

Strengthening Inclusion, Strengthening Schools

Report of the Review of Inclusive Education Programs and Practices in New Brunswick Schools
An Action Plan for Growth

Submitted to the Minister of Education and Early Childhood Development
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Hon. Jody Carr
Minister of Education and Early Childhood Development
Province of New Brunswick
Fredericton, NB

We are pleased to submit this report, Strengthening Inclusion, Strengthening Schools.

It has been an honour to work on this project with other educators, partners, parents and stakeholders in New Brunswick.

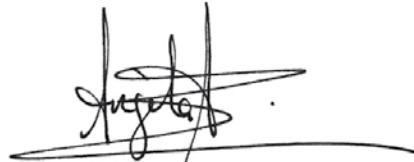
This “Action Plan for Growth” is designed to enhance educational services and inclusive education in New Brunswick schools.

We are confident that with cooperation, teamwork and collaboration, the commitment to quality education in an inclusive framework can be achieved.

Respectfully submitted,



Gordon L. Porter, C.M., C.A.S., LL.D.



Angèle AuCoin, Ph.D.

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Finally, thank you to all the teachers, principals, superintendents, district staff, parents, students, education stakeholders and partners who shared their accomplishments, concerns, hopes and vision for the future of our schools. We trust you will find at least some of your ideas in this report.

A handwritten signature in black ink, appearing to read "Gordon L. Porter". The signature is fluid and cursive, with a large initial "G" and "P".

Gordon L. Porter, C.M., C.A.S., LL.D.

Background

In 2005, Wayne MacKay was commissioned by the minister of Education to conduct a review of inclusive education in New Brunswick schools. At the completion of this task, in 2006, MacKay presented his findings, along with 95 specific recommendations intended to improve inclusion for all students in the province's schools. A great deal has been done since then to address many of those recommendations made in his report, formally known as *Connecting Care and Challenge: Tapping Our Human Potential Inclusive Education*.

In December 2010, Education and Early Childhood Development Minister Jody Carr announced that part of his mandate included facilitating a review of inclusive education and of the actions that had been done to address the MacKay Report. The minister also announced that Gordon L. Porter had been engaged to undertake this work, with the assistance of Angèle AuCoin, stating that this team,

“will lead a process to review and address the issues faced by our students, parents, teachers, and schools. The focus will be on strategies and actions that enhance our efforts in classrooms and schools, that will get us where we want to be ... The mandate for the review will include all programs and services that address the learning needs of our diverse student population – among them, disability, cultural diversity, gifted, First Nations students, students considered to be vulnerable, at-risk, and others.

The review will gather information from schools and districts as well as stakeholders and partners in the educational process. This effort will permit all of us to engage in a process to update and refresh our knowledge of the current issues facing our students and teachers. And lead to the identification of the actions we can take to improve our success in providing an inclusive and appropriate education for all our students.”

– Education and Early Childhood Development Minister Jody Carr,
in a memo released on Dec. 17, 2010

Immediately following that announcement, Porter and AuCoin began to determine how to approach and conduct the review of inclusive education in anglophone and francophone schools throughout New Brunswick. The Dec. 17, 2010, memo was followed by memos from the assistant deputy ministers (anglophone and francophone) to district education councils and school district superintendents in January 2011 to inform them of the purpose of the review and the information and collaboration needed from districts and their staff to carry it out.

Eight individuals (four anglophone and four francophone) identified based on their extensive backgrounds, experience and knowledge in inclusive education, were chosen to provide support to the project directors. Following consultation with representatives from the department to formalize the details of the consultation process and to identify the indicators of success that would guide the review teams during their visits, project teams were identified in each sector, and orientation sessions were held to provide them with the information they would require to engage in consultations and observations in schools around the province.

In keeping with the minister's mandate, the review team visited each district and met with district administration and Student Services personnel to gain insight into the strengths and challenges associated with inclusive education at the district level. Equally critical was input from parents, students, stakeholders and partners in education; thus, consultation meetings were arranged with representatives from all of these groups, providing the review team with the opportunity to hear first-hand experiences of the individuals on whom this review, and its outcomes, should have the greatest impact.

During the fall of 2011, the review team met with the chairs of the province's 14 district education councils. This was followed with focus meetings with the senior staff of each of the nine anglophone and five francophone districts, including the superintendent, director of education, student services staff and district learning specialists.

The review process has culminated in the creation of this report, which provides an update of the actions taken to address the recommendations set out in the MacKay Report.

This report – *Strengthening Inclusion, Strengthening Schools: Report of the Review of Inclusive Education Programs and Practices in New Brunswick Schools: An Action Plan for Growth* – provides systemic, district, school and classroom strategies.

The action plan in this report identifies 12 significant themes that emerged through the district, school and stakeholder consultations and provides a summary of the thoughts, experiences and perspectives shared by those who represented each of these groups.

Finally, this report reflects the commitment to inclusive education that has been demonstrated by our people and our communities since Bill 85 started us down this path. We are confident that with investment in the actions identified in this report, supported by leadership at all levels, we can together enhance and improve the educational experience for all students in New Brunswick schools.

Part I:

Update on MacKay Report

In 2004, Wayne MacKay was commissioned by the Department of Education to review the status of inclusive education in New Brunswick. The review was commissioned as part of New Brunswick's 10-year strategic plan for education as set out in the *Quality Learning Agenda*. It was, in that sense, an outgrowth of the *Quality Learning Agenda* and an important component in the strategic plan to improve the educational experience for students in the province. About a year-and one-half later, after 35 consultation meetings with more than 700 people, a report entitled *Connecting Care and Challenge: Tapping our Human Potential* was released. Based on stakeholder input, 95 recommendations with associated timelines were written and organized into eight themes seen as instrumental in providing quality inclusive education programs and services.

– Based on author's summary *Connecting Care and Challenge: Tapping our Human Potential*
Wayne MacKay

It is fair to say that one study, however extensive, cannot solve all of the complex issues involved in the implementation of a truly inclusive education system. Below are the major themes addressed in the review, with associated areas of recommendations and actions taken to address the needs.

Requirements in terms of services

Recommendations in this section look at reasonable accommodations for exceptional learners, professional service standards ratios and Integrated Service Delivery. A significant number of the recommendations are dedicated to looking at alternative methods of educational service delivery. An Integrated Service Delivery Framework has been conceptualized and is being piloted in two sites in New Brunswick: School District 10 in the anglophone sector and School District 9 in the francophone sector. Reasonable accommodations for exceptional learners have been addressed through a series of in-service sessions presented by the New Brunswick Human Rights Commission to educational personnel and other stakeholders. Further, professional service standards ratios are defined in the report. However, the professional groups, including the department, have yet to meet this service standard for a number of reasons; namely, difficulties attracting qualified personnel, financial constraints and lack of training seats in professional programs.

Learning environment and systemic change

Recommendations in this section deal with classroom composition, vocational options, the impact of French Immersion, sign language, inclusive curriculum, post-secondary transitions, school facilities, school transportation and student discipline, discipline and disability, and safe school environment. Several recommendations have been addressed and are ongoing. First, from 2008 to 2010, a collaborative initiative between the department and the New Brunswick Teachers' Association provided for classroom composition grants available by application based on individual need and circumstances. Second, French Immersion was reviewed and a new curriculum and tracks for accessing the language were created. An explicit support structure has yet to be identified for students who struggle to master French as a second language.

