on us to figure out what is going on and then communicate it to teachers/other students.
- Assumptions –e.g., I am deaf, people assume I am deaf and dumb.
- Struggling and being left out.
- I am concerned about what will happen after secondary. The supports won't be there.

What does inclusion or inclusive education mean?

- Being in extra-curricular activities.
- Understanding that each person has their own part to play. You're making a difference. You are somebody even if your part is behind the scenes.
- I feel the same as others, I do the same things but in different ways.
- Inclusion in community is good but also need to feel solidarity with others like me (e.g., deaf school or APSEA programs that bring deaf together).
- Put aside differences. Treat everyone equally.
- Everyday you are learning and excited to be there.

How can we tell inclusion is working for students?

- School attendance.
- Students' grades.
- Better/different explanations and help. Now teachers give a lecture and then say “go to it”. They give the lesson and then sit down. Sometimes we need it be explained differently. We need more hands on lessons.
- SEPs are too general. They need to be more specific and explicit to better identify and meet actual need e.g., scribe. I want to do the work though!
- Students get things done on time.

- It would be working if I'm not frustrated anymore. Teachers have notices they are suppose to accommodate but it often just doesn't happen or they ask me to accommodate myself. Teachers ask the student what / how they are supposed to do an accommodation. It is frustrating when teachers forget to do your accommodation.
- Sometimes teachers won't help you. Teachers have good days and bad days – on bad days sometimes they take it out on the students.
- Teaching method has to fit the student. Example, the discover and learn method (i.e., teach yourself) doesn't work for me. I am always lost when my teacher uses this method.

What do you do when you need extra help?

- Noon hour, after school.
- Raise hand and teacher comes.
- TA, teacher but you often have to wait a long time for a turn.
- Sometimes when I go to TA they just give me the answers. This doesn't help me learn.
- Go to the teacher I had last year if this year's teacher doesn't help enough. Some classes it is really hard to get help.
- Pay for a private tutor.

What teachers do when a student "acts out" in class:

- Give warning, then detention or in-school suspension, yell.
- Put out in the hall.
- Teachers can be taken advantage of if they're not strong / strict.
- If you have a record, they don't even ask questions or for your version of what happened. They just give you a detention or suspension. If you have a record, they attack/pick on you.
- If a student is the child of another teacher they get away with more.

Bullying/violence

- Bullies are people who are not getting what they want or need. Usually doesn't have the self-esteem.
- Lots of physical bullying / rivals in groups (mostly guys, some girls). It happens more outside school or at school events.
- Mostly verbal bullying, some teasing. It is common to call people names / talk behind their back. Doesn't take much to get something going. Name calling e.g., prep, dirt bag.
- I get called bad names and bullied in the halls every day (comment by a student with Down Syndrome)

French Immersion

- Generally no help or resources in French Immersion.
- Limited course selection.
- We should teach more languages in schools.

Feedback for students on their learning

- Just general comments like “good job”.
- Don’t usually put what you need to do to improve.
- Sometimes teachers pass tests back to go through what they expected. Others just give a grade and mark what you got wrong. Sometimes teacher puts correct answers on the board.

Students – not-exceptional (Anglophone)

March 18, 2005 (half day), Fredericton.

Number of Participants: 15

Facilitator: Wayne MacKay

What students like about school?

- Activities, like karaoke, school spirit, fun, different clubs to join, something for everyone.

What students don’t like about school?

- Pressure, having a lot of work due, with a lot of outside activities too.
- Too much homework, you’re at school all day –need time for self, more balance.
- Too hard to get involved with community activities. There is too much work.
- Don’t like it when teachers assign work they haven’t covered in class yet.
- Too much stuff gets crammed in at the last minute before exams.

What does inclusion or inclusive education mean to you?

- Challenged students are with “normal” students.
- Everyone feels they can come to school to learn and have the same opportunities.
- Not always sitting by your self.
- Respect, positive attitude.
- Equal chance.
- Looking forward to school.
- Not feeling left out.
- Everyone gets along –stop picking on kids who are different.
- Not just included –everyone should feel wanted and valued, not just tolerated.

Problems and barriers identified by this group:

- Language.
- Kids fight with each other.
- Physical space.
- Some students don’t want to be included, they single themselves out (e.g., they have a negative energy and no one wants to be around them).
- People feel awkward talking to someone with a disability.
- Some are not included because no one has reached out to them.
- The same people attend all the groups/meetings. This can make others feel that they can’t join.

Do you feel you are learning at school?

- Some “bird” courses are a waste of time.
- I am learning on many levels: academic, leadership, social contacts.

What happens when a student “doesn’t get” a lesson / what do you do if you need help?

- Paid tutors are very common. Teachers don’t have time to help.
- Teachers focus on students who get it. For the others they assume either you’re not trying or you don’t want to learn. Some teachers say: “If you didn’t get it the first time I’m not teaching it again”.
- Many teachers don’t seem like they enjoy teaching.
- Some teachers say: “you should know this already”.
- Student is penalized if you can’t relate to the teacher’s methods, i.e., if they go over it again they just keep explaining it the same way.
- “I don’t like going to teachers for help ‘cause it makes me feel stupid.”
- Frustration: half the stuff we learn we are never going to use anyway. We need more practical skills, like how to do your taxes, what’s going on in the world, now –not just in history.
- Need more on how to learn, how to study, and how to write tests.

How do you view the impact of inclusion?

- Sometimes it disturbs the class and can take away from other students like if a teacher spends all their time with a disabled student.
- TAs are good but sometimes the students are kind of babied.
- Disabled students should be there. They help us learn to accept, but they need the right supports.
- It can be disruptive but we can learn from it (another student disagrees).
- When it works it works beautifully, when it doesn’t it is really hard (teacher).
- Usually if there’s a big distraction, the student is taken to another room.
- Usually if there’s a scene it’s another student who instigated it.
- Varies a lot by individual.
- Some teachers are better than others at dealing with it. Some have a good system to minimize the effect of a disturbance.

What happens when a student “acts out”?

- That student is “gone”, “out of class, go home, don’t care, just get out”, “if you’re not here to learn, then leave”.
- The teacher yells.
- Student can be made to stay in for recess.
- Give detention, but nothing really happens.
- Go to office or leave class.
- Depends a lot on the teacher.
- Zero tolerance doesn’t solve the problem. Kid should be understood as to why they are acting out e.g., student committed suicide in our district last year. The kid acted out / never really fit in, etc....and in response there were counselors available but nothing really to address it.
- Sometimes teachers instigate or make the situation worse.

- Sometimes the same student acts different in different classes. Students act better if they respect the teacher and if they feel more respected by teacher.

Bullying / Violence

- Someone feels superior to others and lets them know (physical/verbal).
- We have programs to work on bullying.
- Bullies tend to be people that don't have a good home life –they're not getting what they need at home, they feel bad, so everyone else should feel bad too.
- Happens when kids are outside waiting for the bus.
- Girls can be so much more vicious, calling names etc., guys punch each other and its done.
- Cliquishness. There is lots of gossip, talking behind each other's back, rumours, everyone wants to be in the "in crowd".
- Bullying is accepted as a right of passage. This is a bad cycle.
- Teasing, name calling, picking on little differences.
- E.g., there's this kid who always picked up change. Some kids liked to play jokes on him like gluing pennies to the floor and then watching while he kept trying and trying to pick them up.
- Bullying happens because they're trying to get a reaction. They want to laugh about someone.
- Some teachers / admin join in on the laughing or don't take it seriously.

French Immersion

- The smarter students take it because they can.
- It's a waste of time because we don't use it enough to be bilingual.
- Perception that it is for smart kids.
- Different requirements for Immersion Certificate around the province.
- Perception is that the English program is easier, less homework, more fun.
- Kids are streamed.

Priorities

- Teacher training: to learn how to deal with inclusion.
- More and better activities, better funding for activities.
- Both English and French should be equally open. Eliminate the stereotype that French is for smart kids.
- Teachers should be more open/personable. Teachers should be capable of engaging students. Some just teach the lesson then sit and shut up.
- Administration should take student complaints about teachers seriously.
- Less homework.
- Smaller class sizes.
- Later start time.
- Address repeat offender bullies, admin doesn't do much about bullies.
- Do something so we don't need TAs as much. Get students to take care of students where possible.

- Too much emphasis on high marks: what is the purpose of school? High marks= university = good job. There is not enough learning to be better person, life skills. Too much making us into “little drones”.
- Need more in younger grades teaching how to learn, how to organize, how to study, etc.
- Bussing in rural areas is a problem because kids who have no other way home so can't be part of extra-curricular activities.

Premier's Council on the Status of Disabled Persons

March 19, 2005 (half day), Miramichi.

Number of Participants: 15

Facilitator: Wayne MacKay

What does inclusion or inclusive education mean?

- Respect.
- Quality education for all children that encourages each to reach their full potential.

Service Delivery:

- APSEA relationship with department should be strengthened. Support these services and extend them to other students.
- APSEA transition services are very high quality and provide important link between school and community/work/post-secondary.
- Good practices that are effective: high expectations, individual achievement, class timetables, circle of friends, peer helpers.
- Leadership void at the moment.
- Need an official appeal mechanism with parent's role solidified.
- Ontario process may be too legalistic but we may need more than we have now.
- Rural areas –accessible transportation is a major issue.
- Sign interpreters are not available on the francophone side (ASL/LSQ-Quebec / MSL maritime).
- Differing emphasis on labeling –more focus on inclusive school environment, less focus on labels.
- Not just money is needed –leadership and attitude are key.
- Training –university level –old and new (voluntary / mandatory) –should look at licensing requirements too.

Funding Formula:

- Support block funding –against categorical funding.
- Ontario is moving away from categorical based funding.
- Could use some kind of contingency fund.

Gary Bunch & Kevin Finnigan (York University)

April 15, 2005 (half day), Halifax.

Number of Participants: 3

Facilitator: Wayne MacKay

Professor Gary Bunch of York University is a leading academic in inclusive education both nationally and internationally. Kevin Finnigan is also identified as a leader in this area, particularly as it applies to teacher pre-service training. In the course of this consultation, Professors Bunch and Finnigan highlighted several key issues:

- In their international consulting work, Bunch and Finnigan have had the opportunity to work in developing countries whose education systems are still largely exclusionary with many disabled students either receiving no education at all or receiving education in institutions or other exclusionary settings. Some countries (most notably India and the Ivory Coast) have taken steps toward inclusion in education that intends to “skip” the special education model that prevails in Canada and head straight to inclusive education. Skipping this step, Professors Bunch and Finnigan say, makes building an inclusive education system slightly less complicated. The development of the special education culture can itself be a barrier to inclusive education. They say that the special education model creates a culture where general educators defer responsibility for “those students” to special educators, where the skills and knowledge necessary are not developed among general educators and where special measures can create an exclusionary bubble around some students with disabilities, even though they are located within the general student population. Professors cite an approach used in the country of Malta where a teacher assistant was assigned to every child with a disability. The impact of this approach was the “most impenetrable, exclusionary practice” these professors had ever seen.
- They claim that attempts to define exceptional students have created many problems. This practice is inherently divisive. Inclusive education accepts that diversity in the community is normal. Inclusive education is education for all students with an emphasis on individual need. These professors prefer the United Nations definition of disability which separates out the concepts of disability and impairment, recognizing that some handicaps are created by the construction of social institutions, while some impairments are organic and will always require a level of support to promote independence and participation.
- These professors recognize some benefits in specialized settings and that there will always be parents who believe that their child’s best interests are better served in a specialized or segregated setting. They believe that the parent’s right to choose should be respected but that the better the education system gets at inclusion the fewer the numbers of parents will be who chose a segregated placement.
- Reference to a study by researcher Angela Valeo which discovers that the kinds of support needed and the levels of support provided are viewed very differently by teachers and administrators. Administrators who considered themselves very supportive of teachers were not necessarily considered to be so by teachers. Teachers wanted soft supports such as moral support, a break on particularly

difficult days, and other measures designed to make their jobs easier. Administrators generally saw attending planning meetings as being supportive.

- These professors' current study on the use of language in education (using words that have different meanings interchangeably, differing meanings for terms across jurisdictions, and the usurping of inclusion language as political rhetoric in education systems that are not really inclusive) is identified as a significant and pressing issue nationally in the process toward inclusive education.
- With regard to accountability, these professors view standardized testing as having a limited value in looking across systems with virtually no benefit for individual students or for evaluating individual student progress. They identify that standardized testing causes significant amounts of stress for parents, students and teachers, particularly when results are published and schools or school systems are ranked and compared on the basis of these tests.
- With regard to funding, these professors do not prefer categorical models (e.g., pot of money for immigrant/English as second language, pot of money for categories of disability or special education, etc.). They believe that money should be disbursed based on the total number of students with additional attention to community attributes (such as high proportion of First Nations, high proportion of disability, etc.) Funding must recognize the dynamics present in each educational community. Funding should not be tied to diagnosis. These authors believe that all resources currently spent on standardized testing should be redirected into educational services and programs. With regard to staffing they cite an approach used in Manitoba where staffing dollars are allocated to school principals. Following this the principal and staff look at their needs and decide how to distribute the resources in the school. This, they say, is much more responsive to changing school dynamics.
- These professors also note that where funding is based on last year's numbers, the situation may change significantly resulting in inappropriate funding.

Ministry of Education Staff: Student Services (Francophone) April 19, 2005 (half day), Fredericton. Number of Participants: 4 Facilitator: Lucille Collette
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DELIVERABLE 1: RECOMMENDATIONS FOR THE ELEMENTS OF A POLICY STATEMENT ON INCLUSION FOR THE NEW BRUNSWICK GOVERNMENT.

What does inclusion or inclusive education mean?

- Every student is integrated in a class and receives quality instruction according to their needs.
- The teacher knows the needs of the students in his or her class and is prepared to work with all of these students.
- Inclusion is more than integration. Everyone is part of school life and the community.

- When education was delivered in exclusionary settings we had services for disabled students. Now all students are in schools, but we don't have the services for them.
- We cannot claim to have inclusive education if we do not have the capacity to meet the needs of all students.

DELIVERABLE 2: WORKING DEFINITION OF EXCEPTIONAL STUDENT

- Specialist services should be attached to schools; not carved up between individual students.
- It is more “education” that needs to be defined, not inclusion or exceptionality.
- A definition of education that rests on the notion of education for all and a commitment to meet the needs of all students is needed.
- Do we need to identify exceptional students at all, or can services simply be made available to all students according to need.
- The current approach does not allow for temporary needs and provides no room for flexibility at the school level.
- Definition is needed around education's responsibility for some extreme needs. Other ministries do say no to services, particularly when children reach school age, leaving education to fill all voids.
- Parents and the public think that education is responsible for providing any services they demand and that educators often hide behind the “practicable” clause in s. 12(3) of the *Education Act* rather than making clear statements about what they can and cannot do.
- The fact that section 12 requires “educational delay” before it is triggered is problematic, many students who have needs will never have an educational delay.
- “Behavioural exceptionality” is complete nonsense, and behaviour problems are often not related to educational delay at all.
- With regard to the application of section 12 in the provinces, this group recognizes that identification and diagnosis depends heavily on the availability of professionals, for diagnosis.

DELIVERABLE 3: RECOMMENDATIONS FOR A NEW SERVICE DELIVERY MODEL TO REPLACE THE SUPPORT SERVICES TO EDUCATION AGREEMENT.

The major challenges identified by this group:

- Insufficient resources.
- Lack of qualifications and competence in school personnel (teachers and others).
- Lack of collaboration between different government ministries.
- Physical space in older buildings and schools (stairs, transportation, door size, etc.) and who pays for these kind of up grades?
- Lack of clear policies and service levels to assist parents in understanding what schools can do.
- No flexibility in budgeting for schools and districts, it takes a crisis with media attention to force government to allocate more resources.
- There is currently no long term planning taking place to meet personnel needs.
- Lack of multi-disciplinary teams for each district.

- Lack of clarity of different roles played by different people.
- Lack of reliable statistics to permit good decision making.
- Lack of training of personnel (especially in learning disabilities).
- Universities doing pre-service training do not generally share the inclusive education vision and training in inclusion should happen at the bachelor's level.
- Qualifications of personnel coming from other jurisdictions not given equal weight making it difficult to attract and retain professionals.
- In-service training is not consistent, continual, or supported by follow up.
- Parents do not always see themselves as having a role in finding solutions.
- There is no regular, positive communication between school and home that establishes a good initial relationship.
- Communication tends to only happen at the onset of a crisis.
- Lack of clear lines of communication for parents to follow.
- Also, parents who become experts in their child's exceptionality can use this knowledge to intimidate teachers. This can cause panic, insecurity and defensiveness on the part of teachers who often do not have that depth of knowledge of the particular exceptionality. This in turn creates the perception that teachers cannot or do not want to respond to the needs of the child.
- Sometimes, diagnoses and recommendations from external professionals do not fit well with the school's approach to meeting the student's needs.
- There is a need for clear definitions of what a school can provide, how it approaches meeting the needs of students and why.
- Teachers often do not have skills in effective communication with parents or in problem solving, resulting in insecurities and defensiveness in communications.
- The arrival of private clinics will force changes in the development of professionalism among teachers.

Effective strategies / best practices:

- With regard to collaboration, this group works very closely with the curriculum branch (Directions Services Pédagogiques).
- Frequent, consistent, and well followed up in-service training.
- The current practice with francophone itinerant teachers is cited which includes coming together every two months to exchange ideas and mentoring between more experienced teachers and newer teachers.
- A coordinator for inter-disciplinary teams should be established. These teams should meet at least at the beginning and end of each school year and ensure that information about individual students is passed from one teacher to the next.

DELIVERABLE 4: RECOMMENDATIONS FOR STANDARDS / ACCOUNTABILITY FRAMEWORK.

Indicators of effective inclusion / inclusive education:

- Every student experiences success and progress.
- All learning styles are recognized and a variety of teaching techniques are used (projects, differentiated instruction, pedagogy).
- Little details can tell a lot (e.g., are students listed on class lists or on special lists).

- Adaptation programs are highly developed.
- Team collaboration happens.
- Information sharing happens.
- Measure the skills and knowledge of teachers.
- Attitudes and leadership of teachers and administrators.
- Social inclusion does not come at the expense of appropriate learning for each student.
- Services that students need are available, but if they cannot be provided, educators need to be honest with the public about what they can provide.

Evaluation:

- Currently schools are required to have school improvement plans touching on six criteria and a five year plan submitted to District Education Councils every year.
- Inclusion should be part of this planning. With these plans personnel meet every two months.
- The bureaucratization of accountability is problematic.
- Transition success after school is a good standard for accountability as one of the main goals of education is preparing students for a satisfying and productive life in the community after school.
- Currently school evaluation happens at the district level and this creates differences that cannot be controlled for. This prevents meaningful comparison and provincial planning.
- Because of the small scale of this province, we need a provincial approach to evaluation. Ranking and standardized testing causes a lot of stress and places emphasis in the wrong area.

DELIVERABLE 5: PROPOSED FUNDING MODEL

- Could specific service levels be agreed upon for certain exceptionalities and funded in this manner?
- The idea of a hybrid census/need based model is a good one.
- The parallel system of services for visual or hearing impaired students that comes directly from the ministry works well and might be duplicated with other specific exceptionalities.

District Administrators (Anglophone) April 20, 2005 (half day), Fredericton. Number of Participants: 34 Facilitator: Wayne MacKay
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DELIVERABLE 1: RECOMMENDATIONS FOR THE ELEMENTS OF A POLICY STATEMENT ON INCLUSION FOR THE NEW BRUNSWICK GOVERNMENT.

What does inclusion or inclusive education mean?

- The participation of special needs students in regular classes, but does not define the amount of time.
- Teaching everyone and recognizing diversity.

- Positive learning for all children, an environment conducive to learning depending on the learning style of the student.
- The development of individual education plans.
- Differentiated instruction.
- Social context.
- Quality education that meets the needs of students, some flexibility though (not all students are in regular class all day every day).
- All children included to the extent necessary to best meet their educational needs.

DELIVERABLE 2: WORKING DEFINITION OF EXCEPTIONAL STUDENT

- Since the development of the provincial SEP the application of the s.12 definition in the *Education Act* is applied much more consistently.
- S.12 is applied to the best of their/our ability, but sometimes it is applied to the detriment of other students.
- The level of service is severely constrained by budget.
- The current definition's reliance on "delayed educational development" is a significant barrier to effectively meeting student needs and being proactive.
- The current definition excludes gifted students and students at risk.
- Some feel the definition is too open and provides room for lots of debate which can hinder application and positive relationships with parents and advocacy groups.
- Too much time and resources are spent debating the meaning and application of s.12.
- Some suggest the Organization for Economic Cooperation and Development (OECD) definition which defines exceptionality by the resources provided to an individual.

What are the normal procedures under s. 12?

- The application of s.12 generally involves first a consultation with parents, second a school based resource team, and third a district based resource team (which makes the SEP decisions).
- The majority of students are identified in a non-clinical way due to lack of access to professionals. This leads to variation in identification and rests on teacher interpretations.
- Variation also exists in district ability to provide services, and in individual teacher capacities across schools and classrooms.
- There is a need for clearly defined base level services to assist with consistency.

DELIVERABLE 3: RECOMMENDATIONS FOR A NEW SERVICE DELIVERY MODEL TO REPLACE THE SUPPORT SERVICES TO EDUCATION AGREEMENT.

The major challenges identified by this group:

- When inclusion was initiated there was a very specific group of students coming from auxiliary classes. Since that time the group of students covered by s.12 has expanded massively.

- A perception has been created that any service a parent asks for must be provided, particularly if they make enough noise and get enough media attention.
- Resources have not kept up with this increased demand for service. Staff is continually under siege to do more.
- Sometimes parents do not accept that their child has an exceptionality and expect the education system to “cure” their child.
- TA “bumping” each spring takes up tremendous amounts of time and resources to deal with and creates instability in service provision.
- Staffing formulas are so tight that there is no flexibility.
- Resource teachers’ roles have become more complex and loaded, there is often no time to work directly with students. There is significant difficulty filling Resource and Methods positions with qualified personnel because the position is so difficult and complex now.
- Not enough resources for professional development.
- The average school age is 50 years, physical space is not accessible and not enough resources are available to address these problems.
- Where funding is tied to school enrolment, most districts have declining enrolment but the number of exceptional students is not going down.
- Difficulty keeping up with newly identified syndromes and exceptionalities.
- French immersion classes are always smaller than English classes with fewer exceptional students.
- There are not sufficient professionals (school psychologists, social workers, etc.) and hiring here means taking resources from somewhere else.
- External professionals who prescribe TA’s or whose “blue prints” for what the school should do for an individual student are prepared without consulting the school and create expectations the school often cannot fulfill.
- Frustrated with the expectation that more TA’s are the solution. We would like to shift away from dependence on TA’s.
- More focus on training.
- Funding the staff costs of Resource and Methods teachers through the special needs category of funding is a challenge.
- In rural areas recruitment and retention of professionals is a challenge.
- Inter-ministerial support is not there. The inter-departmental partnership model is not working. The disintegration of previous inter-departmental committees and inter-disciplinary teams is a big factor. All support services should be funded under the education umbrella to avoid this kind of disintegration.

With regard to bullying and violence:

- Most do not feel that inclusion is correlated with bullying, nor do they feel that exceptional students are more often the target of bullies.
- Some discussion emerged here on the definition of exceptionality as many with behaviour issues are often the cause of disturbances and bullying. Some feel this is not always an “exceptionality” issue, bullies are not general considered “exceptional”.
- In some cases poor parenting is a factor in disruptive or bullying behaviour.
- “Exceptionality” is beginning to become a “catch all” for anything falling outside the norm.

French Immersion:

- Yes, there is disproportionate representation of students with exceptionalities in English classes.
- Sometimes parents choose French immersion to get their children into smaller classes with fewer children with exceptionalities.
- Sometimes parents can be referred from the area's Francophone district to the area's Anglophone district in order to get better services for the student.
- Within the French immersion program, the lack of bilingual resource teachers, TA's and other professionals is a factor impacting the transfer of exceptional students to the English program.
- Learning in a second language is inherently more difficult which is another factor impacting the transfer of exceptional students to the English program.
- We must simply accept the divisiveness of the French immersion program or restructure the approach to teaching French as a second language in the Anglophone sector. French for all is one suggestion.

Training and Professional Development:

- There is not sufficient training and professional development.
- What training there is, lacks sufficient follow up.
- Most professional development is geared toward teachers.
- Some districts have training for other professionals (e.g., behaviour interventionists, TA's).
- No one claimed to have training for administrators.
- The principal is a key leadership position in need of training.
- When things breakdown in implementation, it can often be traced to a lack of knowledge or attitude in this key leadership position (the principal).

Key points this group would like to see implemented:

- Medical personnel are needed in schools.
- Training for TA's to perform medical procedures (e.g., catheterization, tube feeding, insulin needles, etc.). Personnel performing these function without training is unreasonable and in some cases dangerous.
- Some question whether a school is the best place for some very medically fragile children (e.g., attending school in a hospital gurney with little evidence of cognitive activity).
- All seek clarity on required levels of support.
- Many would like increased options for alternative settings and placements. This group would like to see an acknowledgement of alternate settings as a legitimate option in education (e.g., centre of excellence in Autism). Furthermore would exceptional children say that they enjoy being part of a regular classroom?
- Need a better way to fund and assign TA's to avoid bumping.

DELIVERABLE 4: RECOMMENDATIONS FOR STANDARDS / ACCOUNTABILITY FRAMEWORK.

Indicators of effective inclusion include:

- The number of human rights cases or complaints.
- Monitoring the progress of all students (if all are progressing then it is inclusive).
- The number of behavioural incidents.
- Drop out rates.
- Anecdotal feedback.
- Staff and school morale.
- Staff retention rates.
- Transitions to work and post-secondary for all students.
- Bullying/tolerance.
- School mission and atmosphere.
- Surveys and levels of satisfaction.

The evaluation of the implementation of Special Education Plans:

- The collaborative consultative model with weekly follow up with the Resource and Methods teacher is effective.

Personnel evaluation:

- Currently most districts utilize the “Enhancing Professional Practices” approach of which inclusive practices is a component.
- In this approach professional goals are set and monitored but the principal is the key for leadership in this area.
- Probationary teachers are evaluated with much more scrutiny than tenured teachers, as there is no formal evaluation for tenured teachers unless a problem has been identified and they are on an evaluation track.
- TA’s have an annual review.

DELIVERABLE 5: PROPOSED FUNDING MODEL

- Funding for special needs services is based on last year’s enrollment numbers. This is challenging as enrollment numbers may go down but number of special needs services required may not.
- A few medically fragile students cost excessive amounts of money (some more than \$110,000 per year each).
- The advantage to the current funding model is the administrative simplicity and the apparent equity.
- In addition to enrollment funding, districts have a number of kindergarten workers allocated.
- All agree that the bumping practices of TA’s cost the system a lot of resources every year.
- With regard to the Cost Study of Exceptional Students completed by the Comptroller’s Office in June 2004, most felt the results were unreliable.

- The Comptroller's Office did not understand that some districts allow their special needs budget to go into deficit (thereby reflecting true cost) while other districts rob other budget lines to make up the shortfall (thereby not reflecting the true cost).
- The number of exceptional students reported is the number that the district can afford to service, not necessarily the actual number who are present in the classroom.
- Changes to the funding formula should include a separate training budget for districts.
- Categorical funding has too many problems associated with it and should not be adopted (i.e., you can always find a test to give you the diagnosis you are looking for –if there is money attached to diagnosis).

New Brunswick Office of the Ombudsman

April 21, 2005 (one hour), Fredericton.

Number of Participants: 1

Facilitator: Wayne MacKay

- The office of the Ombudsman has not received a huge number of complaints regarding education.
- Most investigations have discovered that educators are following the policies set by the Ministry of Education.
- The main areas of concern for the Ombudsman's office are the long wait times for support services ranging from two months to five or six months for the services of psychologists, speech pathologists, etc., particularly in rural areas.
- The ombudsman has some concern that provincial norms of professional to student ratios may be too high to adequately service the needs.
- In some cases it is found that where a district has an unfilled vacancy for a professional where one is available in private practice, the needs of students will go unmet before the services of the private professional would be paid for by the school district.
- The ombudsman has some concern that how inclusion has come to be applied may display avoidance to providing specialized services.
- The ombudsman has concerns about the number of young teachers burned out and actively looking for work outside the teaching profession.
- With regard to ADD/ADHD, the ombudsman's office has received complaints regarding the rates of prescription of Ritalin and a perceived over diagnosis of ADD/ADHD.
- The ombudsman has suspicions about the relationship of pharmaceutical companies and the medical profession.
- The ombudsman has made a public statement requesting that a legislative committee look into the issue as he has discovered a 40% increase in the prescription of Ritalin over a 5 year period.
- Through his investigations, the ombudsman has come to question societal change and the extensive use of video games and digital stimulation of children when they are outside of school having an impact on the way children relate to the school environment, where they are expected to sit still for long periods of time and listen to an adult. The school environment, virtually unchanged in a hundred years, is boring for children and is a very low level of visual/auditory stimulation in comparison to the digital media.

Parents of "exceptional children" (Anglophone)

April 23, 2005 (morning), Moncton.

Number of Participants: 25

Facilitator: Dwain McLean

DELIVERABLE 1: RECOMMENDATIONS FOR THE ELEMENTS OF A POLICY STATEMENT ON INCLUSION FOR THE NEW BRUNSWICK GOVERNMENT.

What does inclusion or inclusive education mean?

- All students are integrated in the general facility but all needs are met.
- All are educated to their fullest potential.
- Inclusion in terms of the community and the education.
- Exceptionality is an intensely personal/individualized experience.
- Inclusion means flexibility to meet a child's needs.
- Inclusion means parents don't have to fight.
- I don't really like "pull out" but if that's what the kid needs, then do it –pullout should be for the benefit of the child, not to ease the teacher or class management.
- Some children are being pulled out and not really spending the time productively, it is a babysitting service.
- Inclusion is less as they get older. By about grade six the exceptional are no longer socially interactive with their peer group. At high school level, the TA becomes the friend.
- Less academic subjects like art are easier to include diverse students.
- Curriculum must be relevant to the child. Curriculum is sometimes used as a reason "not to..." Individual needs are not looked at.
- Every child has the opportunity to develop academically and socially.
- Inclusion means seeing the class as a spectrum. Labeling the ends of the spectrum creates separation and feeling apart.

Indicators of effective inclusion / inclusive education:

- Not working if child is reluctant to go to school.
- Fights, bullying, threatening my child because he is different –he was threatened with stabbing before we sent him to alternative setting (ADD/bi-polar disorder).
- Elementary/middle school is more inclusive. High school is very difficult.
- Student enjoyment.
- Attitude of personnel is a key factor.

DELIVERABLE 2: WORKING DEFINITION OF EXCEPTIONAL STUDENT

Who is a qualified person?

- Generally parent input is not welcome/solicited/accepted.
- An SEP is sometimes never developed. When it is developed it is sometimes not implemented.
- APSEA delivers great service. They have qualified / trained people specifically there to meet the child's need. Not enough of APSEA to fully meet the needs.
- Parents are not always told when problems are identified (especially LD).

- Generally we have to fight hard to ensure things happen.
- Under the appeal process even if there is a ruling in your favour, the district may not follow it.
- What you get depends very much on the parents' advocacy skills.

Service Provision

- No universality across the province whatsoever.
- Parents must be knowledgeable about the school system and their child's needs in order to obtain appropriate services.

DELIVERABLE 3: RECOMMENDATIONS FOR A NEW SERVICE DELIVERY MODEL TO REPLACE THE SUPPORT SERVICES TO EDUCATION AGREEMENT.

The major challenges identified by this group:

- TAs not permitted to attend SEP meetings because it is supposed to be the teacher that takes responsibility. TAs should be present at team meetings.
- We were told that the TA is there for safety, hygiene and reinforcing what the teacher has taught.
- International Baccalaureate, advanced placement, French immersion are choices available for the very capable. The exceptional have no choice, just "inclusive" large class settings.
- Concern that children are very vulnerable. Some suffer abuse by TAs and Teachers because they can't get the child to do what they want "right now".
- Things sometimes don't happen smoothly.
- Priorities come down to behaviour problems –those who don't create problems don't have their needs addressed and have to fight for support.
- Re-inventing the wheel every time there is a staff change.
- My child has ADD and is medicated but I think it is more to give the teachers/school a break than really helping my child.
- The system sets kids up to fail.
- Teachers don't even know the accommodations (e.g., scribe, quiet room...).
- SEPS are not always a "working document". SEPS are not well understood by all personnel.
- No space in the class rooms.
- TA s change up to 4 times per year.
- At elementary and middle school parents are invited in, at high school, parents are really not welcome. Communication really goes down hill in high school. E.g., my child didn't want to attend award ceremony because he has never received an award / recognition there and he finds it really depressing. This time he did get an award for most improved or something but no one informed us, so he missed it.
- My child was prevented from attending a school trip because of disability.
- My child experiences total segregation in a special room.
- Community College TA program would help.
- Guidance counselors don't really want to deal with "exceptional children" for post-school transition.

- Transition to post-school is often seen as looking for something to occupy their time.
- Mental health needs more resources / attention.
- Assessment happens too late.
- School should be more inviting to advocacy/community groups to do teaching. They will come free of charge.
- Loss of industrial programs limits our students.
- School doesn't tend to give students enough credit or assume ability.
- Kids in French Immersion don't get the exposure because there are no services in F.I.
- Schools should do a better job of monitoring both good and bad behaviour. No one is looking at what factors are influencing the child's behaviour. They just report and react to bad behaviour.
- Too many papers to keep track of (i.e, photocopied pages, notes). We need textbooks and notebooks.

Effective strategies / best practices:

- Circle of Friends, MAPS
- Good experience when the teacher is trained. When teacher takes responsibility and sees the parent as a partner not a threat.
- Meeting with next year's teacher at the end of the previous year works well. A barrier though is if we don't have the teacher allocations ahead of time because funding is based on last year's enrolment.
- Consistency in personnel is key for many kids.
- Parents feel isolated. We need forums for facilitating parent to parent communication.
- K-12 school assists with transition and consistency.
- PATHS.
- Use bright children in their own school to assist in supporting exceptional students.
- Info nights should include other service providers (advocacy groups, extra-mural etc.).
- Allow students space to help other students and to learn about "what's wrong with that kid".
- Assistive technology should move with the child.
- Communities need to be part of school and schools need to be welcoming. Build in community resources. Make more use of schools for communities.

With regard to bullying and violence:

- LD, ADHD, Bipolar –are severe targets for bullying.

DELIVERABLE 4: RECOMMENDATIONS FOR STANDARDS / ACCOUNTABILITY FRAMEWORK.

- Communication is a two way street. Teachers/admin don't approach communication consistently. By the time you get to high school everything changes. Everything already set up is out the window.
- When my child entered high school all the records, plans, resource notes were gone. The files were not passed on to high school. Where did they go? They were never found. Were they shredded? There is more continuity in a K-12 school.
- Most services and accommodations are parent driven e.g., I want transition planning, etc.
- No one ever sat down with me to say what's available. I'm hearing it in the back room, from the neighbour down the street, etc.
- Parents who have participated in a focus group, a survey or other evaluation process: some yes some no. It varies by school.
- We need an advocate, ombud, or watchdog.
- Giving exceptional students the same report card as others often doesn't apply.
- For kids whose parents don't or can't advocate there is nothing.
- Communication needs to foster a positive relationship.
- Teachers need training on how to deal with parents and how to include parents. Teachers tend to be defensive. Teachers need to accept more information about a child's needs from parents (e.g., school admitted that they know nothing about autism and then turned down parent invitation to provide info about autism. The parents were told "we are the professionals").
- Parent views are discounted. One parent was told "he's a boy and boys don't like to read". Parents have to fight for services. It turns out the child had a Learning Disability.
- In Manitoba a behaviour analyst was assigned to us as soon as our child was diagnosed. This person came to my home to make recommendations, then this person was part of the team meetings at school and gave advice to teachers. A case worker was assigned to advocate for and support the parent & child.
- Some schools don't allow parent to bring a support person to meetings.

PRIORITIES:

- Independent advocate (NBACL often plays this role). The position needs power/clout to be effective.
- TAs and the funding structure. We need continuity. No bumping and TAs can follow a student throughout school.
- We need an evaluation process for schools and districts. We need accountability.
- Training for everyone in the system.
- Greater access to school interventionists (speech-language, psych, occupational therapy, etc.). My child has been on the waiting list for psych for 3 years.
- Communication / team work (including parents).
- Maintain services that are working (e.g., APSEA, alternate settings).

Parents of "non-exceptional children" (Anglophone)

April 23, 2005 (afternoon), Moncton.

Number of Participants: 14

Facilitator: Dwain McLean

DELIVERABLE 1: RECOMMENDATIONS FOR THE ELEMENTS OF A POLICY STATEMENT ON INCLUSION FOR THE NEW BRUNSWICK GOVERNMENT.

What does inclusion or inclusive education mean?

- Every child is involved in the school environment, whether or not they are in class all the time.
- Bring students together in an environment that promotes knowledge of each other and promotes learning.
- Each child learns to the best of their ability in an environment that is conducive to them.
- I like that an inclusive class really reflects society. It helps children learn to deal with a little bit of disharmony.
- All children should be challenged to the best of their ability / potential.
- An environment that is conducive to all children's learning.
- Alberta separates boys and girls because they have different learning styles.

Indicators of effective inclusive education / inclusion:

- It is not working when teachers yell at students. My daughter came home complaining about how much the teacher yells at the exceptional student in her class.
- Teachers can't be everything to everyone.
- Measure academic performance against controls. Full segregation, partial segregation, full integration. Wager that academic performance is lower in classes with a large proportion of SEP.
- Testing is problematic because it doesn't take account of the environment factor.
- How much time does a child spend at the principal's office?
- Number of disruptions in class.

DELIVERABLE 2: WORKING DEFINITION OF EXCEPTIONAL STUDENT

- Should get rid of using the term exceptional. All children are exceptional. All children have x, y, z needs.
- Definition not clear.
- How realistic is s.12. Does the superintendent really get involved with each child?
- Many children are not identified because if they are labeled then they must provide services.

DELIVERABLE 3: RECOMMENDATIONS FOR A NEW SERVICE DELIVERY MODEL TO REPLACE THE SUPPORT SERVICES TO EDUCATION AGREEMENT.

The major challenges identified by this group:

- Don't have time to really challenge the bright or average kids because most of the time is taken up dealing with difficult behaviour.
- Government departments don't communicate.
- Classes are not designed / prepared to meet anyone's uniqueness.
- No one is really getting what they need.
- 2 year waiting list to see school psych in some cases.
- TAs are too unstable.
- Had to train personnel myself re: diabetes and allergies.
- Teachers have very few skills and strategies to deal with behavioural needs / conduct disorders, even for borderline ADD.
- Many staff do not know how to write an SEP.
- PD days are declining.
- No time for teacher to meet with M&R.
- Behaviour problems have to be extreme before something is done.
- Autism support group was permitted to enter a school for 1 month for transition. Schools should allow other support groups the same.
- Teachers are not always assigned in their area of specialty (e.g., history teacher teaching math).
- Poverty factors really affect parent involvement. Government really only funds the bare bones. Anything else comes from parent fundraising. Some parent groups are much more effective at fundraising. Their effectiveness is often associated with wealth of the community.
- Transition planning. The pre-entry fair/symposium works well for the incoming kindergarten class, so parents have an idea where they need to be. It has resulted in a smaller range in knowledge base when the class enters. Schools should do the same for the transition into high school.
- Guidance counselors have a huge job with post-secondary transition. Community college options are under valued.
- Co-op programs are actually really restrictive. Students can only really try one field. They are not conducive to letting students experiment / try things out.
- TAs being used for babysitting and nursing.

French Immersion:

- No support in F.I. There are no resource and methods teachers.
- Exceptional students are concentrated in the English program. Streaming is happening.
- English is not challenging enough because time is taken up on exceptional students so parents opt for the language challenge. Does this come at the expense of academic challenge?
- English definitely has stigma. There is elitism around F.I.

DELIVERABLE 4: RECOMMENDATIONS FOR STANDARDS / ACCOUNTABILITY FRAMEWORK.

- School improvement plan incorporates parent communication but it doesn't really deal with exceptionality at all. Special needs / disability doesn't seem to fit into the school plan.
- Parents in general don't have a good sense of the communication avenues available.
- Some schools have satisfaction surveys. Again doesn't really take account of special needs at all.
- In some schools every child has a communication journal.
- Communication seriously deteriorates by high school.
- Student led, parent-teacher meetings are very successful.
- Self-evaluation for students is very successful in a lot of cases.
- Student contracts can be useful.
- Don't really find that the current report card gives adequate feedback, particularly on how to improve.