Within the scope of the recommendation under this section, principles of universal design for learning and associated practices have been identified as the means to make the curriculum more inclusive. Educational Programs and Services staff have provided in-service on this model of accommodation, and documents are to incorporate these principles.

Recently, two new draft curricula, *Wellness through Physical Education* and *Modern History 112*, have been reviewed by experts to ensure that the documents reflect the overarching principles of universal design. The new Grade 4 Mathematics curriculum was purchased for its structure to accommodate a wide variety of learners. Policy 703 (*Positive Learning and Working Environment*) was reviewed and updated to include mediation and student disability, and there has also been a complete review of facilities and school transportation regarding accessibility. A bullying forum was held in the fall of 2009

to support improvement of the learning environment for all students. At present, there has been no specific work around discipline and exceptional students.

Responding to the needs of the student

Recommendations in this section deal with communications regarding disabilities, planning process regulations, service delivery to Aboriginal students, learning disabilities strategy, enrichment strategy, autism strategy, student evaluation and assistive technology. Work has begun to address these recommendations, including a new tuition enhancement agreement with First Nations to align and increase services to their students in pre-school, public schools and band-operated schools, particularly in the area of Student Services supports.

In terms of the recommended strategies, in 2008-09, a learning disabilities strategy was developed that incorporates a Response to Intervention model. A number of training sessions on Response to Intervention have been organized and / or facilitated by Student Services staff, and they have included face-to-face professional development and online courses developed by the department in collaboration with professionals in the field. Further, many teachers have received in-depth training on evidence-based interventions for Literacy and Numeracy as well as assessment and evaluation strategies to ascertain student progress. An online course was developed to support teachers in gaining skills and confidence to implement enrichment strategies for all students as part of the enrichment strategy; teachers who are pursuing a Master of Education degree through the University of New Brunswick may request graduate-level course credit upon successful completion of the online enrichment and / or the Response to Intervention courses.

Since 2005-06, the provincial autism strategy has trained about 100 school personnel, including anglophone and francophone resource and methods teachers and educational assistants, each year through the University of New Brunswick's College of Extended Learning's Autism Intervention Training Program. In the anglophone districts, about 50 resource and methods teachers and 200 educational assistants have completed this training. With Early Childhood joining the department to form the Department of Education and Early Childhood Development, the pre-school autism training program and the K-12 training program and being consolidated, and both the French and English training programs for both groups will be internalized to sustain and extend this training initiative.

Since the MacKay Report, assistive technology has been a focus and funding for technology in schools has increased. In addition to assistive and adaptive technologies and augmentative communication systems that may be required by individual students, additional sound field systems (FM systems) were made available to schools through the 21st Century Learning initiative introduced in 2009, supporting the learning of all students in the classrooms in which those systems were installed.

Although several of the recommendations within this section have been addressed and are ongoing, additional tasks remain to be addressed. At present, there is no formal communication strategy relating to inclusion and students with disabilities, and no specific processes are in place for distribution of information.

Early intervention and transition to school

Recommendations, as the theme implies, look at early intervention and preschool services for identified students. Specifically identified in these recommendations are First Nations students. In working toward the recommendations in this section, Transition to School services were established, with an Early Years Evaluation – Direct Assessment conducted with all students entering kindergarten; intervention services will be put in place to support school readiness. This transition planning initiative is available in First Nations communities as well. In addition, the transfer of Early Childhood to the department will allow for increased collaboration on processes to support transitions.

Ongoing collaboration and communication

Recommendations in this section include a formalized communications plan regarding disability awareness, involving district education councils and parent-school support committees in the recommendations and follow-up actions of the MacKay Report. However, other than a few updates on actions flowing from the MacKay Report to the Inter-Ministerial Committee on Inclusion and district education council representatives, little has been done to inform and involve these stakeholders.

Definition of school inclusion

Recommendations include a preamble to the *Education Act* to add guiding principles and values for inclusion and also to define “Inclusion” and delete the term “exceptional student.” At present, a new definition of “Inclusion” has been written; as yet, however, there has been no working policy articulated for stakeholders. In addition, legislative changes have been made neither to the *Education Act* to reflect recommended changes to the term “exceptional student” nor to sections 11 and 12 of the act. Further, planning process regulations have not been established to develop and evaluate the educational plan for students who may require additional planning or supports.

Accountability

Recommendations in this section look at school improvement services to devise an accountability framework for effective inclusive education that includes provincial improvement plans, district improvement plans, school improvement plans, legislative audits and annual reports. One strategy to improve this area involves identifying factors that impact on school culture and inclusive education for all students and incorporating an increased number of those indicators into the school review process, which is now being implemented.

With respect to the reporting structure in the improvement planning process for inclusive education, some indicators have been identified, but there is no formal structure in place. There is also no corporate reporting structure for inclusive education at this time.

Definition of roles, training and evaluation of personnel

Recommendations look at the requisite skills and knowledge for inclusion, the required in-service and professional development, and the roles and responsibilities for educational personnel. The department has been working to develop a document outlining the skills and knowledge necessary for resource and methods teachers and other Student Services personnel based on the Council for Exceptional Children’s *Red Book* publication. In addition, pre-service standards for beginning teachers have been outlined, identifying understanding of diversity as a necessary skill and knowledge piece with the job duties and responsibilities.

Other recommendations

Further recommendations look at endowed chairs for inclusive education at post-secondary institutions, mediation process and training, accessibility of post-secondary institutions and a review of the role and services of the Atlantic Provinces Special Education Authority. Although the possibility of endowed chairs at post-secondary institutions was explored after the release of the MacKay Report, this has not been pursued. With respect to a mediation process and associated training, 27 people from eight districts were trained as nationally certified mediators; however, no explicit process for this service has been established. Finally, with respect to accessibility of post-secondary institutions, the department took part in discussions relating to the *Disability Action Plan Strategy* to improve accessibility to post-secondary opportunities for individuals with disabilities, and it has also worked to improve transition planning for students with exceptionalities by training school personnel in transition planning tools such as Planning Alternative Tomorrows with Hope and also by supporting the high school project through the New Brunswick Association for Community Living. Beyond these initiatives, there has been no further evaluation of services since the release of the MacKay Report.

Part II:

District consultations

1. Methodology

Porter and team member Robin Crain visited all of the anglophone districts between March 14 and March 23, 2011, meeting with superintendents, directors of education and Student Services learning specialists. Written and statistical information submitted by the districts was the basis for a half-day discussion of the strengths, issues and challenges related to inclusion. Semi-structured discussions were held based on district-specific data submitted to the department in January 2011. The information included student population, professional and paraprofessional Student Services staffing, professional development, programs and strategies. Each meeting lasted two to three hours. At each, questions were prepared to clarify and discuss specific issues relating to the information provided through the questionnaire. (See Appendix 4c.)

- Seven of the nine superintendents attended and participated fully in the consultation meetings.
- The functions of learning specialist for Student Services was held in various positions throughout the province. In some districts, one person was responsible, while the role was divided among several people in others; and in some districts there were consultants who held portfolios under the direction of the learning specialist.
- Schools at different levels and with a representative range of perceived programs and challenges were identified for visits by district staff. (See Appendix 5a – listing of schools visited.)
- Administrators and vice-principals were identified by district staff, as possible members for the school visit teams to work with the team facilitators. (See Appendix 5e.)

2. General findings

Visiting the anglophone districts and meeting with a representative team from each one provided a unique glimpse into perceptions and the everyday realities of professionals from around the province. Staff who composed the interview teams in each district were open and forthright, and they were often eager to share their individual and collective experiences as they related to inclusive education throughout the district. Although each district presented some unique situations and challenges, whether based on a rural versus urban student base, socio-economic factors, area, issues of recruitment and retention of staff, available community supports and partnerships, and so on, a number of universal themes and common concerns emerged.

When asked to identify some of the positive aspects associated with inclusion and inclusive practices, district teams generally reported that teachers as a whole believe in inclusive education and view all students as belonging to them. Whereas in the past it would have been common for students with exceptionalities to be seen as falling solely to the resource and methods teacher, this no longer appears to be the case. Most teachers recognize and readily accept that they hold primary responsibility for all students in their classrooms, and they are prepared to do their best to address the needs of those students. Closely connected with this is the general agreement that students are much more accepting of diversity than they may have been in the past. Many district representatives spoke of peer supports and peer helper programs, and they indicated that students simply accept one another as they are and are eager to help one another with a variety of challenges, be they academic, social or physical, to the extent that they are able. However, as part of the same discussion, district teams reported that, although diversity is a welcome element in the classroom, there is a concern with the level of training and skill of many teachers to include all students effectively. It was generally felt that classroom teachers require much more intensive and comprehensive training, modelling, mentoring and coaching approach to become more confident and more skilled in implementing inclusive practices at all grade levels – particularly in high schools – as district teams reported that high schools generally represent the greatest resistance to inclusive education.

Another positive element cited by most district teams was the existence of strong, skilled, and well-established Student Services teams at the district and school levels. It was reported that school-based Student Services teams are operational

in nearly all schools, and they meet regularly to share, review data, problem-solve and celebrate successes. Because school-based Student Services teams tend to be composed of skilled staff with diverse areas of expertise, many problems can be solved and issues addressed at that level. However, equally positive is the fact that districts as a whole feel confident in their district-based Student Services teams, and when a school team is struggling with a problem or an issue, they may make use of the professionals at the district level for support and collaboration. District staff indicated that each of their district Student Services teams meets regularly, mirroring the operation of the school teams on a more systems-focused level. In all cases, districts indicated that these teams generally function well and assist schools in all areas related to inclusive education throughout their respective districts.

Although the discussion about Student Services teams in general was very positive, and it was recognized that they are integral to successful inclusionary education, there were concerns related to Student Services staff that were common among many, if not all of the district teams interviewed. One centred on the roles of resource and methods teachers and guidance counsellors. Even though resource and methods teachers are viewed as serving a crucial role with respect to inclusive education, many districts expressed concern that they have difficulty attracting skilled teachers to these positions. Teachers tend to move out of those positions relatively quickly for reasons that are reported to include lack of satisfaction with the work, overwhelming responsibility for paperwork, lack of acceptance and respect from colleagues, opportunities to move into other roles such as guidance and administration or to move on to a different school. Many district teams reported that they find themselves in the undesirable situation of having to place a relatively inexperienced teacher in a resource and methods role to fill the position.

The role of guidance counsellor poses similar issues with respect to recruitment and retention of highly skilled professionals in many districts; yet the guidance role also comes with a unique set of challenges common across many districts. The first such difficulty, expressed by all district teams is the need for more guidance counsellors, as it was reported that the ratio of guidance counsellors to students results in a significant and critical shortage of counsellors to address even the most urgent needs. A second common issue relates to the responsibilities of those individuals. District teams said clarification of the responsibilities of the guidance counsellor is needed, as currently tasks taken on by guidance counsellors range from career counselling only to ongoing mental-health counselling, to primary responsibility for behaviour plans, to delivery of the Comprehensive Guidance curriculum, to class scheduling. There is very little consistency as to what guidance counsellors are doing, even within individual districts in some cases.

District teams expressed a need for clarity and direction with respect to the roles of two additional groups of school and district personnel: first, school / district psychologists, and second, behaviour intervention mentors / school intervention workers. In most districts, there are large numbers of students on waiting lists for psycho-educational assessments, and the lack of educational diagnosticians leaves schools, families and students waiting months or even years for the services that would provide the recommendations and direction required to guide appropriately the educational programs for these students. In addition, increasing instances of students experiencing significant mental-health difficulties have led to higher demand for professionals, such as psychologists, who have the training and expertise necessary to address those difficulties. There simply are not enough such professionals available to meet the growing demand.

A related concern among all district teams focused on behavioural challenges and on the difficulty of dealing with violent and aggressive behaviours in an inclusive school setting, leading to questions about educational staff whose role is to intervene with behavioural challenges. Some districts indicated that they have engaged professional staff, often called behaviour interventionists or behaviour intervention mentors, while other districts have chosen to hire paraprofessionals, sometimes referred to as school or student intervention workers, to address the behaviour problems; however, the roles and responsibilities are inconsistent from one district to another, and the level of effectiveness in truly addressing the problem is questionable. District representatives consistently said that schools are struggling to determine how best to serve the needs of students who present severe behavioural difficulties, and that they find themselves torn between the belief in including all students and the need to protect the safety and the learning environment for all students. Without exception, district teams said they would be open to receiving any assistance or support with these challenges and they are willing to engage in ongoing problem-solving and intervention; at present, however, they are experiencing limited success in addressing the needs of these students in the school environment. One option that ends up being used is an alternative education plan, by which the student is deemed to be unable to receive his or her educational program in the community school setting for a period; instead he or she attends an alternative education site or receives one-to-one support from a tutor. The setting and the delivery of alternative education programs vary significantly from district to district and even from grade level to grade

level, but the existence of some type of alternative education program as an option for a number of students is universal across districts.

With respect to the form and focus of alternative education programs, there is a significant amount of discrepancy from one district to another, as some districts have such options available only to high school students, while in other districts students as young as kindergarten may be involved in an alternative education program of some description. The type of program may also vary significantly between regions, as most districts have sites either within or apart from regular school buildings, where students attend, arranged in small homeroom classes, for portions of the day. However, in at least one district, there are no sites; instead, individualized programs are developed by the student's community school and are delivered in the student's home or community with the support of a tutor hired by the district. Finally, the purpose and focus of the plan itself differs between districts and even within districts in some cases. In some situations, an alternate setting is the location in which students receive their entire educational programs for a lengthy period. In other cases, students are bused to an intervention centre for as few as two hours per day to receive intensive intervention and then return to their community schools, where the interventions are then reinforced throughout the remainder of the instructional day.