PRIORITIES:

- Analyze the current structure and provide appropriate funding. The system is stretched beyond its limit.
- Appropriate allocation of resources to meet the needs of kids.
- Personnel should be appropriately trained for the appropriate job and have access to appropriate materials.
- Action: we spend too much time/ money studying the problems.
- More small groups and better use of resource rooms/ rainbow reading rooms so all children can feel included.
- Get professional expertise in schools.
- Class size.
- Bring back tech programs.

District Personnel Revisit (Anglophone) May 10, 2005 (half day), Woodstock. Number of Participants: 23 Facilitator: Wayne MacKay

DELIVERABLE 1: RECOMMENDATIONS FOR THE ELEMENTS OF A POLICY STATEMENT ON INCLUSION FOR THE NEW BRUNSWICK GOVERNMENT.

What does inclusion or inclusive education mean?

- Every child has a right to an appropriate education in their neighbourhood school.
- Varieties of children can learn together, including different abilities and may include different ages.
- Some believe inclusion means all children "in the classroom" as much as possible.
- All children feel valued and experience success.

- Inclusion has evolved from integrating a particular population of students into a broader concept of quality learning for all students.
- This group feels that this last evolution has not happened everywhere, there are pockets with different views.
- Inclusion is dialogue and active problem solving.
- It is non-judgmental and not too prescriptive, i.e., not one size fits all.
- Inclusive education also involves students in problem solving.

Indicators of effective inclusion / inclusive education:

- Inclusion is happening when every child feels that they belong and that they can contribute. Children are valued and listened to.
- Kids are happy when inclusion is successful.
- When teachers take ownership of all children in their class.
- Education is not just academics therefore indicators of success cannot rely solely on indicators of academic achievement.
- An indicator of success is when every child can look into their future and see opportunity and has high expectations for themselves.
- Special Education Plans are a possible indicator where goals are set and evaluated and growth can be seen over time.

DELIVERABLE 2: WORKING DEFINITION OF EXCEPTIONAL STUDENT

- In a truly inclusive environment it might not be necessary to have a definition of exceptionality at all because the primary goal of inclusion is to meet the educational needs of each child, whatever those needs might be.
- Resource allocation based on exceptionality is frustrating and pointless, particularly when a few needy students receive assistive technology or TA's and the others get nothing.
- This definition creates boundaries in service provision. Generally those who are not deemed exceptional do not have access to services.
- Generally those with mild cognitive disability are the hardest to secure support for because they are the hardest to identify and define.
- The district uses a priority one priority two system to identify those students with the highest needs that will be filled first.
- Generally resources are shared around the best that they can but they are not enough and this means that the quality of the services goes down for everyone.
- The implementation of this definition is still tied somewhat to notions of de-institutionalization and integration of a specific population of disabled students, giving rise to the priority one students receiving the benefit of most of the resources while many disabilities such as learning disabilities affecting large numbers of children do not receive much.
- In reality exceptionality has varying ranges and levels. The definition and its implementation focus on one extreme (priority 1).
- The more successful we are at moving students from individualized plans to modified plans, and from modified to accommodated plans means less money and support. The budgetary focus is on funding resources for the individualized plans. (It should be the other way around, budgetary incentive to successfully move students away from individualized plans.

DELIVERABLE 3: RECOMMENDATIONS FOR A NEW SERVICE DELIVERY MODEL TO REPLACE THE SUPPORT SERVICES TO EDUCATION AGREEMENT.

The major challenges identified by this group:

- The difficulty in scheduling planning time and group strategy time.
- Some classrooms have an overwhelming number of needy children. Very difficult resource allocation decisions arise, when you allocate to one student you know this means taking away from another.
- Keeping up with the diversity of needs, paperwork, lack of framework or clear rules.
- Transition planning (especially when students are not eligible for the services of other departments until they reach 19 –e.g., housing, assistive employment).
- Some parents don't want information shared with the school.
- Thinking outside the box and getting all the players to go there with you.
- Training is not sustained (initially teachers were trained but many are retiring now).
- Teachers are often not prepared or planned and the TA is often left to figure out what to do with exceptional students, TA's often left to teach exceptional students, lack of training opportunities.
- TA's spend 95% of their time with exceptional children and are often effectively the teacher of these children although they are not given access to the curriculum nor the training to teach.
- At the middle and high school level teachers teach four classes with 100 or more children. As grade levels increase, the focus on academics increases and teachers are less willing to think outside the box. Planning for exceptional children for most teachers is above and beyond the regular day. This planning often does not happen.
- TA's jump around too much (i.e, in trying to share the resources they spend 20 minutes here and there, never really being effective). Some teachers still won't take ownership for exceptional children with a TA in the class i.e., some teachers don't want to leave their comfort zone and learn new things about teaching.
- Good documentation from teachers is sometimes hard to get.
- Inclusion does much better in elementary than in middle and high school.
- TA's job varies a lot depending on how much responsibility the classroom teacher takes. Teacher taking ownership of exceptional children happens more at elementary level, less at middle and high school.
- Need more transition planning, life skills and other innovative programs for all students who do not plan to pursue an academic path.
- The TA day is shorter than the student day.
- TA scheduling.
- TA's don't/can't attend planning meetings.
- Lack of services in rural areas.
- Disconnect with support services providers: we get wish lists from other professionals with no way to fill it.
- Behavioural issues beyond our control (In high school drug and alcohol use / abuse. Basic needs should be met before academics can happen).
- District 14 is very rural (3 hours from one end to another) with enormous travel time involved when resources are shared among schools.

Effective strategies / best practices:

- Strategies developed for assisting children with ADHD and autism often work very well for other students too.
- Varying approaches to students and learning with no pre-conceived notions.
- Teaching life skills.
- Schools need a team that is committed to making it work.
- Teachers having a class for more than one year (looping) can be very effective and reduce effort needed to transfer information about students to the next year's teacher.
- Communication log books between TA and teacher and between home and school are very effective tools.
- Student Services Teams meet once a week. District liaison personnel also attend these meetings at times. Teachers know that they can go to the team if they need to. These teams work very well. The key is access to professionals to also be part of the team when needed.

French Immersion:

- There are some exceptional children in French Immersion classes but it is a very small percentage and usually includes the more mildly affected.
- Some French Immersion classes have a no English policy which can be a barrier for TA's or resource teachers coming in to assist.
- There is an assumption that children experiencing difficulty in English cannot learn a second language.
- Some pilot programs are being tried.
- Scheduling where non-French Immersion classes are put together to "mix it up".

Parental involvement in the SEP process:

- The biggest barrier is trying to get parents involved. Those that want to be involved are welcomed and encouraged.
- Sometimes the emphasis on curriculum and goals in the SEP is not understood by the parents (goes over their heads). There needs to be more effort to put things in basic terms parents can understand.
- Sometimes frank and hard discussions about unreasonable expectations are necessary. The PATHS process is very effective.

DELIVERABLE 4: RECOMMENDATIONS FOR STANDARDS / ACCOUNTABILITY FRAMEWORK.

Evaluation:

- Current evaluation practices of teachers include classroom "walk through" and professional growth plans.
- Inclusive practices are included in evaluation in a round about way. There is nothing really specific. It can be part of a professional growth plan or mentioned in a walk through but is not mandatory.
- General evaluation documents include questions such as: are all students included? Is there planning for all needs?

- Teachers don't tend to have time to sit and discuss or reflect on things. They tend to simply follow policy or directives. Many current administrators were R&M teachers at one point and this has a positive impact on the leadership.

PRIORITIES:

- SEP paperwork is a pain. Can it be compacted?
- Make the length of the TA day the same as everyone else.
- Class size.
- Class composition.
- More guidance/R&M/Professionals rather than just more TAs.
- Guidance should have a minimum of .5 in every school (.3 or .2 is totally useless) They can't be proactive.

External Stakeholders (Anglophone)
 May 11, 2005 (full day), Fredericton.
 Number of Participants: 34 Facilitator: Dwain McLean

DELIVERABLE 1: RECOMMENDATIONS FOR THE ELEMENTS OF A POLICY STATEMENT ON INCLUSION FOR THE NEW BRUNSWICK GOVERNMENT.

What does inclusion or inclusive education mean?

- Inclusive education seeks balance between social needs and instructional needs.
- Individually based response to needs.
- Requires well trained personnel.
- All students don't need to have the same goals to learn together.
- Structure classrooms to facilitate individual goals and student learning.
- Inclusion is not strictly a disability issue.
- High expectations for all.
- Inclusive education is more than a philosophy.
- The philosophy is already there written in department policies. We need implementation.
- Teach to the strength of each child. If a child cannot learn in the way you teach, teach in a way the child can learn.
- Attitudes are very important. Positive attitudes toward all children come from experience and exposure.
- Inclusive education is not age segregated.
- Is the child actually learning? What is actually working? Children learn in different ways. Must consider the learning environment.
- Flexibility.
- Move from cost-based analysis to investment-based analysis.
- Creative and alternative ways to show progress.
- Supportive, flexible, innovative.
- Not one size fits all.
- Pull out is important, but it is a slippery slope to segregation. It is a matter of learning environment.

- All children attend their neighborhood school.
- The situation is slightly different at post-secondary. The disability must be documented. Post-secondary looks at the number of students attracted and retained.
- All students belong and learn with their peers. They don't all need to have same goals to be able to learn together.

Indicators of effective inclusion / inclusive education:

- Good balance of all abilities in each class and school.
- All students are involved in all areas of school (including extra-curricular).
- Positive and welcoming school culture.
- Teachers feel positive about diversity and feel adequately trained.
- Active and effective intervention strategies.
- How to measure learning? Need training for resource teachers in how to write good / observable goals and objectives.
- Support for teachers and students.
- Strong leadership from administration.
- Transition planning throughout.
- Provincial assessments.
- Literacy at graduation.
- The number of students with behaviour problems.
- The number of students that attempt/succeed at suicide.
- The amount of successful students in the learning process, especially in the primary skills of reading, writing and math.
- Well written and implemented SEPs.

DELIVERABLE 2: WORKING DEFINITION OF EXCEPTIONAL STUDENT

- The definition should include both ends of the ability spectrum.
- Parent involvement and empowerment are the keys.
- Accountability is not explicit in s.12.
- "Qualified persons" should be more than just educators (Professionals outside education? Parents? External stakeholders?).
- The definition in s.12 is vague leading to varying approaches. There is no accuracy in identification.
- S.12 is unevenly applied across the province.
- Do we need to define exceptional students?
- Why does responsibility rest with the Superintendent? Why not more local?
- The definition gets applied when it fits the budget. Educators should look at its application as an investment not a cost.
- Labelling –sometimes it can be harmful but sometimes it can be helpful by ensuring access to services and clarifying a student's needs.
- LD is not well served currently. The definition tends not to come into play since most are not ever identified.
- The definition seems to say that the Superintendent can overrule everyone, depending on his or her budget.
- Shift focus from cost to investment.

DELIVERABLE 3: RECOMMENDATIONS FOR A NEW SERVICE DELIVERY MODEL TO REPLACE THE SUPPORT SERVICES TO EDUCATION AGREEMENT.

The major challenges identified by this group:

- Transition into school is difficult. Many services from other departments stop once child goes to school.
- Communication.
- Electronic SEP enhances communication and eases the paperwork. If the teacher can change it any time how is parent input safeguarded?
- Structure should be more responsive.
- Implementation is key, e.g., assistive technology needs to be accompanied by training/demystifying. Many times expensive tech purchased but goes unused because people are not trained in how to use it.
- Technology should never replace teachers or teaching.
- Promote more independent coping skills. When kids get to post-secondary and there is no R&M and no TA they get in trouble. They need some of these services self-advocacy and independence strategies/skills must also be promoted.
- Lack of political will to change.
- The assumption that regular class is the best place for all children.
- Bullying is over all a problem but not necessarily associated with exceptionality.
- Lack of bilingual support personnel has impact on French Immersion. Also parents of exceptional tend to choose non-immersion.
- Need to make better use of community agencies. Education needs to be more open to input and collaboration. Schools need to be more proactive.
- All support personnel should be employed by one department, not 3!
- Teachers need more knowledge about what's out there, what community groups are available and what they do.
- The Department of Education should be responsible for early childhood education.
- Need to ensure that outside agencies / community groups have enough resources and funds to partner.
- Need better partnership between Education and Training Employment Development (TED). Some students could benefit from transition planning with TED, but TED is not allowed to work with students while they are still in school.
- Need signing bonuses as financial incentive for specialists and professionals.
- Learning disabilities need to be identified in a timely manner.
- Services are too fragmented. Need better collaboration and integration.
- Communication with the Dept. of Education lacks mutual respect. Sometimes advocacy and organizations are pitted against one another by the department. We need to come together to find common ground.
- Need to ensure that training/information reaches all personnel. Currently training is not mandatory.
- NB kids are screened at birth but there are not enough personnel and programs for good follow up. Need more continuity from 0-18.
- There is no directory for community services /agencies to assist schools.
- Suggest a Ministry of Children's services with a common mandate, procedures, and rules for full integration of services.

- DOE should include pre-school services. Should remove this from FCS.
- Schools seem to be resistant to service delivery by community organizations. Complications can arise: e.g., criminal records checks, administration that accompanies this.
- Rural dilemmas: Government should offer signing bonuses, longer contracts, isolation pay (for delivering services with little support), funding formula needs to recognize additional costs for rural areas.
- Need better understanding of the benefits of inclusion for all students. Apathy in attitude: “imposed on me, it’s not working, you fix it”. ½ the problems are blamed on inclusion, the other ½ blame on French Immersion.

Effective strategies / best practices:

- Community College: learning centre pilot program –using assistive technology on Bathurst campus. Any student can come to the learning centre. It offers students the opportunity to try out a technology before applying for a Canada Study Grant to purchase it. This is happening at Universities to some degree
- FM systems benefit everyone.
- Access to quiet room for test writing.
- Head switches (for mobility restricted).
- Partnering with Stan Cassidy Centre and other advocacy groups.
- At post-secondary level there need to be strategies in place ahead of time (waiting ‘till November to get a plan in place wastes everyone’s time and money).
- Partnerships with funders to maintain and sustain assistive technology.
- People with needs benefit greatly from developing self-advocacy skills and knowing their needs.
- School based teams.
- Team teaching.
- Collaborative resource model.
- Integrated service delivery.
- PATH.

Post-Secondary transition:

- Documentation should follow a student to post-secondary.
- Many trades are becoming so technical. In some ways it is easier to get into university than community college, but University is not appropriate for many. When they don’t do well, they only end up with big loans to pay back.
- Need transition planning/career exposure much earlier (like grade 6, 7, 8). Need transition planning for all students. It is a big problem and a waste of everyone’s energy and resources sending students to the wrong place after high school. The APSEA transition planning model is good.
- Community College is looking at changing the number of ‘profiles’ needed to be eligible (from 54 down to 6).
- “Self-identification” for disability assistance often doesn’t happen in post-secondary until after a student has failed exams.
- No stats are available for where students go after high school. Information is taken upon graduation and then taken at entry to post-secondary.

- Shouldn't post-secondary use the same inclusive approach? ABU questions why post-secondary can't use this approach. Many think that the larger numbers are the biggest deterrent.

Partnerships:

- Post-secondary institutions and employers could be better partners. Talking to classes to help with motivation and make the connection for students about how they will use the skills that they are learning.
- Parents and students are important partners. They are often overlooked and unsupported to play their role.
- The top reasons employers give for firing someone is absenteeism / tardiness. Schools need to focus more on other skills not just academic content.
- Need role models to come back to the schools to talk to younger students.
- True partnerships are needed. We shouldn't have to bang down the door. We should be invited to the table.
- Partnerships need to benefit all students –not just high achievers.
- Organizations are pitted against each other by the DOE (Department official will dodge issues by saying one group won't like what the other is proposing).
- Wider partnerships are needed. E.g., CNIB has resources (alternate format) but not available widely enough.

Pre-service training

- At ABU and UNB there is at least a 1 year long course on exceptionalities
- Teachers need ongoing training. We cannot teach all that they need to know in pre-service. Graduated licensing is suggested.
- Broad skills teachers should come out of pre-service training with are an openness and broad exposure with ongoing training and resources available.

Appeal Process

- Need a mediation process.
- Need better choices in public school. Choice may prevent conflict.
- Educational ombudsman.
- DEC has the power to set up this kind of thing in the Education Act. The hospital has a "patient advocate", education should have a student or parent advocate.

Vision for a new system:

- More flexibility in funding / staffing formulas.
- Online courses / conferencing with specialists.
- Sharing resources, e.g., some schools in separate education districts might actually be closer together than to other schools in their district. This is also true across francophone / Anglophone lines.

Skills Teachers need to have:

- Grounding in different styles of learning.
- How to differentiate teaching.
- How to differentiate curriculum.
- How to effectively deal with behaviour / effective class management.
- Understanding behaviour.
- How / where to access information. Knowing what advocacy groups are out there and how / who to invite to the table.
- Cross education and medical training partnerships.
- Skills should be demonstrated. A practicum with feedback.
- Stress management.
- Outreach (communication, team work, cooperative learning).
- Teacher self-advocacy. Teachers can be the victims of abuse by parents and students.
- Early identification of learning difficulties.
- How to work with parents and value parent involvement.
- Transition planning.
- There should be continuing education requirements like other service areas.

DELIVERABLE 4: RECOMMENDATIONS FOR STANDARDS / ACCOUNTABILITY FRAMEWORK.

- Need better accountability for policies already in place.
- The benefits of inclusive education are not well known.
- Need better leadership.
- Apathy abounds in some places. The attitude “somebody else fix it” is common in some schools.
- Sharing is not happening. E.g., APSEA technology loan bank is suppose to recycle the equipment but schools tend to hoard, i.e., after it is not needed, some schools keep the equipment.
- Much training on equipment often goes to the TA (who is often displaced frequently).
- Strengthen and revamp the dialogue on education committee.
- Advocacy groups need to be better utilized for their expertise, advice, research and consultation skills. Advocacy group strengths lie in best practice awareness.
- Need better consistency in availability of services: OT, SLP, Assistive tech, psycho-ed assessments.
- Model to operationalize partnerships: district services teams should invite external providers to service planning meetings as well as for individual case conferencing. Must get rid of “external” stakeholder concept.
- Integration would be improved if less departments were involved. One umbrella department but not necessarily education.
- Need more openness.
- Better communication across districts.

DELIVERABLE 5: PROPOSED FUNDING MODEL

- Need child-centered funding.
- Currently needs are forced to meet the funding. Must fund by “need” (need based) but not diagnosis driven. Could use the SEP. If it is well written the SEP could be useful for determining need and also the basis for accountability.
- Very wary of the dangers of moving toward targeted funding.
- Need to enhance the current funding by addressing declining enrollment.
- Dept. should hold back funding to meet unanticipated things that arise.
- Need to ensure that money allocated to student services is used for this.
- Funding should come from different departments (health, FCS...).
- HRDC is a possible source of funding. They were willing to give money for students with disabilities but it was declined by the provinces because education is provincial turf. Need to end turf wars in funding.

PRIORITIES:

- Responsibility to the student. Student empowerment, ensure that students can take responsibility for their learning.
- Maximize and retain those things that are working well.
- TRAINING for professionals and para-professionals in effective strategies and sensitivity.
- Accountability, especially for what is already there (policy wise).
- Continue to improve supports to education.
- Leadership development.
- Promoting partnerships and collaboration between government departments, mandatory integration of services.
- Use SEP as link to funding and accountability.
- Training in SEP writing and planning.
- Include appropriate training as pre-requisite for certification.
- Maintain current APSEA services.

External Stakeholders (Francophone)

May 12, 2005 (full day), Fredericton.

Number of Participants: 18

Facilitator: Annette Roy

DELIVERABLE 1: RECOMMENDATIONS FOR THE ELEMENTS OF A POLICY STATEMENT ON INCLUSION FOR THE NEW BRUNSWICK GOVERNMENT.

What does inclusion or inclusive education mean?

- Inclusion is a model that is geared toward students in difficulty but also to all students.
- This is a model of the society we want to create. A society with democratic and inclusive values at its foundation.
- Every student can develop his or her full potential, according to their abilities. This is relevant to every child.
- Inclusive education seeks to produce democratic citizens.

- Each student also has responsibilities to the school system.
- If we say that the goal of the system is to bring each child to their full potential, we must also ensure that the resources are there to succeed at it.
- There is lots of good will and a great philosophy but it is an impossible task that we ask of teachers. We need specialists in each particular exceptionality.
- Inclusion means normalizing optimum opportunities for scholarship for each individual student.
- Individualization of teaching, teaching to the individual.
- Life learning and socialization are important parts. The school should be a mini-community that recognizes the diversity in the community.
- Must increase consciousness of the values of inclusive education.
- Inclusive education relies on 5 fundamental notions: 1) normalization 2) Participation 3) Individualization 4) Unique gifts of each person 5) Balance.