Alternative education was not the only concern that arose in all districts yet presented quite different facets from one district to another; this was also true of issues related to paraprofessionals. At least one district has placed the focus on increasing the availability of professional supports by allocating additional resource and methods teachers, rather than increasing paraprofessionals. However, this is not the case in most districts, as most district teams indicated that requests for educational assistants from all sources, including schools, parents, rehabilitation professionals and even medical and mental-health staff, have increased exponentially in the past few years. District teams cited the "bumping" process for educational assistants as a source of frustration, as it often stands in the way of providing for the best interest of the students – an issue that has been further highlighted and complicated by the difficulties associated with recruiting and retaining staff who have training in applied behaviour analysis to work with children with autism. District teams cited paraprofessional issues as an area that they would like to see addressed at the provincial level to bring some clarity and consistency. The manner in which requests for educational assistant support are received, reviewed and allocated varies substantially from one district to another. This problem is compounded by the fact that the provincial document that provides direction on the roles and responsibilities of educational assistants is extremely outdated.

Co-operation between the department and districts to bring clarity and resolution to some of the identified issues is just one aspect of collaboration voiced by the district teams. District staff spoke of the need for more effective structures for communication and co-operative work with parents, community agencies, support services and other government departments. Challenges regarding support from health regions, which often overlap districts, were commonly expressed by district representatives, as were frustrations around inter-agency collaboration for complex cases. Nearly all districts raised issues related to effective transition planning, with the necessary supports from community and agency partners, as well as the problem of retaining students for / after graduation until they reach the age of 21, only because there are no viable alternatives available. It was expressed that if educators are to be truly effective at including all students; addressing each student's unique educational, social, emotional, and physical needs; and preparing each student for a meaningful and successful transition to the world beyond public school, those are not tasks that can be accomplished independently. Indeed, those are tasks that require a great deal of inter-agency collaboration, and the structures to facilitate that level of communication and co-operation do not exist in most cases.

District teams spoke of the need to address three additional areas that related to meeting the needs of students. First, most representatives indicated that there remain within their respective districts facilities that are not accessible to all students. This requires some students with mobility difficulties to attend school outside of their communities. There are also issues with accessible school transportation, resulting in some students being unable to attend extracurricular and co-curricular activities with peers, and in some cases even compromising the students' instructional day. A second problem expressed by many districts was that students do not have access to assistive technologies that would support them to access the curriculum or to demonstrate their learning with the maximum level of independence and success. Finally, most district teams said that the special education plan, as it exists, represents a flawed process, as the document does not generally become the responsibility of the classroom teacher; it is excessively complex and labour intensive to be efficient and effective; and the necessary level of parent-school collaboration is seldom in place. Therefore, the special education plan tends not to be functional, as it does not meet the needs of all involved in its development, and in the end, it is often ineffective in guiding the student's educational plan.

3. Conclusions

District consultations revealed similarities and differences with respect to needs and priorities; however, there were several common elements voiced. All districts believe that although district and school staff value inclusive education, many are not aware of the definition of inclusion and, as such, the understanding as related to best practice is varied. Interpretations are diverse and when met with challenges, at times based on shaky foundations. The focus on academic achievement is often seen as separate, and attention is spent more on raising scores for more able students than pedagogical support for all students.

Teachers recognize and readily accept that they hold primary responsibility for all students in their classrooms, and they are prepared to do their best to address the needs of those students. Districts have the concern, however, that classroom teachers require a much more intensive and comprehensive training, modelling, mentoring and coaching approach to become more confident and more skilled in implementing inclusive practices at all grade levels – particularly in high schools.

Behavioural challenges cause discord in the belief system as school staff feel unable to cope with the present staff and skill levels available. Alternative education becomes an option when schools feel they run out of options. Programs where students are removed from schools and sent to separate sites continue to grow annually.

Districts feel education along with the parents, are alone for the most part in dealing with challenging student situations. Collaboration as well as funding support with other departments, community groups and parents are often disconnected and strained. Bureaucratic roadblocks prevent the groups from working together effectively. There is a lack of “wrap around” practice that would best serve the child.

Provincially, the roles of Student Services staff are so varied that it is difficult to deliver a consistent program either academically or behaviourally for struggling students. There is a flow of guidance counsellors and resource and methods teachers from these positions that causes a loss of skills, training and experience from the students and classroom teachers who need it most.

Certain contract requirements for educational assistants do not work to the benefit of the students for whom they provide services. This proves to be a source of frustration for all involved, with staff trained to work with challenging students moving out of the positions and less trained staff moving in. Districts often feel they are in a combative role with the unions as they try to work out the best answers to these problems. Although district staff feel they are skilled in solving conflicts, there appears to be a lack of process that supports parents and staff to solve problems early in a dispute.

Part III:

School consultations

1. Methodology

The school consultation process began with the review team, consisting of Porter and four facilitators, Robin Crain, Jan Pelkey, John Wetmore and Tanya Whitney, meeting with anglophone and francophone Student Services personnel from the department to determine the most effective procedure for conducting school visits. Following that consultation, the team met with department representatives from the school improvement group, including Inga Boehler, Keith Pierce, Dianne Lunn and Allan Davis to discuss the indicators of success related to inclusion that were built into the school review protocol; these indicators were adopted by Porter and his team as the guide for the ensuing school visits. (See Appendix 5d.)

In preparation for the school consultations, discussions with district and department representatives led to the identification of 14 administrators and vice-principals from the anglophone districts, each of whom was chosen for his or her knowledge, skill and experience related to inclusive practices and who would join members of the review team on various school visits. Porter and his core team of facilitators met with the school leaders on April 7, 2011, for an orientation session to provide training on the process, questionnaire template and the indicators of success prior to the visits.

Identified schools to visit were notified by district learning specialists for Student Services. Team facilitators then contacted the school administrators and arrangements were made for the visit. The collection of documents was carried out via an email sent to each school asking it to provide the following: a copy of the school improvement plan, school website address, school mission statement with vision and goals of the school (if this was not available on the website), profile of the school (if it was not present on the website), the school day bell schedule, weekly schedules of guidance counsellors and resource and methods teachers, documentation concerning any initiative, project, or partnerships that support inclusion and any other information that should be known to the team (e.g., pyramid of intervention, a model of a behavioural intervention plan).

The purpose of the visits was to observe and learn from the people who work there every day. Visiting teams wanted to learn more about the successful practices in schools as well as to identify issues seen as obstacles and challenges. It is important to note that this initiative was not designed to evaluate individual schools but to learn what could be done on a systemic basis to bring about improvements in programs and practices.

Throughout April and May 2011, 30 schools were visited by teams that consisted of at least one member of the core team (Porter and facilitators) and representatives drawn from the selected school administrators. Crain also represented the review team on independent visits to three additional schools, for a total of 33 visits. (See Appendix 5a – list of schools.) During these visits, the teams met with administrators, classroom teachers, resource and methods teachers, guidance counsellors, teacher assistants, students, parents and Student Services teams. The teams were also invited to spend time in classrooms.

Reports were written by team facilitators on each visit, compiled and synthesized into a summary of common themes, and reviewed by the core team during meetings on May 2 and May 25, 2011, and also by the full team, including the school administrators, on June 6, 2011. Team members discussed strengths and areas of concern reflected in the reports, identifying both common problems as well as innovative solutions. Based on the needs expressed by the educational staff and stakeholders, observed creative approaches as well as personal professional experience, ideas and actions were discussed and compiled.