Indicators of effective inclusion / inclusive education:

- Measure if parents feel at ease, welcome and listened to.
- Measure if students feel at ease, and are satisfied with their program “satisfaction survey” (Suggest 4 times per year). Ask students what they think.
- The number of excluded students, those sent home or elsewhere.
- Literacy rates in the community.
- Attendance, drop out rates: we must offer students something, alternative classes, etc.
- 6 principal factors for success to be evaluated: 1) Collaboration (with parents, in class, in school team) 2) Support 3) Leadership 4) Programming 5) Attitudes and values of the teaching professionals 6) Planning.
- The number of students that go on to post-secondary education (college or university).

DELIVERABLE 2: WORKING DEFINITION OF EXCEPTIONAL STUDENT

- Learning disabilities are already included in the definition but they do not receive the services they need, partly because they are not identified, partly because the services are not there.
- A group of students almost completely forgotten –the students in the middle –the system offers them nothing to help them succeed / to develop their potential
- There needs to be a service centre with certain specialists available to any student who needs it (“Centre de soutien en apprentissage” –e.g., CCNB). CCNB reports that 12% of students have learning difficulties / learning disabilities. Some reports say 16%, others 10%. There is a problem of definition and reporting.
- The definition is applied very differently in the different districts –there is no real connection between the law and how it is applied.
- Don’t like the term “élève exceptionnel” because it is an Anglicism. We would prefer: élève en difficulté, élève en particularité, élève handicapé, difficulté d’apprentissage, etc.
- Programme Adaptation Scolaire is not well defined.
- There is no real problem identifying students who are in difficulty. It’s a matter of identifying what the problems are and what the needs are.

- The context has changed so much. The definition no longer makes sense.
- We know there is a risk of losing the funds if the definition is taken out, but it may be worth the risk.
- The law is applied within the bounds of resources allocated.

DELIVERABLE 3: RECOMMENDATIONS FOR A NEW SERVICE DELIVERY MODEL TO REPLACE THE SUPPORT SERVICES TO EDUCATION AGREEMENT.

The major challenges identified by this group:

- Teachers can't be all things to all people.
- TA creates dependence, not autonomy.
- The environment, the placement of desks, etc. is not conducive to learning and all the activities they take place.
- Motivation is an issue. Drop out / "décrochage".
- Leadership in principal position is a key factor.
- It's great to have a good individualized plan but not if the supports to meet the plan are not there.
- Seem to always see the problem as being in the student. Rarely are causes or triggering factors sought out.
- The different ministries operate too much in isolation (health, education, justice, FCS) -like "silos". Must find a way to integrate the diverse ministries to ensure children have what they need to learn (e.g., malnourished –family needs supports –implicates FCS). New initiatives should not result in the loss of services and personnel. We are seeking better coordination, not cutting of services.
- Community socio-economic factors and income can be significant factors in the francophone context.
- Schools try their best to implement inclusion with what resources they have.
- Many of the problems faced are societal problems. Can schools really respond to all those problems? The family / community nets are missing.
- Whose responsibility is it to ensure that children are ready to enter class at beginning of school?
- Lack of diverse academic programs: manual intelligences.
- Not all school principals have the time or the training to ensure that school teams function effectively.
- Universities need to fulfill their mandate to do research on effective strategies. They should work more closely with schools because teachers don't have time to do research.
- Early intervention (pre-school) must also recognize when the problem rests in the family or the community. –e.g., pre-school clinic in Yellowknife takes place at community school. Two mornings per week parents are invited to school for games, reading, information, etc. In New Brunswick, parent resource centers exist, but they are not well known.
- Programs that work on personal development and self-esteem are needed.
- What is the place for schools in the community? If it is seen as the centre of community, a meeting place, etc., it might facilitate parents coming into school.
- Can be difficult to get information to parents. If they are illiterate, they won't be able to access written material that goes home.

- Need better post-secondary options like adapted programs for students with intellectual handicaps to prepare them for work.
- Need sensitization of students, teachers and other personnel about the characteristics and needs of students with disabilities, especially hidden disabilities. Need to properly explain the problem and increase knowledge / awareness.
- Recognizing and teaching to multiple intelligences: intelligence type, learning style, areas of interest should be evaluated for each student early on. All students need to feel valued.
- Lack of resources. If we don't have the resources, we need to set limits on what we say we will do for students.
- Attitudes, climate, school culture, leadership are key issues that are barriers to inclusion in certain schools.
- Removing the bachelor's program in "adaptation scolaire" makes it challenging to find qualified resource teachers.
- Behaviour problems stem from: frustration, rejection, children not well taught how to behave. We have more and more children with very complex problems, many are related to the social context. Behaviour problems are complex. Must look at the individual context. The time has passed when problems can be situated only in individuals.
- Teachers feel incapable / incompetent because they don't understand the problems well.
- Need better communication.
- Post-secondary needs to get more proactive: e.g., tech lab at faculty of education so that new teachers can have access/exposure to tech equipment.
- Need to prioritize recruitment in areas where there is a lack of qualified professionals such as audiologists.

Effective strategies / best practices:

- School teams meet at least once per month, includes diverse intervenors.
- "Math Mobile" Assessment team, a roving diagnostic team.
- New standards for diagnosis in psychology.
- Assistive technology can be very helpful (sometimes software is free).
- Technology in general can be helpful –but need training to use it.
- Team work.
- Co-op opportunities should be earlier (grade 5 / 6). This structure already exists but could be enlarged.
- Collaboration between ministries, collaboration with parents.
- Planning time for collaboration, meetings, preparation.

Partnerships:

- CCNB is playing a leadership role in forging partnerships.
- Need partnerships in mental health, for learning disabilities and ADHD.
- Should be sought with associations, agencies, specialists, retired professionals.
- Must coordinate services, not simply "download". The challenge is finding the time to make it happen.

- Partnerships need someone hired to do the coordinating.
- Government must invest in partnerships.
- Employers need to be sensitized and should be better partners.

DELIVERABLE 4: RECOMMENDATIONS FOR STANDARDS / ACCOUNTABILITY FRAMEWORK.

- Accountability, follow-up, and evaluation: these issues are not taken seriously enough. Has the inclusion initiative been evaluated at all since 1986? We need to reflect on the past 20 years, and we need to reflect more often in the future.
- Evaluation should be externally contracted.

DELIVERABLE 5: PROPOSED FUNDING MODEL

- Need to place the resources where we will get the maximum benefit from them.
- Invest in summer institutes again.
- Adaptation scolaire currently has 1FTE to 250 ratio. This ratio should take into account the needs of rural service provision (distances between schools).
- Talking about province wide ratios makes us nervous. Ratios should take into consideration other factors (geographical location / distance for positions that are shared between schools).

PRIORITIES:

- Partnerships.
- Make the legislation more up to date. Spell out the structures and the financing needed to support personnel.
- Better financing structure.
- Training, training –at all levels, especially those who are training others.
- Support for teachers.
- Give teachers more time for preparation and meetings, etc.
- Financing and partnerships for the different ministries.
- Early intervention, pre-school.
- Community partnerships as resources.
- Clear statement about what the education should and can do.

Students (exceptional) (Francophone)

May 13, 2005 (half day), Tracadie-Sheila, NB

Number of Participants: 15

Facilitator: Annette Roy

What students like about school:

- Interesting courses (I like Math).
- Learning new things, like music.
- Making friends.
- Recreation / recess / time to myself.
- Activities, friends, the library.

What students do not like about school:

- Signing O Canada.
- When other students say mean / bad things to me.
- Intimidation / bullying.
- Some classes like English class.
- They took some of our activities away, not enough activities.
- I don't like my co-op.
- Course in "fran-math" (½ French, ½ math for those in difficulty).
- Homework.

Bullying / Violence:

- Bullying, insults happen every day.
- When we tell the teacher, the teacher says "stop it", but it continues.
- At my school we got a psychiatrist, but it hasn't really changed anything.
- I have tourette's syndrome. The teachers explained to the students about my disability, but it hasn't helped the intimidation and bullying.
- Those with an adapted program are bullied the worst, mainly by the "high class" clique.
- I don't really feel secure at school. Once when I was younger I was thrown up against a wall and my head smashed on the ground.
- The daily insults are very difficult to handle. I see a psychiatrist about it but it doesn't really help. I've thought about suicide.

If you could change one thing at school what would it be?

- More teaching assistants.
- Less students per class.
- Better colours on the walls (especially hallways).
- More manual courses (like textiles), industrial mechanic.
- More activities.
- Longer lunch time.
- More training to stop the violence.
- For teachers to explain things more and better to students.
- More "life skills" courses.
- More personnel to support the students.
- More physical education courses.
- More art courses.
- Ability to change my co-op if I don't like it.
- I want to be in regular courses –I think I can do it but when you don't have someone behind you (supporting you and giving you confidence) it's really hard.
- More help for the whole class. Better/ longer explanations.

What happens when someone doesn't understand a lesson?

- The student has to ask questions.
- There are lots of students who don't understand. There isn't enough time for everyone's question to get answered.

What disturbs your learning in class?

- When other students are talking too loud.
- When the teacher is nagging or yelling at the students.
- My teacher is strict so there isn't much fooling around.
- It would be easier to concentrate if there was silence.
- It helps when they regroup the classes so that not all the kids with behaviour problems are together.

Evaluation:

- Report cards have a number grade on it and sometimes some comments like "could do better" or "talks too much in class".

Students (not-exceptional) (Francophone) May 13, 2005 (half day), Tracadie-Sheila, NB Number of Participants: 19 Facilitator: Annette Roy
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What students like about school:

- Socializing, making friends, talking to people.
- I like research and independent work.
- I like learning.
- Sports activities.

What students do not like about school:

- Pédagogie is out of date –not interesting enough.
- Don't like the cliques and exclusive groups.
- Don't like the courses that aren't interesting.
- Large class sizes, classes are too big.
- Bullying / intimidation.
- Some students don't want to participate in the activities that the student council plans.
- Large classes with too many levels of students. It is boring for the strongest and too difficult for the weakest –that bothers us.
- Gangs –lack of respect.
- Don't like that some students don't at all realize what is going on in the world today.
- Don't like on-line courses. There is no teacher to teach you or help you.
- Not enough manual courses.
- Not enough choices in course selection. Sometimes I have to take 1 class I don't like to fill the holes in my timetable.
- Take the modified students out of regular classes.

Bullying / Violence:

- People who intimidate others usually have problems at home, or are poor, are rejected, not popular, not good clothes, appearance, make fun of others. Cliques form based on superiority. There is lack of community.
- We have a bullying committee at our school.
- They've brought in social workers and psychologists to talk to students but in large groups and assemblies it doesn't really do anything.
- It is usually the timid and younger students who are victims.
- Students who bully don't participate in school activities because they lack confidence and are afraid of ridicule.
- Help groups don't really do anything. Strategies need to be subtle and start early. Intimidation / ridicule starts in primary grades.
- Should we wear uniforms so that people's clothes can't be a source of comment?
- We need to be more accepting of differences and improve the lack of respect.
- Help with bullying needs to be more available and reach out. Students who need help with this shouldn't have to search for it.
- Some students with lowered intellect sometimes do bullying to get attention but those with intellectual deficiency are also often the target of bullying and ridicule.
- In my school there's a student in a wheel chair who is always with a teacher assistant, in separate space apart from the others. Even those in a wheel chair with no other problems are kept apart. We can't really be involved with these students if they are always apart.
- Why aren't students more involved in the education of the handicapped? We want to help but we don't know how –we are given no information on the problems and needs.
- Sometimes the handicapped need a teacher assistant with them to make sure they don't get taken advantage of.

Out of Date Methods in Class:

- Need to make the links between what we're learning and real life or interesting things, like how an airplane flies.
- In history we could have conferences, visits, field trips.
- These approaches are not used as much as they could be.
- Need to bring people from work to come and talk to students about how they use what they learned and how to make it interesting for students.
- Courses move at the pace of the slowest students. Teachers should organize things so that each student advances at their own pace.
- The way the courses are constructed.
- Not enough help in classes.

Priorities:

- Class sizes are too big.
- Better choices in course selection.
- More TAs who can help everyone.
- Teachers should be involved with their students, in committees, sports, theatre, trips, etc.

- Sessions on self-esteem, drug/alcohol dependence, bullying, should be in small groups so students can discuss these issues rather than at large assemblies.
- Provide services for drug/alcohol addictions at younger ages.
- Orientation for all students before they start at a new school, especially in grade 8. Being better prepared would help everyone feel more accepted and at ease when they go to high school.
- The physical space in the school needs to be welcoming for all students.
- We need better connections between the schools and the students. We want to discuss things together. Making connections helps us.

Parents (exceptional students) (Francophone)

May 14, 2005 (half day), Miramichi.

Number of Participants: 29

Facilitator: Annette Roy

DELIVERABLE 1: RECOMMENDATIONS FOR THE ELEMENTS OF A POLICY STATEMENT ON INCLUSION FOR THE NEW BRUNSWICK GOVERNMENT.

What does inclusion or inclusive education mean?

- All students included in regular classes with their friends but still having the right to special services.
- Inclusion is not the same for everyone.
- Inclusion is much broader than just disability.
- Taking part in school life, participation. Not just a placement.
- All students can go to school.
- Realize the full potential for all students (at least reading, writing, math), maximum potential, full development.
- Inclusion also means parents. We shouldn't have to battle, battle teachers, battle specialists.
- The school system doesn't take account of the individuality of each student.
- Meaningful education for each student.
- We have to fight so much to get services and have our kids needs met because the system is equipped for homogeneity. The system is not capable of responding to diverse needs.

Indicators of effective inclusion / inclusive education:

- Good communication.
- Individuality taken account of.
- Training for the specialists.
- No more jurisdictional problems (health regions/education regions don't match, paid training for personnel, CUPE seniority provisions).
- Sign language taught more broadly. It is useful for others besides deaf (autism, downe syndrome).
- Physical accessibility.
- How do children respond to each other?
- Are children informed about diversity and disability?

- Proportionality: if 10-15% of students are disabled do 10-15% of the resources address this clientele? E.g., library books, materials, dolls, etc.
- Training and sensitization for teachers as well as functionaries/decision makers.
- Must ask what will support students' happiness.
- Do students cry and not want to go to school?
- When we see non-exceptional students accepting, helping and playing with the exceptional we will know it is working.
- Children are happy to go to school.

DELIVERABLE 2: WORKING DEFINITION OF EXCEPTIONAL STUDENT

- Sometimes serious conflict arises over what is an appropriate accommodation. My daughter has epilepsy and can have a seizure at any time. Instead of assigning a person to ensure her security. They make her wear a helmet and hockey equipment. Having to wear this equipment made her upset and led to other bad behaviour.
- Every year we have to fight to assure the services for our child –not just for her development, simply for her safety.
- Not enough diagnostic/assessment is being done, especially with learning disabilities. If they don't diagnose/identify, they don't have to provide services.
- The gifted are excluded. They are also often excluded socially.
- Fetal Alcohol Syndrome is not well understood or identified, although it probably fits the definition. This is another hidden disability. Schools are not prepared to deal with behaviour that is impulsive (a symptom of this syndrome). We had to turn to Ritalin to address my daughter's behaviour. At my school the principal doesn't believe my daughter fits in Category I, II, or III so she is treated as a normal student although she has FAS.
- This ideal is not realistic. The teacher cannot be a specialist in all areas.
- Diabetic is not recognized under the definition –"I had to keep my daughter out of school for safety reasons. Until the school took it seriously it was a battle. I've talked to many parents with the same experience. Parents have a role to play in sensitizing the school system.

DELIVERABLE 3: RECOMMENDATIONS FOR A NEW SERVICE DELIVERY MODEL TO REPLACE THE SUPPORT SERVICES TO EDUCATION AGREEMENT.

The major challenges identified by this group:

- Personnel are poorly trained. TAs act as baby-sitters.
- Recommendations of specialists are not followed. When they were being followed we saw progress.
- We had to change teachers 6 times in one year.
- Must train those responsible in exceptionalities/syndromes. Personnel are not up to date on the syndromes they encounter. Schools must be proactive.
- Not enough diagnostic capability, especially with learning disabilities.
- Who makes the decisions for things and do they have adequate training? Are they asking the right questions? E.g., my son was entering school for the first time. The school was very open, we met ahead and the school planned to retrofit a wheel chair accessible washroom facility, but in the end it was adult

size. The response of school officials upon finding that my son could not use the washroom, “Well we’re just following the building code”.

- Lack of communication.
- Lost the bachelor’s program in adaptation scolaire, now we can’t get qualified people working in our schools.
- There used to be a position called “tutor” but we lost it about 5 years ago. Now the TA fills this role, among many others.
- Should pay TAs more and have better qualified personnel who do a better job.
- We give teachers and TAs too many responsibilities, we ask too much of them.
- Need better coordination of services.
- Should abolish “grade levels”.
- Sometimes students need to be apart from the regular classes so that they can pursue their strengths: e.g., My daughter likes to sing O Canada but it takes her over 15 minutes. She should not take up other students’ time with it. There should be space for her. We need to plan for what we can prepare each student for but we must recognize students’ limitations. There can’t be one common program for all students.
- Need better transition planning –it needs to start much earlier.
- Need more activities in the school that all students can be involved in voluntarily. Provide opportunities for students to join others while at the same time respecting an individualized academic program.
- Need more choices for all students to let them follow their interest and their strengths.
- Lack of collaborative approaches with parents.
- Lack of strategies to help students in difficulty with reading and writing, especially students with dyslexia.
- The situation is worse in rural areas, especially for gifted where they no longer have the International Baccalaureate.
- If the school can’t organize to meet all the students’ needs they should have students repeat a grade or skip a grade.
- Intimidation and bullying are very severe on the playground. Other students pick on / instigate when they know they can push a vulnerable student’s buttons. These things tend to happen where there is no supervision. The consequences are felt primarily by the victims, i.e., nothing too much happens to the aggressors.
- It is challenging for parents when an intervention plan looks good but it is not implemented.
- There are very few transition services in our locale. There is especially nothing for entering school the first time.
- The needs of the school always seem to be more important than my child’s needs: e.g., If my daughter becomes anxious and asks to leave the class it is never done right away. The teacher always waits until she is in crisis. When I asked why the answer was that it is preferable for her to stay in class as long as possible.
- Teachers and other personnel are not well trained to meet the challenges they face and do not know how to meet the students’ needs.
- Working with the teacher is often very successful but when there is a substitute, he/she may not use the same approaches and this can completely derail progress for some students. Then we have to start again.

- Better training in pre-service. Universities should train new teachers in how to identify and respond to students in difficulty.
- Lack of effective communication generally. Also, need to communicate the values of inclusion more broadly in society and our communities.
- Need to teach practical skills –“the first breakthrough for my daughter was when she participated in a “resource class” lead by a resource teacher.
- Conflict between what a specialist recommends and what teachers will implement: e.g, “My two and half year old with Down Syndrome is learning sign language because of a delay in verbal language –there is concern that she will no longer be served once she is in school. Extra-mural says that teachers disregard their recommendations and they have no say in the matter”.
- School should be the centre of information. We didn’t know anything about dyslexia when we first began to discover our child’s difficulties. The school couldn’t help direct us to resources or experts.
- The invisible handicaps aren’t diagnosed and don’t get service. Many students with learning disabilities are very bright, but don’t succeed in school. I have found that there are resources and supplies but schools don’t have them. Parents have to find them on their own.
- Only those who advocate strongly get results. Efforts pay off but it takes a lot of persistence.
- Training for all: Professionals are not up date. E.g., my family doctor didn’t know about Asperger’s but I found a book at the library written in the 1970s that had treatment suggestions. The mental health specialist didn’t know about Asperger’s –at first he was identified as an abused child (diagnosed throughout 1st grade) –I was investigated and accused until finally we received the Asperger’s diagnosis. My child can’t read expressions. He needs to be taught social skills.
- Not much is offered for transition programming, just co-op program.

Bullying / Violence:

- I have a “non-verbal” child. The others threaten him and physically assaulted him 3 times, he is afraid to tell, afraid it will get worse.
- Exceptional Students get labeled and attention focused on their behaviour when others around them may have worse behaviour.

Effective strategies / best practices:

- Constructive collaboration, personnel who really listen, making good plans together. Collaboration works really well when the participants are not engaged in a battle attitude.
- Partnerships.
- Early intervention.
- Class presentations on the nature of different disabilities.
- Transition strategies that have worked for some children: start school slowly (morning only to start). Let the child get used to the TA before introducing them into the class. Let the parents be with the child in school one hour per day.
- Need Federal, Provincial, and Municipal government partnerships as well.
- Positive and constructive communication. Parents say that they very much appreciate when they are consulted for their opinion if there are problems.