2. General findings

Team members had the opportunity to spend time in schools in which they experienced varying approaches to, and levels of success with, inclusion and inclusive practices. In some schools, it was evident that inclusive education was the guiding principle; corresponding practices were clearly observable in classrooms, and the comments shared by school personnel, parents and students reflected a sincere commitment to inclusion for all. However, the teams also visited schools where

inclusion appeared to present more of a challenge, such that a number of students were located in alternative education settings, some of which were in separate classrooms within a school and others that were separated from the community school by a substantial distance, even to the extent of being located outside of the student's community. In some of these situations, staff said they were not sure that inclusion for all students was a realistic goal, and that perhaps consideration should be given to less inclusion rather than more. Between those two extremes fell many schools in which school personnel expressed a wide range of perspectives with respect to inclusion, and in which inclusive practices were observed to be implemented or attempted with varying levels of effectiveness.

During the school visits, a number of common themes emerged, including elements that played key roles in the level of inclusion within schools. The first key element was leadership, including the philosophy and commitment to inclusion presented by the principal and the Student Services team as well as the perception by school personnel of the level of support for inclusive education evidenced by the policies and procedures of their respective districts. In schools where the principal's belief in the value of inclusion permeated the school's vision and mission and where that belief was clearly reflected in the form of specific actions and expectations in the school improvement plan, there tended to be increased evidence of inclusive practices. Similarly, levels of inclusion were more apparent in schools in which the Student Services team had a clearly identified function that included regular meetings focused on problem-solving and action-oriented results, ongoing professional learning, and collaboration with, and meaningful support to colleagues, as reported by classroom teachers. Inclusive practices were also more evident in those schools in which staff reported that they experienced direct and indirect support for inclusion in the form of training, professional development and resources from the school and district leadership.

A second key area that emerged related to classroom instruction and the approach of individual teachers and teacher teams to addressing the needs of all of the students in their classrooms. Across the schools that were visited, most classroom teachers reported that they held primary responsibility for all of the students in their classrooms and that they used all of the resources at their disposal, whether material resources or support from other teachers in the school, to differentiate instruction and to meet the learning needs of their students. In some schools, there was a significant focus on frequent "assessment for" and "assessment of" learning and progress monitoring, and data-based decision-making, using a pyramid of interventions model to put into place timely and appropriately-intensive evidence-based intervention strategies. By contrast, however, there were some schools in which classroom teachers did not express ownership for all students. In some cases, this was due to students working in alternative education settings where the work was prepared and assigned by a teacher or an intervention worker who worked exclusively within that setting. Sometimes the educational assistants had the responsibility to plan for and instruct the students. In other schools, the resource and methods teacher, rather than the classroom teacher, appeared to take responsibility for all of the students with exceptionalities who may or may not spend any part of their instructional day in a classroom with their peers.

Structures for collaboration also appeared to make a significant difference with respect to inclusive education in schools, with increased collaboration across all stakeholders, parents, community supports, school personnel and other professionals appearing to support inclusive practices. For example, some parents said that they chose to send their children to a certain school because it had a reputation for strong inclusive practices for all students. These parents said that they received regular communication from the school with respect to their children's progress, that they were involved with the school team in developing the goals and outcomes for their children's special education plans, and that their input and involvement in the school and in their children's educational experiences were welcomed by the school. In some of these situations, parents and school personnel said that they felt supported by professionals from outside the school, such as speech-language pathologists, occupational therapists, medical professionals and mental-health practitioners, and that they met and / or spoke regularly to be sure that the needs of the students were being addressed. However, there were parents in other schools who expressed concern and frustration that they had not been invited to collaborate with the school around their children's special education plan, that they seldom received any communication from the school, and that they did not feel that their children's needs were being met. Further, collaboration among school personnel emerged as a key component, as some teachers reported working regularly with colleagues and feeling very supported by resource and methods and / or guidance staff, allowing them to better address the needs of their students, through sharing of resources, team teaching and grouping and re-grouping of students. In other schools, however, there were reports of school personnel working in their individual silos with minimal opportunity for collaboration or mutual support, and teachers did not feel they had any support network or that they could ask for help, either from colleagues or from administrators in some cases.

One concern among multiple schools was that of roles and responsibilities, particularly the roles and responsibilities of resource and methods teachers, guidance counsellors, educational assistants and behaviour support coaches. A challenge that was voiced by many classroom teachers was the need for more help with addressing the wide range of student needs in their classrooms. Some teachers described having classes of 28 to 30 students or more, with nearly one-half of those students requiring some level of accommodation, modification or individualization to their learning plans. In addition, nearly every teacher who spoke with the interview team reported that student behaviour poses a major concern, and it is not uncommon for aggressive, violent or disruptive behaviour to take a great deal of the teacher's time away from providing instruction. One teacher indicated that she spends most of her instructional time each day engaged in "crowd control," and that she would welcome the opportunity to work with an experienced teacher who could help with strategies that would support her in dealing with the behaviour challenges and also with differentiating instruction to better meet the learning needs of her students. A number of teachers admitted knowing what differentiated instruction is but not knowing how to do it and welcomed an opportunity to learn more.

Although it would typically be considered part of the role of the resource and methods teacher to provide mentoring and coaching to classroom teachers, resource and methods teachers report that they spend a great deal of time engaged in paperwork, special education plan development and individual or small group intervention with students with very high needs, thus preventing them from providing support in classrooms. A second issue is that school personnel, as with district personnel, said that positions for resource and methods teachers are not viewed as desirable by teachers; therefore, these positions are often being filled by new teachers who accept the roles to obtain a contract. These early-career teachers do not yet have the experience or credibility to provide the level of support needed by their colleagues, and they often remain in the role for only a short period while they wait for a preferred opportunity to open up.

Another role that became the centre of the discussion in most schools was that of educational assistants. Many teachers believe that additional educational assistant support is necessary to provide the necessary level of support to all of the students who require it. However, it became evident that there is little consistency in the work that educational assistants are being assigned to do, not just from school to school, but even within the same school at times. In some schools, educational assistants reported that they spend most of their time in classrooms and that they are directed in their work by the classroom teacher and / or resource and methods teacher who provides them with a daily plan and with whom they have regular opportunities to collaborate. However, in many more cases, educational assistants work one-to-one with individual students, often outside of the classroom, with little or no direction from a teacher. Educational assistants described scenarios in which they took responsibility for finding the resources for the student to work with because none was provided, in which they made the decision to remove a student from the classroom and to work in an alternate area because the room was too distracting or because the work that was happening in the classroom was not appropriate for the student, and in which they did all of the planning for the student's instructional program. It was also often reported that an educational assistant was assigned to a specific student due to the student's behaviour, as the student could act in an aggressive or violent manner; the role of the educational assistant was to prevent these behaviours by de-escalating the situation if the student became agitated or to intervene to maintain safety if the student's behaviour escalated.

With respect to behaviours in the classroom, the first issue that became apparent is that there is neither consistent mechanism for addressing behaviours nor is there necessarily one specific role or even one person in each school who is primarily responsible for behavioural issues. Some schools reported using formalized behaviour plans or individual behaviour support plans, but the person responsible for developing and managing those plans ranged from a district psychologist, to a guidance counsellor, to a behaviour interventionist, to a vice-principal; in many cases, that individual had little or no specific training with evidence-based interventions for addressing behaviours, particularly where the underlying cause of the behaviour is related to a mental-health difficulty, a specific emotional / behavioural disorder or a functional communication challenge. In most cases, if the behaviour is viewed as a safety risk, or if behaviours are persistent, students end up being removed from the classroom and either suspended or assigned to an alternative education program. School personnel as well as parents and students as a whole expressed a need for an effective and systematic process for dealing with behavioural issues; and, for delineating a process that also necessitates identifying someone within the school who is responsible for this process and who has the necessary level of skill and training to be competent and confident to intervene appropriately.