- Much more progress when we have a trained, constant TA.
- Going to day care assisted my child with transition to school (cortex not normally normally developed, non-verbal, non-ambulatory). Now my child is very sociable.
- Pre-school at school.

DELIVERABLE 4: RECOMMENDATIONS FOR STANDARDS / ACCOUNTABILITY FRAMEWORK.

- Need better accountability. Every year the parents have to come back asking for services and taking the initiative.
- Need regular evaluations.
- Parent / student satisfaction surveys.
- Many in this group have never participated in a discussion group, a survey, or other evaluation at their child's school.
- Parents should also be held responsible and should be supported to take responsibility.
- Services are not universal in the province. The lack of resources causes a lot of problems. Particularly services in audiology, and physiotherapy: 1 per district is not enough. A TA can't do the job of an audiologist. There should be a ratio of one per school.

DELIVERABLE 5: PROPOSED FUNDING MODEL

- Funding and resources should go where they will have the greatest impact. E.g., the computer programs benefit everyone.
- Rather than use funds to create new projects, the government should use the resources to improve the projects that already exist.
- The personnel : pupil ratio should be lower.

PRIORITIES:

- Identify and help those schools who need it the most.
- Clarify the policy and definition to better identify those students with special needs.
- Priorities in financing for specialized services.
- In rural areas, specialists are almost non-existent. We have to fight for services. The budget is often depleted.
- Better partnerships. Partnerships seem better / more present before entry into school. Services should continue once a child is school age.
- Training for teachers, TAs and others in the school, so that personnel can recognize and respond to student needs.

Parents (non-exceptional students) (Francophone)

May 14, 2005 (half day), Miramichi.

Number of Participants: 29

Facilitator: Annette Roy

DELIVERABLE 1: RECOMMENDATIONS FOR THE ELEMENTS OF A POLICY STATEMENT ON INCLUSION FOR THE NEW BRUNSWICK GOVERNMENT.

What does inclusion or inclusive education mean?

- It's not always a question of money. It is about attitude and approach.
- Inclusion means integration of students with special needs in the schools and classes if possible.
- Must differentiate the needs of NB francophones, pointing out that immigration patterns are a big factor for them (particularly in the North). There needs to be financing to ensure community survival.
- We do not want the report to say that all the parents were in favour of inclusion. No, only with sufficient supports (including for gifted).
- All children have a right to be educated. We have the responsibility as a community to ensure each child has the opportunity to learn.
- Inclusion has many domains: at the placement level, at the educational / academic level, and at the social level.

Indicators of effective inclusion / inclusive education:

- Is the class being disturbed? Appropriate management of students.
- Enough resources.
- Inclusion should be defined in the Act.
- Remove chocolate bars and pop from the schools. They should not be sold at schools.
- Students experience success.
- Self-esteem.
- Personal growth and development.
- Partnerships.
- School is more open.
- More choice of programs –not just academic.
- No integration without improving resources.
- Ask how the students are doing? Are they disengaged (décrochage)?
- Services delivered in a reasonable amount of time (1 year is not reasonable).
- Respects individual needs.
- Economic indicators.
- How well adjusted in their situation are students with special needs?
- Are services in place in time? Half way through the year or later is too late.
- Drop out rates.
- What children say about school: parents report that their child says “school is boring....; is it Friday yet? How many days of school are left?” Students never talk about school with enthusiasm. Student arrives at school late because he or she is not interested.

DELIVERABLE 2: WORKING DEFINITION OF EXCEPTIONAL STUDENT

- The definition is too large and too vague. The definition should be subdivided up. This is related to financing.
- A criticism of the definition is leaving the decision to the Superintendent.
- The definition is implemented in some places, but not in others.
- The majority of parents at this meeting do not feel as though they are consulted. "I had a case conference to develop a plan but they don't have time to put it in place." "I was presented with an intervention plan but they never consulted me."
- The definition is applied if it is a really serious case, but the less serious the case and the less disruption to the class, the less likely the child is to get the services they need. "In my son's case I was told that they know he needs assistance but they don't have any to give, there are no solutions. I've talked to everyone who could be involved and the only solution I'm given is Ritalin." It is the kids with difficulties that are not as severe that are suffering the most.
- The definition of Exceptional Student doesn't seem much related to inclusion.
- Transition from primary to secondary is not very smooth.
- The definition is applied for those with physical/visible disabilities, not for those with invisible or poorly understood difficulties.

DELIVERABLE 3: RECOMMENDATIONS FOR A NEW SERVICE DELIVERY MODEL TO REPLACE THE SUPPORT SERVICES TO EDUCATION AGREEMENT.

The major challenges identified by this group:

- Hidden difficulties: learning disabilities (dyslexic, etc.), socio-economic.
- Class composition. E.g., in one class 3 out of 36 take 90% of the teacher's time.
- Lack of leadership in the principals.
- Even if we consult and have a plan it doesn't get implemented.
- Many parents feel that when they come to consultations with school officials that they have to strongly ask/demand for things their child needs.
- When there is a problem, it is always the child or the parent never the school official or the school system.
- Transitions need to be done more smoothly and gradually. Transfers from school to school are not smooth. From primary to secondary is not really a good transition either.
- The points of view of students ought to be taken into consideration.
- Need more preparation time for teachers and aids.
- Students with behaviour problems need to be well supervised and taught.
- If we can't manage to serve these students with proper services, inclusion won't work.
- It is not the slower learners who are the problem. It is the behaviour problems.
- Schools are not good environments for all. We used to have vocational, business tracks. Now everyone is treated as though they are going to go to university.
- Some teachers are not trained to deal with Exceptional Students. 25% of supply teachers have no education course.
- Teachers are afraid to discipline. They don't put their foot down because they don't want to have confrontations. They ignore the problems and a vicious cycle

can emerge. One class went through 8 teachers. The teachers can't manage and the class gets worse.

- Bad experience from a few different parents when school wouldn't allow older and younger children from a family to play together during recess on the playground. Parents felt the children would separate when ready and it was just playing on the play ground.
- One school reportedly would not allow pre-K kids to visit the school before starting.
- Sometimes even when a resource is available (like FM system) the teachers won't use it.
- Poor communication: you always feel like you are disturbing the teacher.
- Poor communication: lots of conflict between parents and school personnel. For some the issues are never resolved. Some joined the CED to deal with the issues.
- Arbitrary rules, information is lacking, no communication.
- Should have day care in the school and pre-natal classes.
- Change attitudes, don't stick to rigid policy. Provide what the child needs (e.g., DOE doesn't want multi-sensorial approach used, they say it is incomplete. My child is learning for the first time using this approach).
- Currently for a child with dyslexia they are pulled out to visit the resource teacher for 45 minutes, 3 times per week. The visit is shared with other students who don't even have the same difficulty as him.
- School personnel need to be less closed and stop thinking that they are the only ones with expertise. Personnel should treat parents as clients not as intruders.

Effective strategies / best practices:

- Multi-age classrooms can be beneficial. This permits a teacher to have a student for more than one year. The teacher can get to know better the strengths and weaknesses of each student. Others raise the concern that the situation for those students who do not get along with their teacher is exasperated by the longer time spent with the teacher.
- Another multi-age anecdote: "It is working very well. The kids are in the same class for 3 years. There are 2 teachers + 2 TAs. Another parent points out this is working because the adult child ratio is 1:9.
- Smaller classes.
- Pre-school / day care in primary schools. This helps prepare pre-school age children for school.
- Pre-school / day care should be inclusive of children with special needs.
- After school program 2:30-4:00. Parents pay 5\$ each for activities and they bring in people from the community (dance, judo, tutoring, etc.).
- Support parents sharing information. Strategies for encouraging information sharing include: parents' library in the school, Learning Community newspaper circulated among several schools in a learning community, web site.
- Community police in high schools.
- Streaming worked (used to have 1,2,3,4). Everyone was happy and learning, even level 4 because they were well served.
- Teachers have to discipline behaviour problems.

Bullying / violence:

- In a written submission to the session a parent writes, my 10 year old boy in grade five says this to me: “Je n’aime pas l’école parce qu’il y a d’autres enfants quit sont après moi et il n’y a pas assez de surveillance.”

DELIVERABLE 4: RECOMMENDATIONS FOR STANDARDS / ACCOUNTABILITY FRAMEWORK.

- None in this group had ever participated in a satisfaction survey or been asked by their school to provide feedback. These parents report that nothing has been done in their experience to evaluate programs and services by their school.
- Parents need an advocate, ombudsman, or mediator in the system.
- DOE is great for making plans but no follow through.
- Plans not followed, not resourced, personnel don’t have time.
- Schools don’t want to admit when there are problems. One school had a high failure rate – even this failed to send up a red flag with the principal.
- Principals and teachers should not be in the same bargaining unit. This keeps principals from doing their job.
- School personnel should not be doing procedures that nurses aren’t normally even allowed to do.

DELIVERABLE 5: PROPOSED FUNDING MODEL

- Flexible measures for allocating resources: must take account of class composition.
- Money should come from the Dept of Health for health needs.
- Group the different conditions and allocate money to each group of needs –to respond to the fact that the really big needs take all of the resources and there is nothing left for the others.
- Need more resources for inclusion to work.
- Privatise schools –give me back the taxes I pay for this chaotic system and I will take care of my child’s education!
- Simply adding more money to practice inclusion the way it is happening now will only add to more wastage of public funds. We need to invest in a change of attitudes and in the implementation of a philosophy and a mechanism for real inclusion.
- Money should be targeted to support success for all students.
- The responsibilities of each ministry and each personnel must be clearly defined.

NB Office of the Comptroller

May 17, 2005 (two hours), Fredericton.

Number of Participants: 2

Facilitator: Wayne MacKay

This consultation focused primarily on the Comptroller's Report, "Cost study of Exceptional Students" (referred to in the Background Report) and questions of costing and funding.

- From their research, a categorical method of funding (which assigns funding for special services on the basis of a student's meeting a definition or category of exceptionality or disability) is seen to create a whole level of bureaucracy to manage and maintain.
- The experiences with this kind of funding model in a large province (large in terms of resources, geography and population) like Ontario might be different than in a small province like New Brunswick.
- It might be easier to administer a funding model like this from the centre in a small province.
- Generally with regard to funding it is crucial to make the objectives clear and then provide funding in a manner that achieves the objectives. A priori must determine the adequacy of the level of service (something which was specifically not done in the Comptroller's Costing Report).
- It is said that the categorical model of funding creates an incentive to label and categorize students in order to get more funding. That incentive will be there even if funding is not directly tied to categorization as the identification of exceptionalities creates political persuasion for increased funding. An approach that might reverse these incentives would be more money targeted to universal service provision options (i.e., services that all students would be entitled to if they have a need at any point).
- New Brunswick does use categorical funding for the provision of services to the visually and hearing impaired through APSEA and on the francophone side directly from the ministry. In practice, a categorical approach is used to distribute resources through the Priority 1, 2, 3, system informally used by many districts. Students labeled priority 1 tend to get an individual TA and the most intensive concentration of resources.
- Is a hybrid possible with the census approach plus an additional fund or amount loosely following a categorical approach?
- When questioned about the recommendation in their report to use SEP's as a way to track student outcome and accountability, there is agreement that there would be exceptional students who could not be tracked using this method. Many provinces do have an individual identifier for all students. This group questioned whether a pre-existing identifier might be used such as the Social Insurance Number.
- To ensure accountability, all interventions should be evaluated with pre and post testing or assessment of some kind. In conducting their research this group encountered serious resistance to tracking exceptional students' performance on provincial assessments from the Anglophone evaluations group.
- Through their research this group has discovered that some provinces do have a "rural multiplier" included as part of their basic or universal funding –usually in the

transportation budget line. None seem to have a rural multiplier related specifically to special needs service provision.

DOE Corporate Branch

May 17, 2005 (half day), Fredericton.

Number of Participants: 10

Facilitator: Wayne MacKay

DELIVERABLE 1: RECOMMENDATIONS FOR THE ELEMENTS OF A POLICY STATEMENT ON INCLUSION FOR THE NEW BRUNSWICK GOVERNMENT.

What does inclusion or inclusive education mean?

- Broad definition.
- Means that every child receives education services depending on ability and need.
- Non-discrimination.
- Child feels included and has the opportunity to participate to the degree that they are able and wish to.
- Inclusion is not a place and does not mean every child in every class all the time.
- Most disturbed by comments about those who are included physically but “bubbled” by the TA or learning in the hallway.
- Maximization of student learning.
- Right now we spend a lot of money and energy on the weaker students and not the average or talented, those who will be the leaders of tomorrow.
- There are benefits to having children grouped with similar needs and commonalities.
- Every child has challenges or exceptionalities of some kind. Must identify the potential in every child and provide opportunity so that they can meet it.
- Overall, the goal of inclusive education is to respect the obligation to provide education to all students and to increase all student performance while decreasing the gap between high achievers and weaker students.

Indicators of effective inclusion or inclusive education:

- Does it have a negative effect on others? This is the limit.
- How well are students doing after they leave school? Is there a match between the skills they’ve acquired and what they can realistically pursue? Independence and participation once students leave school is a big goal.
- Sustainability.
- Everyone working in the system has a clear idea of what their role. Roles are well co-ordinated and everyone is well trained to play their role.

DELIVERABLE 2: WORKING DEFINITION OF EXCEPTIONAL STUDENT

- Inclusion should be a defining principle in the preamble of the Education Act.
- The definition provides a reference for prioritizing funding.
- Special needs transportation defined in the regulations –separate from s. 12.

DELIVERABLE 3: RECOMMENDATIONS FOR A NEW SERVICE DELIVERY MODEL TO REPLACE THE SUPPORT SERVICES TO EDUCATION AGREEMENT.

The major challenges identified by this group:

- SSE was an agreement to address support services, but it didn't really come to fruition the way people had hoped.
- Reducing administrative and clerical resources means that others do these tasks and are not able to do a good job at what their job is supposed to be.
- It is not fair for employers that it is not clear what a diploma really means.
- Does all this accommodation raise unreasonable expectations that children will be accommodated all their life? The expectations we build should be more in line with reality. There should be a place for all children in society, but the expectation should be in line with real possibilities / realities.
- How to work with parents, especially parents who have specific expectations. How do we manage expectations? Who determines what a child's potential is?
- Financial and human resources to attain our goals. If these aren't available, how does this affect the rest of the community?
- TA Bumping is a big problem. There is a relationship between mucking around with TA hours and TA Bumping.
- Lack of awareness and understanding of the duty to accommodate on the part of educators.
- Lack of realism, expectation levels keep increasing on the part of parents, but the resources do not increase.
- Why don't schools have a medical clinic, public library, old age home? We need a new paradigm.
- Partnerships, maybe it needs to be mandated.
- In policy and planning we have received none or very little professional development in how we can support inclusive education through our jobs.
- We want to collaborate in principle but we always seem to run up against political considerations and limits.
- Training.
- TAs and the generic job description. They are not tailored to what they will actually be asked to do. There are really different levels of TA and sets of tasks / responsibilities.
- More specialization in support resources.

DELIVERABLE 4: RECOMMENDATIONS FOR STANDARDS / ACCOUNTABILITY FRAMEWORK.

- Minimum qualifications for staff but this can't be determined until the expectations for staff are determined (e.g., not all TAs perform the same functions).
- Can DOE set standards for professionals not under the education umbrella (e.g., 1 social worker : # students).
- Standards, what do we mean by this? Are they norms or are they tied to what we want to accomplish (substantive equality)? Can we set standards that reflect outcomes, e.g., waiting times?
- We can establish goals but we must also set strategies to meet them (e.g., compensation and attracting qualified personnel; training, etc.).

- Should the DOE have fewer policies? We don't have the people in place to monitor them. Why do we have such a hard time with compliance? We need better processes for policy development, consultation? But, e.g., curriculum developed in consultation but it's still not implemented.
- QLA e.g., we're now going back and asking districts how the money was spent and what was the effect.
- Need to work with districts. Talk to them about how they are doing, work out real strategies in partnership (maybe with a pot of money to meet extraordinary challenges in local areas).
- We need to spend as much time in implementation and follow up as we do in development.
- Many policies are there to provide the answer in difficult judgment calls. When it's not convenient Superintendents and others disregard policies.
- There is no consequence for not following policy.
- The data and statistics we see as useful are:
 - Must cover both linguistic sectors.
 - Identifying where health needs are "exceptionalities".
 - Wait time for services.
 - Type and level of services: pulse taking and longitudinal.

DELIVERABLE 5: PROPOSED FUNDING MODEL

- The funding norm is simply a mechanism to distribute funds. There is no basis to gauge if we are meeting any needs. The current model intends to divide the resources in an equitable way among the districts and they decide at the local level what their priorities are.
- The funding model bears no relation to reality (in terms of needs).
- Really we have a funding model based on inputs. Should we be trying to figure what we want to achieve and then what we need to get there? Equality of input or equality of outcome?
- Need to clarify the outcome sought. This is the same in all areas not just exceptionalities.
- The benefits of the current model are that it is simple, clear cut, easy to administer, allows districts flexibility.
- The more centralized (categorical) the less discretion at the local level.
- What about a centralized fund administered jointly by Health, FCS and Education?
- OECD categorizes by intensity of need or service that a child requires.
- 85% of the education budget is human resources.
- With the QLA we don't have a choice but to look at a new model. We need to ask what is it going to take in services to achieve x, then how do we fund that level of service?
- Need to clarify the outcome / service level. Prior to '85-86 funding was more tied to result in that outcomes were more clearly identified. It has evolved more and more to simply being a funding model with implementation as a separate issue.
- Australia and Iceland (both with big urban / rural divide) have some interesting funding models.
- The cost of reducing class sizes by 1 is approximately \$5 million.

PRIORITIES:

- The fit and relationship shown by francophone student services, curriculum, and evaluation staff and keeping all students in mind achieves good results. We need more of this on the Anglophone side.
- Teacher empowerment: training, specialist support, collaboration.
- Parents could be much more valuable partners but we need time and supports to nurture this.
- A new way of organizing educational service delivery that is not premised upon 30 people in a class with the teacher talking at them, plus the formal structured learning method.
- We need a good definition of inclusion and then find what fits to provide the resources accordingly. Then we need a proper communication and action plan. We need buy-in.
- Training.
- Sustainability.
- Better use of resources we have. This report can't become a wish list.
- Open the doors: bring in all the actors that surround kids.
- Clear definitions.

Partner Departments

May 18, 2005 (full day), Fredericton.

Number of Participants: 57

Facilitator: Dwain McLean

Representatives from the following organizations were present:

- Family Community Services: Supervisor, psychologist, social worker, program consultant, and others.
- Public health: nurse.
- Support Services to Education Supervisor.
- Health and Wellness: director, extra mural coordinator, SLP and others.
- NB Medical society: family physician.
- Public Safety: probation.
- Portage: education.
- Addiction Services.
- Stan Cassidy Centre.
- Regie Beausejour, audiologist / orthophonist.

DELIVERABLE 1: RECOMMENDATIONS FOR THE ELEMENTS OF A POLICY STATEMENT ON INCLUSION FOR THE NEW BRUNSWICK GOVERNMENT.

What does inclusion or inclusive education mean?

- Inclusion is more than simply being present in the room.
- Inclusion is for all students. Support can be given with and without a diagnosis.
- Classroom acoustics and a positive environment for all children. We have 25 years of data on the impact of environment and acoustics.
- Respect for all forms and styles of learning, multiple intelligences. We see who is not included in our work, e.g., youth treatment centre.

- All students have access to education that is appropriate to them.
- Environment that favours learning and the full development of potential.
- Diversity of approaches: not one size fits all. Not making all children conform to the typical learning environment.
- Look at the environment: inclusion refers also to service providers and parents.
- Give everyone a chance to live a positive experience both in terms of learning and social experience.
- We can never tell what a person's potential is.
- Inclusion is not just in school it is also in the community.
- Inclusion is also in pre-school.
- Inclusion is a process of creating an environment where children with additional needs have the opportunity to learn and interact with their peers. Inclusive education promotes and encourages acceptance and participation in group activities to the fullest extent possible.
- Schools are motivating and inviting, responding to students' interests.
- The Education Act needs to have more teeth to enforce school attendance. We used to be able to withhold Child Supplement cheque, maybe we could suspend a driver's permit.