In nearly all cases, school personnel, regardless of role, expressed the need and the desire for meaningful training and professional development to support them in being better able to fulfil the duties of their respective roles. A small group

of staff indicated that the administrators in their schools have made professional development a priority and have taken it upon themselves to support such targeted professional development as is deemed necessary for staff. However, much more frequently, staff indicated that they learned on the job and that the professional development that has been offered has either been insufficient to allow them to build their skills and knowledge to the depth that is necessary or has not been related to the most important areas of need. Department personnel, on the whole, shared that there must be training and professional development targeted to the specific needs of individual staff and that is designed in such a way that mentoring, coaching, practice and feedback are built into the training model if the training is to be truly beneficial in meeting the needs of staff and in helping them to address the needs of the students in their schools.

3. Conclusions

In schools in which strong inclusive practices were evident, the mission of inclusion was clearly visible, was articulated and modelled by administration, and expressed by teachers and paraprofessionals. Leadership was clearly a driving force to the success of an inclusive environment. Schools seen to be successful academically were also those with inclusive ideology. Leaders believed that if they were able to meet the needs of struggling students, then they would also be supporting all students to be successful.

In schools where the definition of inclusion was unclear or there was lack of strong leadership, school practices were weaker and more reactive to situations. Successful schools also had clear roles for support staff. These roles were designed to help teachers work with the students in their classes. When teachers had this support, they were better able to take the responsibility for the instruction of all students.

Collaboration played a strong part in successful schools. In schools where parents and outside support had relationships with the school staff, regular and ongoing collaboration supported the students.

There does not appear to be a consistent process for working with students who present challenging behaviours. They ranged from school community-based philosophy where all children remained in school to reactive responses of immediate suspension, to maintaining a student in school beyond the school's capacity to cope effectively. The most successful schools were those that viewed students as theirs and used problem-solving approaches, mediation, restorative processes and collaboration to design supports to keep their students in school. There appeared to be greater success in schools where there was a skilled, trained professional on staff in the school, for whom social-emotional / mental-health issues were part of their portfolio (guidance counsellor). Class composition remains an issue. Some teachers struggled with classroom management and lacked the support to problem-solve creative responses. This issue was evident as teachers expressed high levels of stress and dissatisfaction.

Part IV:

Stakeholder and partners consultations

1. Methodology

During the review process, Porter, AuCoin and Crain met with a number of stakeholder and partner groups and individuals (see Appendices 6b and 6c) who had a direct interest in and / or involvement with students in New Brunswick schools and who could each offer a unique perspective into the status of inclusive education and could provide suggestions. Members of these groups included and represented parents, advocacy groups, community supports, officials with the Department of Education and Early Childhood Development, practitioners and service providers. The purpose of the meetings was to listen and to solicit ideas for improvement. Invitations included prepared questions designed to clarify and encourage discussions around the specific groups' interests. Groups and individuals were encouraged to prepare written submissions.

2. General findings

Stakeholders were open to sharing their experiences, and their perceptions and offered valuable insights into what is happening with respect to inclusion and important considerations for future action and direction in this area.

As was the case with district and school personnel, stakeholders in general identified leadership as a critical factor in the level of inclusion of students within schools. The groups spoke of the priorities, values and expectations for schools as a whole being communicated and modelled by the administration, adding that increased involvement by supportive administrators generally resulted in higher levels of success in dealings with schools. Further, stakeholders identified leadership at the district and provincial levels as being key, indicating that priorities and direction are set in policies and initiatives at the provincial level, but that direct support to schools comes from the district; for any initiative to succeed, leadership at all three levels must be united.

For stakeholder groups, a critical area of concern was related to structures for collaboration. Many of the representatives cited an urgent need for improved communication and relationships with schools to improve services to students and their families. Some stakeholders shared experiences of offering to be involved in transition planning for students or to contribute professional recommendations for program planning for an individual student but not being included in the transition meetings or case conference. Advocacy groups and groups representing parents said that some schools are very open to engaging in ongoing communication and collaboration with families and support services, while others are less receptive to such input. Representatives of First Nations communities expressed a desire to build stronger relationships with schools, even in circumstances where a positive relationship already exists, as it is recognized that strengthening these relationships will ultimately benefit all students in the school, including First Nations students, by building increased mutual understanding, respect and rapport. In situations involving new Canadian students and their families, ongoing communication is invaluable, as many of these individuals find themselves struggling with a language they are working to master and with an education system that they do not yet fully understand.

A second theme of particular importance to stakeholders was the equitable provision of program and services for all students. Advocates reported that issues with inaccessible facilities and transportation prevent some students from being able to attend school in their communities and from participating in extracurricular and co-curricular activities with their peers. Equally important, and also of concern, stakeholders expressed the need for flexibility in programming for students whose educational plans may require adjustments to meet their needs. Whether a student requires an alteration to instruction that would be considered a universal accommodation, whether he or she requires a period of one-to-one intensive intervention built into the day, or whether another personalized plan is required, consideration must be given to those adjustments to meet the needs of the student. Further, stakeholders indicated strongly that appropriate assistive technologies must be available to those students whose needs may be conducive to such supports. In many cases, assistive technology equipment and / or augmentative communication devices would allow student to access the curriculum or to

demonstrate their skills and knowledge more efficiently and effectively, and in such cases, these devices should be readily available to students who would benefit from them.

Another issue involved access to services in rural schools versus urban schools. It was reported that some services and supports, including psychological services and highly specialized professionals, such as the Stan Cassidy Centre for Rehabilitation and itinerant teachers under the Atlantic Provinces Special Education Authority are not readily available to students in rural areas, leading to inequity in service.

A final concern related to the curriculum. First Nations students and students with multicultural heritage finding that their languages, cultures and histories are not well-represented in the curricula with which they are engaging. In addition, questions were raised as to the appropriateness of all students, including students who may have a hearing impairment or who are non-verbal, being required to participate in the Intensive French program, as it was felt that this may not be the best fit for their learning needs.

Many of the stakeholder groups expressed concerns about instruction, roles and responsibilities, and training and professional development for school personnel. They recognized that these issues are interconnected when it comes to facilitating the best possible educational experience for all students. Most agreed that educational staff at all levels require additional training and professional development focused on topics that will support them in addressing the learning and behavioural needs of students. It was suggested that professional development for educational staff should be based on a long-term plan that intentionally targets the areas of need, and that professional development should be ongoing and include time and support to implement the new strategies and interventions.

The consistency and integrity of training emerged as an issue, with the recommendation that training in evidence-based practices for instruction and intervention conducted by qualified professionals would be most effective in supporting school personnel to fulfil the responsibilities associated with their respective roles.

A final theme common to many discussions focused on accountability, including the development and communication of clear definitions and expectations at the department level and accountability in policy with respect to professional competencies and responsibilities. It also involved discussions of financial accountability to provide the staffing and materials necessary to implement successfully initiatives that have been identified as priorities. Further, stakeholders voiced the need for a system of accountability for service delivery and program effectiveness to determine the level of success of educational programs and services to all students.