DELIVERABLE 2: WORKING DEFINITION OF EXCEPTIONAL STUDENT

- If we focus on the individual, we risk fragmenting the resources even more.
- Default may be to diagnosis but the diagnostic model does not tell all.
- Behaviour disorders don't get labeled as "exceptional" and don't get access to services. The definition works to exclude students from services particularly those who are borderline or at risk.
- Diabetes, epilepsy and severe allergies are not really covered by the definition.
- Any student can have a need for supplementary help at any time and for varying lengths of time.
- Social and emotional needs are not included. Many don't have a behavioural problem and so are not identified.
- Who is a qualified person? This does not necessarily include the public health nurse, not all nurses have the same knowledge or competencies.
- Many who are asked to make assessments, do not feel qualified because they don't know enough about what the schools are doing.
- It is difficult to make appropriate recommendations and assessments when we don't know what resources are available.
- APSEA classifies children in order to give them resources and services e.g., must have "educationally significant hearing loss". Hearing loss due to cold / stuffiness/ middle ear infections (which involve very large numbers of children) are not recognized.
- We have increased the objectives of schooling. It is no longer just academic objectives. This is why the definition doesn't fit anymore.
- Must examine the use of the word "exceptional". It is euphemistic and the definition excludes social / emotional needs.
- It is disturbing that the Act provides for removing a child but doesn't say where to take the child upon removal.

DELIVERABLE 3: RECOMMENDATIONS FOR A NEW SERVICE DELIVERY MODEL TO REPLACE THE SUPPORT SERVICES TO EDUCATION AGREEMENT.

The major challenges identified by this group:

- Not enough resources to turn “presence” into inclusion in the developmental process.
- Teachers need to better understand bad behaviour. Teachers don’t have the time or the motivation to get to know the students, particularly if there is no diagnosis.
- There is not enough time to talk. We’re always running, there is stress everywhere, with teachers, parents, etc.
- Portage (hospital/treatment centre). We don’t have enough resources for an education program at the hospital and to make it worse there are not enough supports out there to discharge, even if the student is stable enough.
- It is a challenge working with different ministries. There is not always consistent policy and direction.
- BC, NS have CAYAK
- Maybe we need a ministry for youth.
- There are so many departments involved sometimes it’s Kafka-esque. We need help coordinating but coordination doesn’t necessarily mean that all are under the same ministry.
- Resistance to change is a big challenge, e.g., using technology and tele-conferencing to bridge geographical distances facilitating collaboration and access to specialists.
- We shouldn’t be talking about “support services to education” –we should be talking about “essential services”, “comprehensive services”.
- We need to stop finger pointing and come together to figure out solutions.
- There are too many rules that prevent communities and others from coming in to school.
- The limitations on the free flow of relevant information between health and education by the Privacy Act are a barrier to effective communication and collaboration.
- We need to reconsider where interventions take place –triage and coordinate – get together and develop a new model.
- The profile of students we come across at Public Safety are those students with comprehensive and complex difficulties. Many are artistic or realist who can’t make a connection in a pure academic program. Education needs to be less judgmental and less power hierarchy.
- What educators are calling “health or medical” need (catheterization, suction, diapering, etc.) is more appropriately termed “activities of daily living”. Comprehensive planning is needed to respectfully provide these services. We have human services counselors who do this kind of work.
- We find that “case conferencing” doesn’t really happen with educators. Educators come to us and say “we want you to do this”, well sometimes we have to say no. Schools aren’t collaborating in the “white space” they are trying to direct services to their model / approach. Anything outside education is seen as an ‘add on’. We are often left out of important meetings and collaboration. We often feel like outsiders “parachuting” in.
- Not enough meeting space in schools for collaboration.

- Educators often disregard our recommendations, especially if they are more general and can be used across the board. Often, we want to make other suggestions about the environment not just pull out, like changing the way a teacher presents information. These recommendations are much less accepted by teachers than removal from the class.
- School is not really open to Health and others coming in, community programming, etc.
- TA bumping costs too much in resources spent training and re-training.
- School-based teams should involve community partners
- The menu of support personnel needs to be broader.
- The SSE works better the closer you are to the ground.
- The inter-disciplinary team should be built around professionals, not around the individual need presented. There is no accountability around matching resources to need. In addition, teams work better the more consistently they work together.
- We get asked for input but get no feedback. This makes it difficult to continue a positive collaborative relationship, decision making needs to be made together.
- Need better training for teachers. They don't have the necessary knowledge.
- There will always be a lack of resources. We need to figure out how to work together with what we've got.
- Not having the same geographical boundaries for the different ministries' service provision poses significant difficulty.
- There is very little opportunity to collaborate at higher levels.
- Depends a lot on whether the principal is open or closed to communities. Partnerships can depend a lot on personalities.
- Transition from pre-school to school needs comprehensive planning and a broader view to be positive and successful for children and their parents.
- Need to involve local governments, community resources and parents more effectively.
- Must consider the difference between professional development and training. Training is more intensive.
- There is disconnect between the medical model, the social services model and the education model.
- Poor communication: Information is not free flowing, not everyone is invited to case conferences, inconsistent communication.
- Need to provide service while the child is waiting for diagnosis.
- School personnel need support to meet the needs of children. They don't have time, especially for those who are undiagnosed.
- The problems tend to be more pragmatic / logistical rather than philosophical.
- Need to have shared services model, not "support services".
- Do not propose another re-organization of departments. We'll never get all those who are needed under one roof.
- Roles need to be clearly defined, e.g., social workers have evolved much more into advisors making referrals and contacts, working more with parents.
- Some suspensions are so long and have no plan to reintegrate the child in school.
- Success has a lot to do with the attitude of school personnel.
- Need Human Services Counselors to help with some of the "health needs".
- Need training that takes inter-disciplinary service delivery / planning into account.

- The professional development regarding inclusive education has really been piece-meal. More like info sessions rather than skill development. We need training time in partner departments as well as Education.
- Some behaviour problems are so severe they need very special approaches and environments to deal with. We don't even have places like this in NB we have to send them away.

Effective strategies / best practices:

- Youth treatment program: this is a good model of a multi-system, collaborative approach that works.
- Get older kids to help with younger kids, assisting / helping.
- Strategies that build self-esteem, community and relationships.
- Mentorship and community based programs.
- YTP program.
- Partnership between public health and a school district e.g., healthy learners program. Link with community and align community resources.
- Video conferencing for sharing resources.
- Regular, continual, sustained communication and working together can make a difference.
- School readiness / school transition pilot. This collaborative initiative between FCS, HW, and Education as part of the Early Childhood Development Stepping Stone of the QLA.
- Stan Cassidy Centre inter-disciplinary team.
- Behaviour problems are very complex and can have cognitive or intellectual origins. We find school officials very quick to "medicalize" and suggest ADD/ADHD and Ritalin as a solution. We need more psychologists available to perform appropriate assessments to get a better idea what a child's strengths and weaknesses are to be able to suggest more effective interventions.
- Lack of implementation of the academic or behavioural supports recommended by school psychologists. Parents tell us that children are often denied services for budgetary reasons, or because they do not meet certain "criteria".

DELIVERABLE 4: RECOMMENDATIONS FOR STANDARDS / ACCOUNTABILITY FRAMEWORK.

- Every child needs space to experience success and have talent affirmed. There must be space to affirm all talents. There must be space for all types of success (vocational, kinetic, artistic, etc. e.g., farm worker opportunity).
- Every child needs someone in their life who cares about them and can identify their strengths and weaknesses, e.g. "friends group".
- Community based solution building.
- Better communication across the silos.
- Performance evaluation, reflection, and other evaluations are woefully lacking. We really don't get much evaluation at all.
- We should be talking in terms of function, not in terms of service standardization.
- Support services are to children and families not "to education".
- Standards hold you back from being creative and innovative.

- Acoustics are objective and measurable (noise level, reverberation, distance), light quality is also measurable.
- Follow-up happens more often where there is an “équipe stratégique”.
- Health promotion literature is full of indicators for effectiveness in collaboration and coalition building.
- Consistency in approach is important, across anglo / franco as well.
- Data is needed on which children are having trouble in school. Are they children who have received Early Childhood Services or not?
- Transition meetings between early childhood and school should be standardized across the province.
- Evaluation framework.
- Outcome standards.
- School teams should be required by DOE, some schools still don't have this in place.
- Need to get feedback from parents and students re effectiveness.
- Services that should be standardized: SLP, OT, health support services (e.g., sex health, healthy learners, vaccines, fluoride, etc.). Teachers are asked to take on all roles, not all teachers can deliver sex education appropriately.
- Use SEP to evaluate if student needs are being met.
- Need to be careful about what is kept in the student record. We need to record but not disadvantage the student.

DELIVERABLE 5: PROPOSED FUNDING MODEL

- Not just adding more staff.
- It costs \$80,000 per year to place one child in secure custody (a justice worker).
- Compare providing students with a laptop computer. For less than this you could outfit every class with an FM system.
- More training money needed to prepare people to deliver integrated service.
- More training money on inclusion and integrated service delivery outside education.
- Need money for prevention and promotion: look ahead, invest in the future.
- It shouldn't matter whose budget pays for personnel –we must come together to collaborate. Bring what you can to the table and we do what we can with what we've got.
- Duplication wastes a lot of resources: e.g., \$20,000 in assessment materials are housed in 3 separate departments in small communities.
- The census model is preferable to the categorization model. Stay away from directing resources at individuals.
- The healthy learners program is a good example of inter-ministerial collaboration: staff is funded by health but they are housed and directed by education.
- Change the system, not just more of the same.

PRIORITIES:

- Training for teachers on learning difficulties and behaviour problems.
- Better programming for children who are simply “present” in the classroom.
- More emphasis on child development and social issues.
- Assess the effect of inclusion on all children.

- Prevention: early childhood, early grades, must address underlying societal issues that are reflected in schools.
- Better coordinated services among and within departments. Sometimes there is no communication in the hierarchy.
- Better transitions.
- Review the education mandate: if the mandate is to educate, other needs are impinging on this. Re-vamp the Education Act to provide for interdisciplinary service delivery and community involvement.
- Make this report public.

New Brunswick Human Rights Commission

May 19, 2005 (half day), Fredericton.

Number of Participants: 3

Facilitator: Wayne MacKay

- Most of the complaints about education received by the Human Rights Commission have to do with ADHD and autism.
- Currently, out of 245 open files, 15 are with the Department of Education: environmental illness, autism (Manuel case –gone to board of inquiry –stayed pending decisions in Auton and Wynberg), mental disability and bullying
- Before formally starting the complaint process, the Commission calls the school and the department to try to achieve resolution.
- It would be good to have an internal appeal process to deal with complaints and not use the Commission's scarce resources unnecessarily.
- Cudmore case: department did offer alternate settings to the complainants.
- There is such a proliferation of independent ombuds in NB. Not sure this is the right avenue to go. Maybe an appeal process directly reporting to the Minister?
- Must consider the cost component of appeals and human rights complaints
- A future concern and possible source of complaints is with immigrants as NB looks to immigration as a solution to decreasing population.
- The leadership in education is not well trained for inclusion. Not many understand the human rights and legal implications well.

Section 12 definition in Education Act:

- Shouldn't get too hung up on the words used in S.12.
- Should have a proper distribution of supports to teachers. Any child who needs help should have it.
- But you need to have an insurance policy. There are certain kids that the system needs to ensure are well provided for: "when a significant portion of a child's expectations are altered...then the system has to have a way for proper planning".
- If there were higher levels of internal accountability and you could trust that it would happen, then you wouldn't need a section like s.12.
- Should include in s.12 a reference to the duty to accommodate.
- Any definition should focus on student success.
- Qualified persons: should be education psychologists and administrators. We need a combination because you can't totally trust clinicians.

- Superintendent's job is to balance the budget and decide on service provision. These can be very competing responsibilities. An earlier version did not leave this decision in the hands of the Superintendent.

French Immersion:

- Natural proportion of students with special needs is skewed by having a French Immersion program
- But kids coming out of French immersion are not skilled enough to take bilingual jobs.

Funding:

- Should have FTE for Resource Teachers rather than having it come out of Special Needs budget.
- SSE is not currently located in schools. Early on the support services were tightly tied to education, now there is distance and it creates challenges.
- Formulas and categorical funding will lead to increased budgets and more clinicians to justify the money.
- Census info and socio-economic info should influence funding i.e., socio-economic multiplier.
- Should definitely be a rural multiplier

Priorities:

- Need to fund an educational component of the Human Rights Commission to help change attitude and mindset.
- Amend the statute to be more in alignment with the Human Rights Code.
- Meet with Doug Whilms (UNB). He has worked on PISA reports and French Immersion.
- French Immersion: should have French as Second Language for all kids: e.g., morning/afternoon language split OR increase teacher allocations in English core.

NBTA / AEFNB	
May 19, 2005 (half day), Fredericton.	
Number of Participants: 13	Facilitator: Wayne MacKay

- NBTA presented the results of a teacher survey, including an on-line survey and focus groups with class teachers, administrators, methods and resource teachers. The results compile the responses of 1000 participants.
- AEFNB presented their submitted report and recommendations.
- 3 priorities:
 1. Classroom composition.
 2. Adequate resources to meet the needs of children.
 3. Redefine expectations of the level of service that can be provided.

- Issues with some of the Department of Education assertions about education in New Brunswick
 1. All children can learn: NBTA says yes.
 2. All children attend age appropriate classes: NBTA says most, but not all.
 3. All children receive appropriate education: NBTA says that they should but it is not happening currently.
 4. All children receive curriculum relevant to their needs: NBTA says that they should but it is not happening currently.
 5. All benefit from cooperation and collaboration: NBTA says that they should but it is not happening currently.

- AEFNB agrees with all of the results of the NBTA survey and echoes that there are no dollars, no time and no personnel. The government's intentions are sincere but the application is not successful.
- The perception of the issues and problems are very different if you're living it every day.
- Issues with the DOE 's best practices for inclusion. The main challenge is that the supports that are supposed to be there are not. What was a shared vision has been left on the shoulders of educators. Support is needed on site. Currently they are based in the hospital, or office, etc.
- Caseloads for methods and resource teachers are completely unmanageable. The modified programming is not available so teachers are constantly inventing programs with no time or resources. DOE needs to provide more flexible curriculum that better responds to all needs. It is not possible to provide individualized programming for every child.
- When we started inclusion we had what we needed. Now we don't because resources have diminished but the number of children with problems has increased.
- Very concerned about the number of teachers burned out, on stress leave or sick leave.
- Massive increase in behaviour problems in the last 10 years. Due to problems in society and erosion of the values of parents. In middle school between frustration and hormones the problems get really bad. At high school we believe these are the students that leave.
- Crisis management takes a lot of time away, but it is not really anyone's job specifically.
- Many children with behaviour problems need access to alternate sites.
- Many students disengage from school but stay there wasting their time. These are the tactile, manual students. There are not enough programs and teaching strategies to respect multiple intelligences. The gifted disengage as well because there are not enough challenges for them.
- Parents need to be better partners. Even when students are identified in early screening (at age 3) sometimes parents ignore the recommendations.
- Sometimes parents are illiterate which presents extra challenges.
- Enrollment is declining but needs are increasing.
- Many of the gaps and problems start coming out in middle school. We need vocational options/life skills starting in middle school.

- “The Paper work game”, i.e., the belief that if something is on paper, then something is happening in the class. We can write beautiful SEPs but without resources there is no implementation.
- There is minimum accountability / responsibility to students and parents for their learning and behaviour. We need real consequences for when they don’t take it seriously.
- Must clarify what education should be doing and then finance it appropriately. Even the very best teachers / personnel are saying that there are major problems.
- Wait times for support services are outrageous (months to years). We have declining enrollments and some schools have empty classrooms. We should be using them for something. Support services should be based in schools.
- The current model is not sustainable. We need time for planning and follow-up.
- Accountability: teachers know going in that they can’t meet the expectations. Accountability should be longitudinal. Look at the numbers in modified programs. Do they stay the same over time or decrease?
- Integration into classrooms should be as appropriate. There should be autonomy for resource teachers to make this decision.
- Need more secretarial / clerical support to keep up with the paper work.
- Financing: currently the level of service is determined by the financing. Services should be able to respond to need / demand.
- A significant proportion of education dollars are being spent on “medical” supports (e.g., lift for toileting).
- Training: need more in terms of real classroom strategies (behaviour, special needs).
- The union has limited opportunity to do in-service training. If it is needed, the employer should provide it.
- Summer Institutes seemed to be very effective but they have all been cancelled.
- S.12 definition talks about “programme d’adaptation scolaire”. The Act should use the terms that are used in reality “plan d’intervention”.
- S. 12 serves to exclude students from services. It reduces the number of students who are eligible for service.
- No matter what is decided, there needs to be regular / periodic review (5 year review).
- Teachers believe in inclusion. They want all children to be part of the life of the school and have enriching learning opportunities. Inclusion does not mean warehousing in regular classes.

First Nations

May 20, 2005 (half day), Eel Ground, NB

Number of Participants: 11

Facilitator: Wayne MacKay

DELIVERABLE 1: RECOMMENDATIONS FOR THE ELEMENTS OF A POLICY STATEMENT ON INCLUSION FOR THE NEW BRUNSWICK GOVERNMENT.

What does inclusion or inclusive education mean?

- Meet the needs of all students.
- All children can learn.

- Staffing and financing are implicated.
- Jargon that doesn't fit the situation should be discarded.
- Consider cultural, social, language background of aboriginal.
- French Immersion streams and stratifies students. Those from Elsiebuctuc don't have access to French Immersion English core is second rate = systemic racism.
- All children are given what they need to develop to their full capacity.
- F.N. kids are provincial responsibility when in the provincial system. F.N. kids are considered federal responsibility even after tuition agreements negotiated.
- F.N. bring money to the system but don't get the service and accommodation of their needs.
- The more child centered (focussed on each child's needs), the more inclusive it is. Should not be focused on difference or disability.
- If you ask a teacher they will say that they are child centered, but if you really explore it they are not. Being child centered is much more than even respect for different learning styles. Being child centered involves getting to know the children, interaction, and responsiveness.
- Pre-service: should teach how to get to know students needs. UNB program has child centered teaching, and creating a supportive learning environment.
- Developing curriculum that responds to children's interests and strengths.
- Inclusion is not all children in a regular class all the time.
- Inclusion is recognition and respect for all learning styles.
- Inclusive education means education for all students taking into account their unique learning styles, language and culture.

Indicators of effective inclusion / inclusive education:

- Drop out / suspension rates (F.N. drop out rate is much higher than others).
- Number of F.N. working in the system (can't even get a job as a janitor or secretary).
- Successfulness of the plan in meeting the student's goals.
- Parental involvement by including them as partners in the development and implementation of the plan.
- Student progresses to the point where they no longer require a plan.
- Parental and Teacher satisfaction surveys.
- Regular evaluations of the plan to review the goals and outcomes and ensure next step planning.

Advantages and Disadvantages of Band Operated Schools for First Nation students:

Advantages:

- Low student teacher ratio.
- Promotion of language and culture.
- Being in the majority not the minority.
- Community centered.
- Supported by Chief and Council, and community.
- More personable (staff interacts with student, family and community).
- Accepting of community events (funerals, community moose hunt, etc.).

Disadvantages:

- Problems with recruitment and retention of qualified staff due to wage inequities with Provincial pay scale.
- Lack of human resources.
- Lack of curriculum resources.
- Lack of exposure to students of other cultures.
- Culture shock when they enter the public school system.
- Often the needs of the children outweigh the fiscal and human resources available in the Band Operated schools, which forces parents to choose public schools. Band Operated schools lack access to services that are part of the public school system such as psychometric services, psychologists, etc.
- Due to fiscal restraints in Band Operated schools, there are more programming options in public schools (French Immersion, enrichment mentors, etc.).

DELIVERABLE 2: WORKING DEFINITION OF EXCEPTIONAL STUDENT

- The Federal Government defines high cost special needs categories for First Nations communities as a result of the funding mechanism (a grant application program).
- F.N. has a more holistic approach. We look at interventions holistically and use whatever agencies are working in the communities.
- Indian Affairs says: no sense putting in for speech-language pathologist or behaviour interventionist because you're only going to get funds for M&R or a TA.
- Functional Intervention model doesn't really fit with the prescription / psycho ed. / diagnostic model.
- To get Federal money a problem must be proved with a diagnosis.
- S.12 doesn't recognize emotional disorders.
- F.N. have higher rates of ADD.
- Fetal Alcohol Syndrome not recognized by s.12.
- Need a more flexible system. If there is a problem it doesn't necessarily matter what the cause is.

DELIVERABLE 3: RECOMMENDATIONS FOR A NEW SERVICE DELIVERY MODEL TO REPLACE THE SUPPORT SERVICES TO EDUCATION AGREEMENT.