3. Conclusions

Stakeholder and partner groups spoke of the need for improved communication and collaboration with school and district staff. Education for school staff, parents, other professionals and agencies on the definition of inclusion, expectations and processes is clearly needed.

Roles and responsibilities of school personnel appear to be inconsistent, making it extremely difficult for parents and other agencies to understand the individual schools' practices and processes. Parents find when their student moves from one school to the other, everything may change for their child's program.

The need for equitable provision of programs and services to all students was frequently reported to be an issue. There was a feeling that parents and support staff need to advocate continually to ensure appropriate programming and services are provided. Even then, there is a concern that it may not always happen. In successful schools, this is not so much a problem; parents are involved and partners in the students' plans. Trust is fragile.

Part V:

Consultation results

1. Introduction

During consultations with representatives from anglophone districts, with educational personnel, parents and students in 33 schools, and with groups representing parents, advocacy groups, community supports, educational personnel, practitioners and service providers, 12 themes emerged as being important to the success of an inclusive education system. These themes are identified, with specific discussion of district, school and stakeholder perspectives.

2. Significant themes

2.1 Leadership

District perspective

Discussions with district teams revealed some common perspectives regarding issues of leadership at all levels. Every district team reported the existence of a strong Student Services team at the district level, although the specific roles and model for deployment of the team members varied from district to district. At the time of the district consultations, all districts had at least one, and in some cases as many as three, learning specialists for Student Services, whose portfolios included various combinations of responsibilities related to resource and methods, guidance, educational assistants, transitions, behaviour, psychology services, First Nations, alternative education, autism, and professional development, among others. Some district student services teams also include Student Services consultants for resource and methods, guidance, alternative education, and / or autism; district psychologists; support services to education social workers; behaviour intervention coaches; and transition co-ordinators. Additional supports to Student Services teams in some districts are drawn from learning specialists responsible for various curricular areas (Literacy, Mathematics / Science / French) and / or for grade levels (elementary, middle school, high school). In all cases, district teams reported that the team meets regularly, generally weekly or bi-weekly, to discuss areas of success and to problem-solve areas of difficulty at both district and school levels.

With respect to challenges at the “systems” level, district teams expressed the need for additional support and direction at the provincial level to set the tone and direction for inclusive practices. There was discussion in all districts about the definition of inclusion, and there was a common feeling that this definition needs to be revisited and made official, as without a solid foundation on which to build, and a clear vision of what is to be achieved, it is very difficult to reach a consistent standard of practice, service delivery and support to students. In addition, the need to revise and / or to formalize a number of provincial documents related to inclusion and inclusive practices was a common theme in the discussion of provincial leadership and common vision. A number of documents, such as *Guidelines and Standards: Educational Planning for Students with Exceptionalities* (May 2002), and *Teacher Assistant Guidelines for Standards and Evaluation* (May 1994) should be directing inclusive practice in all districts; yet these documents have not been revised and, thus, are no longer entirely relevant. In addition, there are documents that would also support inclusive practices, yet they have never been moved out of draft form. Providing the appropriate revisions and finalizing draft documents would enhance consistency of inclusive practices by providing an overarching set of guidelines to which districts would be expected to adhere.

Another common frustration across districts related to the funding model and provision of resources to support inclusion within districts. Most district teams said that they do not have enough funding and staffing to meet the need of all students. The teams said their districts find themselves having to redirect monies from other areas just to cover the critical needs (i.e., safety, health) of some children with exceptionalities in a reactive manner, leaving them unable to address proactively issues of inclusion at a broader level through consistent training and professional development around inclusive practices for all staff. It was suggested that further elevating the focus on inclusion at the provincial level, through ensuring that all department-level Student Services positions are filled, re-examining funding models and developing a provincial

training strategy may support districts in being better able to address the needs of all students in increasingly meaningful ways.

District teams suggested that additional training relating to inclusive practices, assessment, differentiated instruction and addressing challenging behaviour would be beneficial for school administrators in their role as the instructional leaders within their respective schools. Most district teams believed that school administrators support inclusion, which is generally reflected in their school improvement plan, but that the philosophy needs to translate more effectively into school-wide practice, and that principals are key to this process. Leadership development programs within each district generally offer a module related to student services as part of that training program; however, this tends to be an elective module, and not all prospective administrators are able to benefit from that information.

School perspective

Leadership emerged as a significant theme with respect to inclusion and inclusive practices at the school level, just as it did at the district level. During the school visits, it became evident that leadership plays a role in how successfully the philosophy and values of inclusive education are implemented at the school level in three major areas: the extent to which the school administration is guided by a vision built on inclusion, and how effectively that vision is communicated to, understood by, and shared by the staff; the purpose and function of the school-based Student Services team; and the perceived level of support to the school from the district and department levels.

In schools where a strong mandate for inclusion was evidenced through positive reports of inclusive practices from staff, students and parents, one of the key factors was a clear commitment to inclusion on the part of the principal and the administration team. This commitment was reflected in some cases through the school vision statement or school motto, which were visible throughout those schools. In other cases, the value and the vision of inclusive education were clearly reflected in the school improvement plan, both as a specific focus in the culture / climate section of the plan and also through the guiding question, “How will we respond when a student experiences difficulty?” In these schools, the principals generally expressed an awareness and understanding of the definition of inclusion and were clear that they believed it was their responsibility to communicate and also to model those values in their daily work within the school. These administrators spent time in classrooms daily, communicated with teachers, demonstrated that they had made it a priority to develop meaningful relationships with students and that they truly had an understanding of the needs of the majority of their students, and supported teachers with resources, training and professional development related to best practices for inclusion. These administrators set the tone and communicated and supported high expectations for inclusion of all students. Further, they held teachers accountable to meeting those expectations, whether through regular classroom visits and observations or through more formalized processes. In one school, the principal wanted to ensure that all teachers had a thorough knowledge of the special education plans for students in their classes who required such adjustments to their educational programs; therefore, the principal made this a specific section on the checklist that teachers are required to complete in preparation for each reporting period, elevating the importance of this part of each teacher’s professional responsibility and adding an element of accountability.

Other members of the school leadership, particularly those who made up the school-based Student Services teams, were identified as playing an important role in the level of inclusion within the schools that were visited. In schools that appeared to be experiencing high levels of success with inclusion, reports from school staff tended to indicate the existence of a highly skilled and effective Student Services team, whose members provided regular and meaningful support to classroom teachers. In schools where inclusion was most evident, the Student Services team was recognized as a strong group composed of champions for inclusion and leading the school with focus and with a sense of purpose. Team members often varied from school to school, and included various combinations of principal, vice-principal, resource and methods teacher, guidance counsellor, intervention worker, school or district psychologist, First Nations worker, speech-language pathologist and school social workers, among others. It was common, however, for most of the teams to be well-functioning and highly effective. This was due to a number of consistent elements, including regular meetings, an identified structure and agreed-upon processes, an agenda developed collaboratively in advance of each meeting, a formal referral process, discussion focused on problem-solving and generating practical solutions and assigning specific responsibility and timelines for action. It was also common to hear members of strong Student Services teams speak of engaging in collaborative professional learning; reviewing and analyzing school data; and identifying priorities for improvement. These processes and activities

caused members of these teams to be respected and viewed as supportive by their colleagues, and the teams were perceived as being responsive to the needs of classroom teachers and students.