The major challenges identified by this group:

- Aboriginal kids have very high suspension rates: sent to remedial centres and home schooling. This is a dead end. We need ways to give kids more chances to stay in school.
- Policy that if a student is absent a certain number of days it is an automatic suspension.
- Discipline is systemic racism: the system is not always for all children.
- Loss of vocational programs: need more options in programs. However, these programs didn't get the respect they deserve and became a dumping ground for those not succeeding in the more pure academic areas. We need these back though, e.g., the youngest plumber in Fredericton is 46 years old!!

- Is experiential learning reserved for vocational training? Experiential learning is more than trades.
- Should ask students / help students determine how they learn.
- F.N. kids are overwhelmingly experiential learners. St.Mary's/Kingsclear did a survey, 97% are experiential learners. But, be careful, not all aboriginal learners are the same either.
- Science is just beginning to grasp learning styles (neuro-psych as it applies to education). So we can't really expect teachers to fully understand this yet.
- Curriculum should also reflect cultural sensitivity. A science program could incorporate traditional medicines etc. UNB is developing inclusive science curriculum.
- F.N. kids face attitude and feel unwanted / don't belong when they go to a provincial school.
- There is no cultural sensitivity. Sensitization shouldn't come in response to problems. It should be year round, part of the regular curriculum, training, etc.
- E.g., in F.N community if someone dies everyone goes to the funeral. School doesn't understand and penalizes kids for missing school. There is also no respect / understanding of the community moose hunt in October.
- The system is not multi-cultural. My community is not in the books anywhere. Too much of a cookie cutter approach.
- These two issues (cultural sensitivity and sensitivity to learning style) have a major impact on self-esteem.
- Band schools often use the provincial model because they don't have the resources to develop materials and a good system really designed for F.N. kids. Band schools act as feeder to provincial schools.
- Why do parents choose to send their children to provincial schools? Many reasons –most political: transport off reserve available? Cafeteria? Band school follows provincial curriculum closely?
- Transition after school.
- Attitude that F.N. kids are imposing on the system so they get a lower priority for their needs.
- Students being punished for lack of attention to learning styles.
- A systemic barrier to school readiness for F.N. is that F.N. are oral tradition. We don't do lots of writing or reading at home.
- SEP form is very time consuming. This can be a deterrent to parents getting involved.
- Many F.N. parents will go to a meeting but don't say anything. The meetings are too "cut to the chase", no real dialogue. Parents are not prepared / don't know what to expect so they are silent. It is not a friendly atmosphere.
- F.N. find the conflict resolution process too cumbersome. They feel inferior and not welcome so they give up.
- Some districts have tried to be more accommodating than others.
- Some band schools have a good relationship with their district office. Need consistency in the relationships with F.N. communities. Compare with Saskatchewan where up to 50% of students are F.N.
- Training issues: need to hire more F.N. teachers who can be role models. There was a good initiative but the program derailed by having F.N. teacher be Maliseet culture teacher traveling from school to school.

- A big challenge is when F.N. teachers that have worked in the provincial system leave because they didn't like it. They don't feel they belong and want to be with their community. The teachers and kids are nice but not a good fit.
- There should be a cultural relativity class in pre-service training. This is another facet of making education inclusive.
- Most cultural sensitivity initiatives are a one shot deal e.g., native awareness week, cultural week, or topic of the month. They should be ongoing and embedded in the regular curriculum.
- Need to forge better communication and relationships with F.N. communities. Schools should go to communities and use them as a resource. Not just once to say we did, ongoing, sustained.
- E.g., pre-service teachers at UNB can do part of their practicum in band schools. This could be promoted more for non-native faculty to get exposure / sensitize.
- Partnerships are a two way street. We need the attitude that F.N. communities can help provincial schools as well as the other way around. Help make education better for all students. Ask: what expertise and knowledge can F.N. communities bring?

Effective strategies / best practices:

- Fetal Alcohol Syndrome is a big problem in F.N. communities. We created an alternate program pilot project. This initiative reduced community crime by 50%, but now we lost the funding for it.
- St. Andrews LD symposium proposed a developmental approach. If you have good academic intervention early, many LD problems disappear.
- Give kids what they need right away (intervention) but don't stop looking for reason why / cause.
- One strategy to get parents involved in planning process is provide transportation for parents to come to the meetings.
- Learning F.N. language for F.N. kids. Band schools are doing this e.g., Eskasoni has an Immersion program. Fluent speakers are in their 50s and they say that they are not as fluent as those in their 70s. Learning their language helps with motivation and self-worth but it's hard to go on to post-secondary with it.

DELIVERABLE 4: RECOMMENDATIONS FOR STANDARDS / ACCOUNTABILITY FRAMEWORK.

- The more we quantify educational outcomes, the more the emphasis is on difference and disability i.e., narrow the number of acceptable outcomes and abilities.
- "Head Start" program the subject of 25 year study. Students who went through this program were in court less, stayed in school longer, and got better jobs.
- Evaluation must focus on positives, not just negatives.
- Look at the kids who do succeed. Follow up with them and find out what went right for them? Maybe this will give clues about what to do for others.

DELIVERABLE 5: PROPOSED FUNDING MODEL

- F.N. put money into the provincial system but we don't see the service our kids need, like behaviour intervention workers, etc.
- Long term strategic plan needed to deal with learning styles / methods.
- Spend money on early intervention and prevention, universal service. This saves money in remediation.
- Allocations for band operated schools are based on money set in 1987. Increase the resource base of Band Operated schools including Professional Development and In-servicing.

PRIORITIES:

- Consideration for invisible conditions: FASD, ADHD.
- Cultural Sensitivity.
- Early intervention.
- Look at conditions that lead to de facto streaming / systemic racism.
- Culturally appropriate course content / curriculum K-12. Currently there is none. This can't developed solely by non-aboriginals. These efforts must increase understanding of culturally appropriate pedagogy.
- Look at how diagnosis is used to keep people from services. We use functional developmental approach.
- Long term strategic plan to respect different learning styles. Reinvent teaching.
- Employ staff to meet kids' needs.
- Improve parental involvement. Make schools and meetings more inviting for parents and kids.
- Teacher training.
- Change mind set / attitude.
- Districts have to reach out to communities in a really honest way.
- TA training. Must reevaluate \$8500 per year tuition for \$15 per hour job.
- There has to be a place for all children, especially children who can't cope with the system. No dumping grounds.
- Promote language and culture.
- Hire First Nation Teachers and Teacher Assistants as role models for the children and their communities.

CUPE 2745 /1253 (Bilingual)

May 27, 2005 (half day), Fredericton, NB

Number of Participants: 15

Facilitator: Wayne MacKay

Union representing: teacher assistants, library assistants, student attendants, intervention workers, secretaries, administrative assistants, bus drivers, custodians, food service workers.

DELIVERABLE 1: RECOMMENDATIONS FOR THE ELEMENTS OF A POLICY STATEMENT ON INCLUSION FOR THE NEW BRUNSWICK GOVERNMENT.

What does inclusion or inclusive education mean?

- All are included.
- Resources should be available for all learners (even fast learners).
- Our members need to be included in the team.

Indicators of successful inclusion / inclusive education:

- Learning outcomes met.

DELIVERABLE 2: WORKING DEFINITION OF EXCEPTIONAL STUDENT

- Difficult to obtain data on the profile of this category. This should be published with the summary statistics. The Department says 15-16% -in our experience this is very conservative.
- Some think the definition should be narrow and address very severe disabilities, especially medical needs.

DELIVERABLE 3: RECOMMENDATIONS FOR A NEW SERVICE DELIVERY MODEL TO REPLACE THE SUPPORT SERVICES TO EDUCATION AGREEMENT.

The major challenges identified by this group:

- Not sufficient resources, hours, communication between the players.
- TAs are supposed to be there for the teacher and all the kids. In actuality they are working almost exclusively with the most severely disabled students.
- TAs perform many tasks untrained.
- Often it is the TA who is on the receiving end of the violence/ aggression.
- TAs receive kicking, screaming, biting, sex assault by students, and other abuse. In some cases TAs are told that this is all simply "part of their job". The employer has suggested breast protectors and helmets. A member survey shows that 56% of TAs have suffered some kind of injury on the job. Nothing tends to happen about it until a teacher or principal is the recipient of the injury.
- TAs do not have the training or the opportunity to network and develop effective strategies.
- Almost no training at all is offered to TAs. There is no pay incentive to get training. Members must pay for themselves. During negotiations training is never a big issue for the employer.

- High levels of absenteeism, stress and injury leave among members –some due to lack of training (e.g, how to properly lift a student, etc.). TAs don't even get first aid training.
- Most TAs work part time, have no communication with people on the team, no preparation time, and are not even considered "part of the team". In some districts the TA is not even permitted to talk to the parent (even if they see them in the grocery store). Is this to keep up the illusion that the teacher takes responsibility for all children?
- Library assistants have become responsible for acquiring materials but have no training to ensure the material is inclusive.
- Student attendants are supposed to help with mobility.
- Intervention workers are there to facilitate the positive learning environment. Some districts have one per school. Some have none at all. Most work part time.
- Administrative support is not adequate. They have increased the professionals but no increase in support staff to accompany.
- Bus drivers need their full attention on the road. Students with serious disabilities, (some having seizures or needing suctioning to prevent choking) are on the bus with no one else but the bus driver. Incident told about the time a student had a major seizure in traffic. The bus driver hadn't even been told that the child could have a seizure at any time. Another incident involved a student impulsively grabbing the steering wheel of the bus while they were driving. Again there was no support and the bus driver was not informed of this student's disability/tendencies.
- Transportation is still very segregated. Some buses are being retrofitted.
- Consequences of special needs buses include that routes are very long (because the passengers live all over the place, bus routes cannot follow natural, geographic lines). This means that the bus must often arrive late and leave early. Special needs students may also have a shortened day due to shorter TA hours.
- 18 month wait time for speech/language pathologist.
- Workloads (expectation is too high, not enough hours).
- Lack of training.
- Lack of communication.
- We are not entitled to information or communication, even information about aggressive or violent history with particular students. We often work with students we know nothing about.
- Bus drivers have been told not to worry about being on time with the special needs bus, one time a driver was told to drive around the block with the special needs bus because the TA hadn't arrived yet.
- Training: must be appropriate, e.g, in one case a TA know more about Autism than the person giving TAs Autism training.
- Policy 704 makes all school personnel responsible for medical interventions – with no training whatsoever.
- The majority of members are not getting any training. Some are being trained by the parents.
- Lack of respect for the students and TA. E.g., TA receives instructions like: "just make sure "Johnny" won't be disturbing anyone".
- Teachers come to the TA to find out what to put on the child's report card.

- Bumping, “job opportunity day” arose when the number of hours began to be reduced. One way to reduce bumping is to keep the hours stable. TAs should have same length day as everyone else.
- When there are complaints about bumping the administration says it’s a collective bargaining issue / it’s the union’s fault.
- Propaganda to the public is also at issue here: i.e., reduce the existing TA hours from 6 hours / day to 5 hours / day then hire more TAs at 4 hours/ day, then claim in the media that x number of new TAs have been hired!
- Parents want consistency in support, but it can be detrimental if it means the TA becomes the ‘owner’ of the special needs student.
- Decision making is too reactionary: e.g., have seen \$10,000 lift that ends up sitting under a stairwell because it was too big and wouldn’t fit.
- Job descriptions don’t match what is happening on the ground.

Effective strategies / best practices:

- Early assessment and intervention.

DELIVERABLE 4: RECOMMENDATIONS FOR STANDARDS / ACCOUNTABILITY FRAMEWORK.

- Evaluation of member performance is supposed to be done yearly. In practice it varies from district to district, many receive no evaluation.
- Some districts have replaced evaluation by growth goals / growth portfolio.
- Will receive an evaluation as soon as there is a complaint or a question. Evaluations are used as disciplinary tool.
- Who should evaluate? Teacher or Resource Teacher?

DELIVERABLE 5: PROPOSED FUNDING MODEL

- Money must have strings attached otherwise it gets spent in other ways. i.e., money to lengthen the TA day, for proper training, for communication.
- CUPE members should be involved in planning and implementation. They have much to contribute.
- Currently categories of priority 1, 2, 3, 4 are used to assign TAs.
- Students need to be prepared before they can be included. Some kids need very gradual inclusion and transition even before kindergarten.
- In some places they refuse to assess children before grade 3 because if they assess them earlier they have to give services.

APSEA directors June 6, 2005 (2 hours), Halifax, NS Number of Participants: 4	Facilitator: Wayne MacKay
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- Low incidence disabilities (like Blind/Visually Impaired BVI or Deaf/Hard of Hearing DHH) usually mean high costs. This is why the four provinces initially started working together (e.g., PEI has 40 BVI students). Pooling the resources allows a greater quality and range of services to be provided even in rural areas where there are very few with these particular needs.

- APSEA also provides “short term” programs in Halifax. This brings children with like needs together for specific skill training. This also provides an avenue for supporting each other and relieving some of the isolation many feel in their own communities. Some see these programs as “segregated education”. From the point of view of the child’s learning these programs are very efficient. They provide an intense learning environment, e.g., mastery of technology which is necessary to access curriculum when the student returns to their community.
- Inclusion should not be interpreted slavishly as: in the classroom all the time.
- If these services were undertaken in four separate provinces, none would have the critical mass to run many of the programs.
- At the teacher / classroom level the communication and operations are quite good.
- Some communication at the higher levels is not always good. The superintendent and deputy ministers sometimes feel “out of the loop”. They don’t have full ownership because APSEA is separate.
- Assessment doesn’t really require specialists other than itinerant teachers. APSEA assessment is a last resort once local options are exhausted.
- APSEA works from the time of diagnosis including pre-school.
- Early intervention is crucial for both visually and hearing impaired students. Traditionally many children with these impairments only get access to literacy when they arrive at school. Preschool intervention with communication and supporting independence means that some children are entering school on par with their peers. This was virtually unheard of in the past for these disabilities.
- The administrative functioning of APSEA does need some review and change.
- The executive board of APSEA currently includes the deputy ministers of education and two government representatives. The board is supposed to meet monthly, but it barely meets annually. There is no parent representation on the board. Deputy ministers just don’t have time to give the board the attention it needs.
- The Program Advisory Committee includes the directors of student services, other appointed government employees, and parent nominees but this committee has no real power.
- The role of APSEA Superintendent (CEO) is not that clear. The structure doesn’t really provide for clear accountability of the CEO. This role evolved from 1 day per week to full time. The role evolved around the interests of the Superintendent filling the position. Now it is more of a team leader.

- Directors Committee, drafted the “Going Forward” document (Directors Committee = 3 APSEA directors and 4 provincial students services directors. (This document is provided in a written submission.)
- There is also a Financial Advisory Committee, made up of the directors of finance.
- The francophone sector in New Brunswick uses APSEA for technology support i.e., French Braille translation is part of the APSEA budget. The biggest issues for francophones are having assessment, short term programs, information and professional development available in French. The francophones have “pulled out” primarily for political language reasons. There is an official relationship with resource services. APSEA produces large print for Francophones on request. APSEA plays more of a role in French NB than administrators would have you believe.
- Francophones tend to use the company Brillecom out of Moncton. This private company doesn’t add their work to the national database so it can be shared.
- APSEA uses “total communication” approach, not just oralist. The francophone communities seem to have more deaf with cochlear implants. They don’t really have interpreters, don’t really use LSQ.
- Many APSEA clients feel isolated in their home communities. Short term programs help with this. Could sign language be taught more broadly? Yes but sign language is as challenging to learn as any language. Isolation is poorly addressed in the integrated setting.
- The recent APSEA review seems to have a hidden agenda. It was not really an accurate assessment e.g., it equated the annual “weekend get together” in Francophone NB and Newfoundland with “short term programs”. This is not a fair equation as APSEA short term programs are 1-2 week intensive learning programs with specific goals and outcomes.
- The APSEA cost sharing arrangement is reviewed every few years to ensure what’s being done reflects the needs of each province. The last review was done in 2002.
- Short term programs have 30% participants from New Brunswick.
- Some of the NB complaints are around the budget, but most are really around communication / control issues.
- Itinerant teachers are under the supervision of the provincial supervisor. Some districts may want more control over the itinerant teachers. i.e., if there is a problem with an itinerant teacher it is an APSEA issue, not a district issue. Any problems should be dealt with in a timely manner. APSEA could get better at doing this.
- If APSEA breaks up a lot of resources get divided up (land, trust funds, building).

- Technology is all funded through the trust fund. With BVI all children get what they need. With DHH tech is not really a big issue, FM systems are the biggest.
- The strengths of APSEA are that it can provide close to the same service regardless of where the child lives. There is not as much of an urban / rural issue. Although this is not quite the same for DHH because they don't use the centre as much as BVI.
- Growing numbers of children are served by APSEA. The largest growing category is cortical visual impairment (often accompanied by multiple impairments) because we are now saving babies that weigh less than 1 pound. There is a decrease in traditional blindness i.e., blindness as a single sensory impairment. DHH is often single sensory i.e., straight hearing loss though cognitively intact / fine motor intact.
- Current Review Process: the Provincial Review Committees have no parent representation and no school administration representation. They must have itinerant teacher representation and there is a vague reference to stakeholders. We (APSEA directors) have some trepidation about this review, that it may be swayed by other agendas. The NB policy is not to have parents on the committee. There are some micro/personal politics at play as well.
- Global budget and global coordination of services is death to low incidence disabilities e.g., francophone DHH and BVI had behaviour and learning disabilities added to workload means most of the attention goes to the high incidence disabilities with little or no attention to the few individuals with low incidence disabilities.
- Assigning itinerant teachers to districts could be the thin edge of the wedge and has implications for the maintenance of expertise and professional development.
- High level and quality of service early = less intense supports and more independence later.

CONSULTATIONS ROUND 2

The following three sessions were held as follow up sessions to the primary consultation process. A mix of people attended these sessions. Many were new participants attending a session for the first time. There were also many who had participated in a prior session. There were two main purposes for these sessions. First, was to present the preliminary findings of the primary consultation process and obtain feedback. Second, was to engage participants in further dialogue pertaining to major themes and areas of recommendation.

The format of the sessions included a presentation by A. Wayne MacKay followed by small group discussions. Each group was specifically assigned major themes for dialogue, organized around the five deliverables. There were no note takers present at these sessions. Groups were asked to scribe the main points of consensus, recommendations, or priorities that emerged from their dialogue. The following is a compilation of these notes.

Resource Group (Bilingual) August 9, 2005 Participants: 24	Location: Fredericton Inn Facilitator: Annette Roy
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GENERAL COMMENTS FROM THE PRESENTATION

- New Brunswick has 3 systems not 2 (First Nation, French, English).
- S.12 today gives more power to Superintendent. Dual messages of “meet needs” & “contain costs” = confusion.
- First Nation school age population is increasing.
- “Disability” term is too narrow –should use “children in need of intervention”.
- Establish “resource centre” in all schools. A resource centre is open to all children (not a “resource class”).
- Human Rights resolutions should not be so secret. We need to share strategies that work so that more than one child benefits from a solution.
- We need reasonable clarity in role definition.

SMALL GROUP DISCUSSIONS

GROUP 1

DELIVERABLE 1: RECOMMENDATIONS FOR THE ELEMENTS OF A POLICY STATEMENT ON INCLUSION FOR THE NEW BRUNSWICK GOVERNMENT.

DELIVERABLE 2: WORKING DEFINITION OF EXCEPTIONAL STUDENT

- **Flexibility:** interpretation is currently unclear regarding placement, program planning and services. Need more continuum of service.
- **Funding:** under funded. Different factors need to be taken into account.

- **Behaviour:** need to meet needs, appropriate human resources, sharing responsibility, coordinated, collaborative approach, inter-departmental.
- **Supports for teachers:** support teachers, support kids, human, financial, material (curricular etc.), patchwork effect.

GROUP 2

DELIVERABLE 3: RECOMMENDATIONS FOR A NEW SERVICE DELIVERY MODEL TO REPLACE THE SUPPORT SERVICES TO EDUCATION AGREEMENT.

(EDUCATION ENVIRONMENT AND DELIVERY OF EDUCATIONAL SERVICES)

- Ensure the availability of meeting rooms and intervention rooms in each school.
- Ensure accessibility with the general funds from the ministry of education (i.e., not out of the “adaptation scolaire” budget).
- Extra-curricular activities should be made inclusive. Ensure that there are alternatives.
- Ensure a reasonable maximum caseload for specialists.
- The ratio of resource teacher should be: 1:130 and that new positions of autism intervention worker and medical or nurse should be added to the school system.
- All adapted material and specialized equipment should be supplied by the minister.
- Each District should form a team of specialists to help with interventions and to consult with schools.
- All teacher assistants have the same number of hours.
- Ensure that French Immersion programs have access to bilingual Resource Teachers and TAs.
- Increase the number of specialists in schools.
- In the delivery of services don't forget:
 - Disruptive behaviour.
 - Mental health.
 - Emotional problems.
 - Any category of complex problem but doesn't have a learning problem.
- Training / professional development is essential.

Financing Priorities and non-negotiables:

- All non-education equipment and services should be provided by the government (lifts, changing facilities, school structure accessibility...).
- Indicate a different ratio for resource teacher along the categories on the chart.
- Funding to take account of geographic realities.
- Training and professional development.

GROUP 3

DELIVERABLE 3: RECOMMENDATIONS FOR A NEW SERVICE DELIVERY MODEL TO REPLACE THE SUPPORT SERVICES TO EDUCATION AGREEMENT.

(ADMINISTRATIVE MODEL FOR INTEGRATED SERVICE DELIVERY)

1. Administrative Structure
 - School is the physical location / organization.
 - Cabinet should authorize an organization to oversee integration of services, like SEAHN in Saskatchewan.
 - Create an umbrella authority to ensure distribution of services.
 - Continuum of Service: this is a good concept, from pre-school through to secondary and off to work or post-secondary.
2. Ensure adequate “time”
 - Afford enough time during the work day for collaboration.

Time considerations:

 - Meeting preparation.
 - Meeting time.
 - Training, professional development.
 - Follow up.
 - Collaboration: between professionals and teachers, teacher assistants and teachers, resource teachers and teachers and teacher assistants.

GROUP 4

DELIVERABLE 4: RECOMMENDATIONS FOR STANDARDS / ACCOUNTABILITY FRAMEWORK.

DELIVERABLE 5: PROPOSED FUNDING MODEL

PROFESSIONAL DEVELOPMENT

1. University Role:
 - Universities can't fully prepare. There must be pre-service and in-service training.
 - Must train vocational teachers.
 - University should focus more on collaborative work skills.
 - What can the Dept. of Education do to direct a change in teacher pre-service? Incentives program, through the Ministry Advisory Committee on Certification and agreements. E.g., Program review at UNB.
2. In-Service and Professional Development:
 - This is always one of the first budget cuts (especially at the district level). It is a high cost item.
 - We need an up-front investment for some Masters trained teachers (in Aboriginal education and Inclusive education). Should target 100 of these Master trainers. These people would “train the trainers”, i.e., conduct in-services.

- There is no quick fix, in-service is high cost. Mentoring teachers is another, less costly option.

3. Funding:

- New Brunswick has the advantage of size. It is a small province so a few small things can make a difference.
- We do like the recommendation suggestion of creating district profiles (Alberta) on disabilities (of the severe variety) which would be taken into account with funding.

External Stakeholders (Anglophone)	Location: Fredericton Inn
August 11, 2005	Facilitator: Dwain McLean
Participants: 25	

GENERAL COMMENTS FROM THE PRESENTATION:

- Need to have the security of an inclusion policy in the statute. We want to stop defending / protecting from erosion the good things that have been developed.
- Need to study the correlation between the systems. Children who are in and out of care/protection of the state, 10-12 foster homes / year should have consideration. This lifestyle leads to behaviour problems and poor adjustment in school and community.
- The danger of taking out the definition in s.12 is that funding won't be protected no matter what you call them.
- There is also a danger of keeping services attached only to those "identified" under the section. We should be identifying every child's needs, but not being identified should not prevent access to service.
- Identification and the s.12 definition triggers more in depth intervention.
- TA's + assault (physical / sexual). Please don't use this language. It sets the wrong tone and will be taken out of context by the media. There are also allegations of sexual assault / physical assault on students perpetrated by TAs. A more neutral term would be injury.
- French Immersion: for students struggling with one language, learning a second language may be an unrealistic goal.
- We need a watch dog for segregated classrooms because they still exist in New Brunswick.
- Youth Apprenticeship Program screens out anyone with an SEP / disability.
- There is less flexibility in community college training. It used to be modules. If you needed more time, you took more time. Now Community College is much more like University.
- There was an initiative to have job training programs for disabled at College. This was great for self-esteem but over time the teaching and program were devalued. Suddenly it was being taught in a basement and the teacher made half what others make. Disabled workers often don't even make minimum wage.
- APSEA services in rural areas are not as good as they make it sound. It is not equitable with services in urban centres. There is much room for improvement.
- Diagnosis / official label can be helpful, e.g, with diagnosis of a specific learning disability it forces publishers to release copyright on texts so they can be entered in software.

- Many voices, many needs, many approaches. Protect the right of parents to choose.

SMALL GROUP DISCUSSIONS

GROUP 1

DELIVERABLE 1: RECOMMENDATIONS FOR THE ELEMENTS OF A POLICY STATEMENT ON INCLUSION FOR THE NEW BRUNSWICK GOVERNMENT.

DELIVERABLE 2: WORKING DEFINITION OF EXCEPTIONAL STUDENT

- A statement on inclusion should be in the Education Act.
- This statement should be included in the preamble.
- Implementation should be flexible.
- Inclusion is not only disability focused.
- Inclusive education does not preclude learning outside of the classroom setting when it is in the best interest of a specific individual.
- Statements / directions on the education programming process belong at the policy level.
- Requirements for training and skills should be placed in policy.
- NB Autism Society is not in favour of adding Autism services to the APSEA range of service delivery.
- TAs working with Autistic children should be trained in ABA at the level of the autism support worker at UNB/UdeM.
- Determining quality of services.
- We need to identify funding factors other than enrolment. (Sharing of services within the department).
- The current definition (s.12) is too exclusive. We like the NBACL definition.²

GROUP 2

DELIVERABLE 3: RECOMMENDATIONS FOR A NEW SERVICE DELIVERY MODEL TO REPLACE THE SUPPORT SERVICES TO EDUCATION AGREEMENT.

(INTEGRATED SERVICE DELIVERY: ADMINISTRATIVE STRUCTURE)

- Need consistency province wide.
- Accountability.
- Clearly mandated cooperation. The following two figures were drawn by the participants and represent their understanding of a workable integration of services model.

² Phase II ~ III "Submitted Recommendations", at page 70 number 10, 11.

FIGURE 1

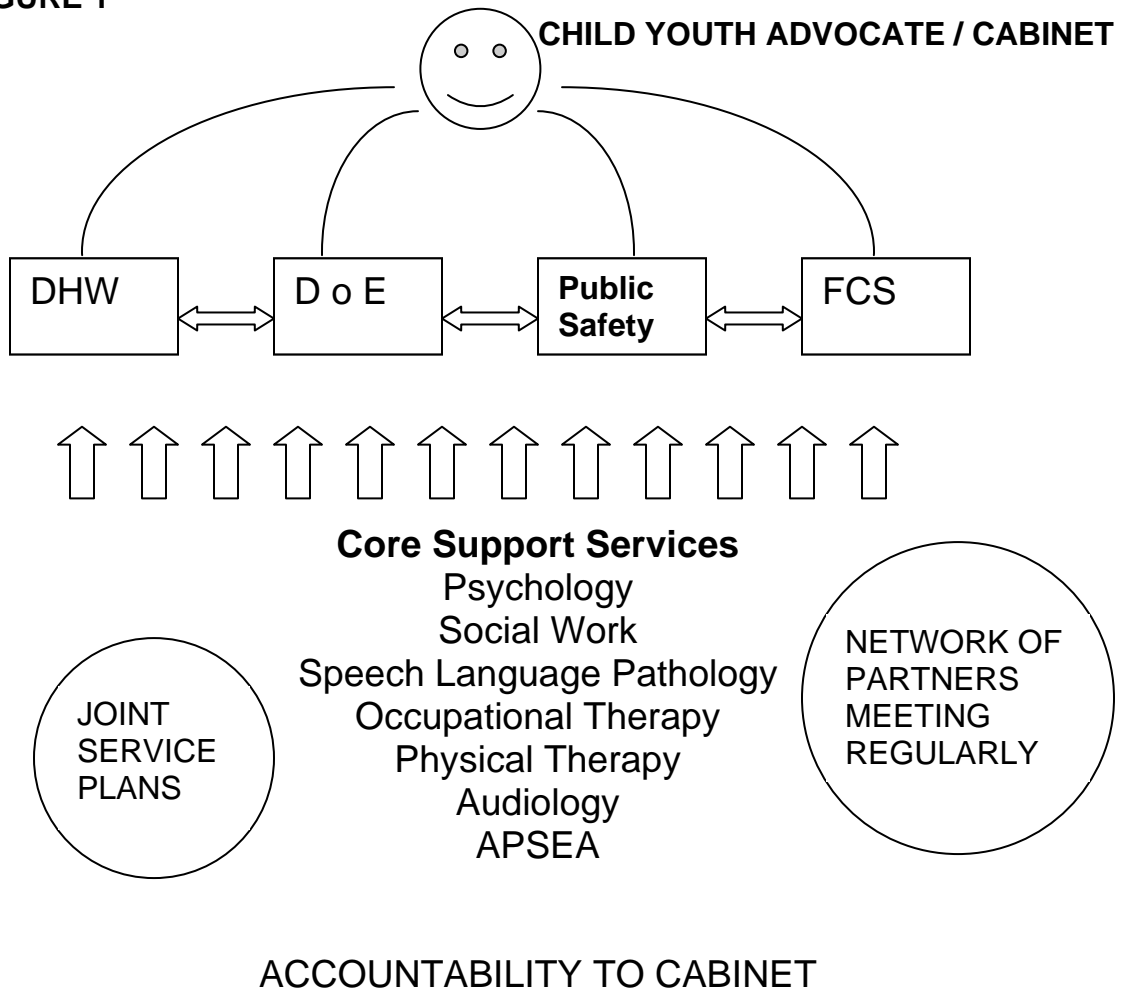
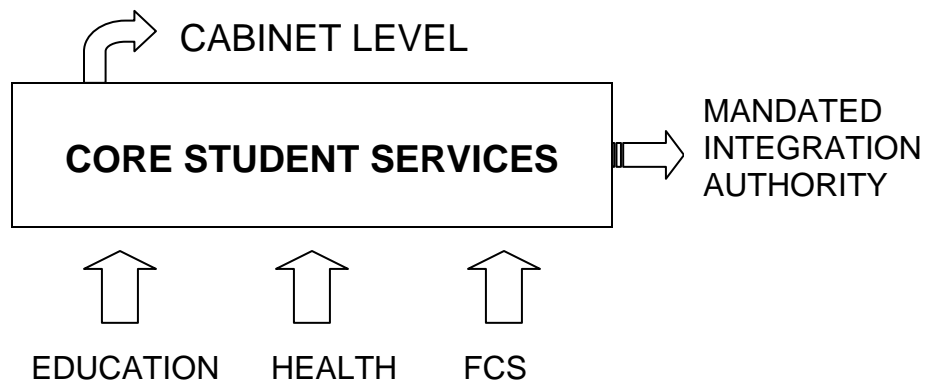


FIGURE 2



- There needs to be a clear understanding of professional roles
- There is not a clear, widely held understanding of special needs and professional interventions. Service is fragmented. An integrated philosophy is needed to address children's needs.
- Designated ratio of professionals.
- Change needs to be legislated.
- Joint service plans to be developed as needed.
- Mandate through funding.
- Network of partners, meeting regularly.
- Program advisory committee reporting to the Minister.
- Timing of service delivery.
- Appeal process at district and provincial levels that have authority so that more than one child benefits from the decision (i.e., confidential "resolution" of disputes).
- Transitions should be seamless.
- Resolution / closure.
- Dissatisfied with Saskatchewan Model. It is just SSE plus another level of bureaucracy.
- Professional ratios are mandated and protected.
- Only Cabinet has the power to mandate a solution.

GROUP 3

DELIVERABLE 3: RECOMMENDATIONS FOR A NEW SERVICE DELIVERY MODEL TO REPLACE THE SUPPORT SERVICES TO EDUCATION AGREEMENT.

(EDUCATIONAL ENVIRONMENT AND SERVICE DELIVERY)

1. Recommendations regarding training and transition planning need to be much more specific.

- All staff need sensitivity training (in terms of disability, as well as Aboriginal heritage and cultural sensitivity).
- Transitions include year to year and new TAs. Transition to a new TA must be done in the school, not at someone's house or over the summer. The school setting is just so different.
- Quality training needs defining.
- Schools need to be proactive with regards to transition and training (before school starts each year).
- Transitioning should occur in the school environment.
- More attention to transitions other than post-high school.
- Much more training for teachers, etc. in University with regard to multi-level teaching, teaching a variety of students with exceptionalities
- Much broader scope of training.
- To increase participation in In-Service options: Make the topics more interesting and applicable. Topics should range from year to year.
- In-service should be available to all school staff (not just teachers).

2. The administrative structure for integration must:
 - Include a collaboration of all government departments.
 - Evaluate the current system before choosing a completely different one.
 - Have more uniformity within the structure (French/English, district to district).
 - Have a single entry point for accessing all necessary services.
 - Have a continuum of services from 0-18 (not changing from 0-6, school age, etc.).
 - Have a common administrative function.

3. Regarding an Electronic Information System for individual student profiles.
 - Privacy issues –who has access?
 - Parents and students must have access if a system like this is implemented.
 - Can be looked at, legal implications must be explored and other systems need to be looked at.
 - Huge Issue: a system like this needs STRONG accountability.

4. Unique challenges of middle and / or high school
 - Government needs to recognize the ongoing need for coordinated specialized services beyond the elementary age level.
 - Ensure that students have a voice with regard to his/her educational program, decisions made regarding him/her, and his/her future.
 - Build independence / interdependence (capacity building and self-advocacy).
 - More collaboration for students with “invisible” disabilities or difficulties.

5. Child / youth advocate position
 - Should relate to all ages and in school issues.
 - Need to ensure existing policy / laws regarding inclusion are followed.
 - This position could give “teeth” to the current policy.

6. Effective responses to behaviour issues
 - Need appropriate, proactive training for all staff responsible.
 - Positive behavioural supports.
 - More staffing and accountability to deal effectively with behaviour issues.
 - Must evaluate the process used to deal with behaviour issues. What did we do? Did it work? What could we do better next time?
 - Need provisions to ensure that all youth remain in the school system (long term suspension is not an appropriate option).

7. Parents.
 - Parents MUST be actively involved in the entire program. Acceptance and openness of parental involvement. We like the concept of a yearly institute

for sharing best practices, etc. including all teachers, leadership, advocacy groups, community organizations and parents.

- The attitude of personnel is critical. Cannot underestimate the importance of sensitivity training for principals and all school personnel.

8. Lifeskills / Vocational Training

- Community partnerships.
- Reinstitution of vocational programs.
- Fund / invest now to save in the future.
- Need to bring back the university program to train vocational teachers (i.e., for those with a journeyman license).
- An education system that serves all levels of student capability.
- Promote equality in transition to work, e.g., some job opportunities for people with disabilities set up through government pay less than minimum wage.
- This is about creating opportunities in the community.

GROUP 4

DELIVERABLE 4: RECOMMENDATIONS FOR STANDARDS / ACCOUNTABILITY FRAMEWORK.

DELIVERABLE 5: PROPOSED FUNDING MODEL

Accountability

1. At the beginning of every school year, Principals review with school staff Guidelines and Standards to be implemented.
2. Methods and Resource teachers designated to have Masters in Special Education.
3. Department should audit compliance with SEP goals and standards.
4. The consequences for non-compliance should not be punitive. Rather it should signal access to consultant or other remediation service.

Funding

1. Needs based.
2. Long term costs of funding not increasing.
3. Contingency pool.
4. Seeded lighthouse schools.

External Stakeholders (Francophone)
August 12, 2005
Participants: 12

Location: Fredericton Inn
Facilitator: Annette Roy

GENERAL COMMENTS FROM THE SESSION

- Must focus on and acknowledge that the children in school today are not what they were years ago. Their problems are of an entirely different order and magnitude.
- We have been trying to deal with the problems of communication and cooperation among government departments for so long, we need an entirely new approach.
- Communication among home and school is also a very important component to focus on.
- We need an educational ombuds or other impartial mechanism to ensure that parents are treated fairly by school officials.
- Do not forget that the needs and appropriate solutions for the francophone sector are different from those of the Anglophone sector.

Group 1

DELIVERABLE 1: RECOMMENDATIONS FOR THE ELEMENTS OF A POLICY STATEMENT ON INCLUSION FOR THE NEW BRUNSWICK GOVERNMENT.

DELIVERABLE 2: WORKING DEFINITION OF EXCEPTIONAL STUDENT

APPEAL PROCESS

1. Policy statement

- The preamble of the statute should articulate in simple and clear language a statement of principle on inclusion to ensure that the population understands the foundation.
- Regulation should direct responsibility to meet the child's needs.
- Norms should be flexible and specialized.
- The policy should mandate strategic, multidisciplinary teams of specialists. These teams should be at the district level to respond to specific needs.
- Universities should offer a more complete foundation in specialized teaching.
- Policy should dictate qualifications, competencies, and training for teachers and TAs.
- Examine the possibility of partnerships with other universities for specialized bachelor degrees at UdeM (like audiology –similar to recent MD program with Sherbrook).

2. Definition

- Districts must provide service to all students according to their needs in order for all children to reach their potential.
- Budgets on different scales (DOE, school districts, schools).

3. Appeal Process

- Needs an external person / advocate for families.
- Support for families.
- Need better information explaining services and programs.
- Need better transparency in decision making (at the district level).

GROUP 2

DELIVERABLE 3: RECOMMENDATIONS FOR A NEW SERVICE DELIVERY MODEL TO REPLACE THE SUPPORT SERVICES TO EDUCATION AGREEMENT.

1. A single provincial body responsible for services to children and youth.

- This would be an effective mechanism for dialogue and networking.
- Administrative sectors would include francophone, Anglophone, and Aboriginal.
- Translation services for resources and pedagogical material.
- Training and foundation should be common rather than different individual ministry philosophies.
- 1 member per district would have the task of liaising with schools.

2. Electronic information system / exchange

- This would be much more possible / effective with one single provincial body responsible for services to children and youth.
- Legislation would have to protect confidentiality.
- Positive example –Yellowknife Catholic Schools (Different levels of access are granted to different users. For example a teacher can see that a child is being followed by a psychologist but no details except where it would be necessary).

3. The challenges of high school

- In primary you can decide to help a student. In high school it is the student who will decide. Schools must create supports that encourage youth to get help. Help should be accessible and available.
- The teaching style and content in primary is more conducive to multiple intelligences etc.
- In high school teachers must have the time to communicate with students.
- Need greater choice in courses, practical / vocational.
- Need more possibilities for career exploration and earlier, too many spend a lot of money on post-secondary education only to find out they weren't heading in the right direction.

4. Professional Development

- Professional standards should be much higher.
- Courses and training should be obligatory.
- Post teachers' backgrounds on the web and update as they take courses and training –as an added incentive to continue professional development.

5. Finances

- Studies show that when inclusion is successful it is where the community gets involved.
- May need local taxation or project to get community involved.

GROUP 3

DELIVERABLE 4: RECOMMENDATIONS FOR STANDARDS / ACCOUNTABILITY FRAMEWORK.

DELIVERABLE 5: PROPOSED FUNDING MODEL

PROFESSIONAL DEVELOPMENT

- Put in place a system that will permit each student to achieve his/her learning objectives. Need follow-up and evaluation to ensure learning objectives are being met.
- Class organization should be so that each student can be followed in his/her learning (example multi-age, interdisciplinary team).
- Must believe that all can learn.
- The pre-school file must follow the child.
- The first encounter of the parent with the school team must not be an intimidating experience (e.g, big circle of professionals, parent hardly says a word...).
- Scheduling should be flexible to allow parents to be present at case conference meetings if they want.
- The dates of meetings should be accommodating to parents.
- Parents should be considered a major player on the student services team, rather than simply a reason for more forms to be filled out.
- This is a good time to ask foundational questions. Evaluate all paperwork and forms. Does the form respond to a need? If not, it should not be used or it should be changed to respond to a need.

Funding

- Should be based on need: by provincial norms and other categories.
- Should have pilot projects in areas where the problems are more evident.
- Students should be registered earlier to identify the needs. (Jean-Marie says they will now start in October of the year before they attend school).
- Health and social services should continue once children enter school.
- Partnerships among Ministries right now are happening by benevolence.
- Rural regions and minority regions. Financing should be adjusted to attract professionals to these regions.

Training / Professional Development

- School Principals and Superintendents should have training and professional development.
- Superintendents and CED should participate in the budget exercise.