Just as the level of responsiveness and approachability of school-based Student Services teams were deemed important by classroom teachers, so were they identified as essential qualities of district teams by many of the schools in which inclusive practice were most apparent. In some cases, these teams indicated that the commitment to inclusive education extended beyond individual schools to the district level, as evidenced by district Student Services staff who were supportive and responsive, in some cases serving as regular members of each school's Student Services team in the role of district liaison.

Conversely, in schools that appeared to be experiencing challenges with inclusion, many of the elements identified above were not observed or were reported by staff, students, and / or parents as being absent. For example, some school teams indicated a lack of budgetary alignment and / or response with the mission of inclusion in their respective districts or that district roles were compartmentalized, resulting in a lack of integration between services to schools. In some schools, there was little evidence of a shared vision related to inclusive education, such that it was reported that teacher buy-in is a problem and that some teachers and administrators advocate a pull-out model for serving students and do not take meaningful responsibility for some of the students in their classrooms. Further, in some schools where inclusive practices were less evident, Student Services teams did not meet regularly or lacked a clear mandate or purpose, and they were perceived as lacking direction and failing to make meaningful contributions to supporting teachers or students.

Stakeholder perspective

Stakeholder groups in general agreed with school and district personnel that leadership at the provincial, district and school levels is crucial to support and to move forward any initiative or priority. It was brought forward by stakeholders that at the department level the priorities and non-negotiables must be identified and agreed upon, and that those priorities must be clearly communicated to districts and schools and must be supported financially with the resources necessary to implement them. Two particular issues about needs at the provincial level emerged: the first was the need for the anglophone and francophone sectors to communicate and collaborate more closely about initiatives and priorities, as it was felt that increased collaboration between the sectors would result in increased effectiveness in planning and implementation in many areas of work done at that level. The second related to the need to have First Nations staff at the department level to represent the concerns and perspectives of First Nations communities on the provincial scene.

With respect to leadership at the district and school levels, stakeholders said that they generally see higher levels of success in schools where the administration clearly communicates priorities and expectations, demonstrates strong leadership and is directly involved in the daily events of the school, including parent meetings, case conferences and transition meetings. Some groups said that their general experience has been that this level of involvement is more likely to happen in small schools where school personnel are able to develop connections and relationships with most students and their families; however, stakeholders asserted that those connections are important and possible regardless of the size of the school. Although the common message of the impact of school leadership was clear, stakeholders also said that schools must be supported by the district leadership. The accountability must extend beyond the school, as staffing and material resources provided to the school are dictated by district budget priorities. Therefore, for any initiative or action plan to be truly successful, collaboration between schools, districts and the department is crucial.

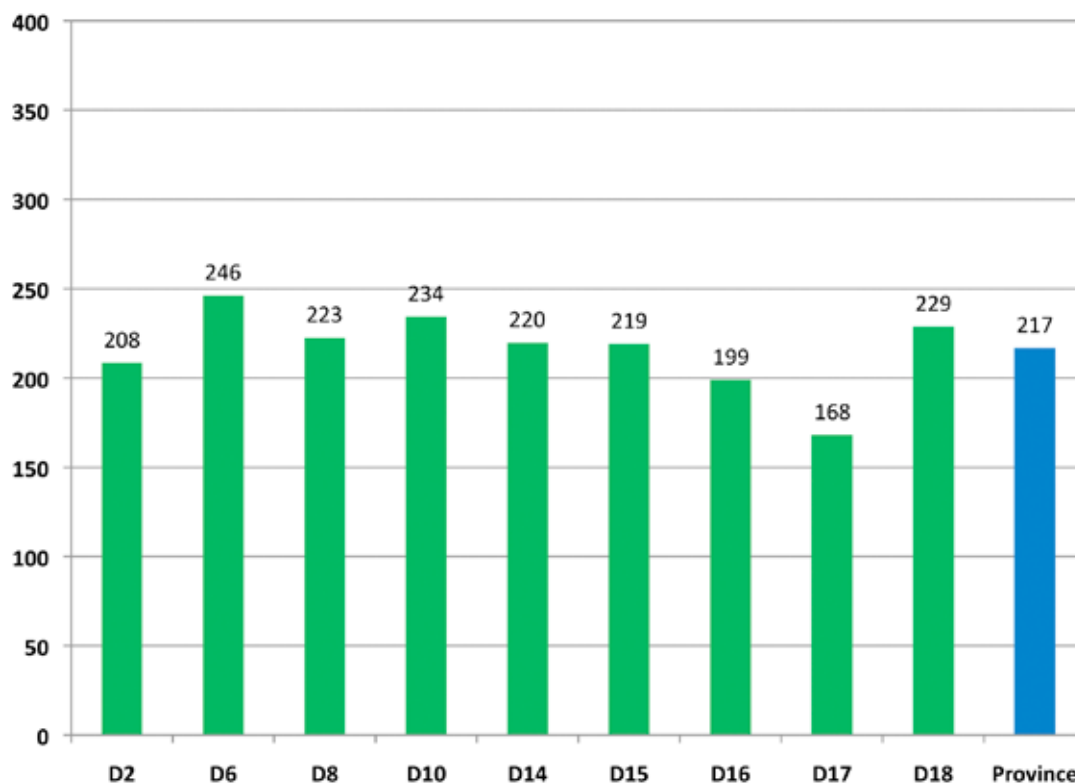
2.2 Roles and responsibilities

District perspective

There appeared to be a great deal of agreement among district teams that successful implementation of an inclusive school philosophy takes a team of professionals and paraprofessionals, each bringing his or her set of skills, competencies and areas of expertise. However, one element that appears to be standing in the way of such successful implementation is clarity of the roles, responsibilities and qualifications of each of those team members, in particular, those of resource and methods teachers, guidance counsellors, behaviour intervention staff and educational assistants.

Some district teams indicated that the formula for allocating resource and methods teacher positions should be revisited, saying there were not enough of these teachers in their districts to help classroom teachers address the needs of all of the students. However, more universal concerns across districts related to recruitment, retention and training of resource and methods teachers. Many district teams explained that, although a significant number of teachers are pursuing, or willing to undertake, course work toward a Master of Education degree in exceptional learners, these teachers do not readily move into the role of resource and methods teacher. The reasons for this seem to be varied, including that teachers do not perceive the role to be rewarding enough; many appear to lack confidence in their skills to fulfil the requirements of the role; the role is neither well-defined nor well-understood; teachers perceive the paperwork associated with resource and methods to be overwhelming; and many resource and methods positions are not 1.0 full-time equivalent allocations, particularly in rural schools. The result in some districts is that resource and methods positions are being filled by teachers with minimal experience, many of whom are split between classroom teaching and resource and methods roles. This also precipitates an issue of inconsistency of training and expertise of resource and methods teachers within and across districts. Some district teams indicated that teachers who wish to take on student services roles are more likely to pursue guidance or administration positions than resource and methods positions, and that there is a high rate of turnover among resource and methods teachers; teachers in those positions often move into other roles when they become available.

Figure 1:
Ratio of students to resource and methods teachers, by school district



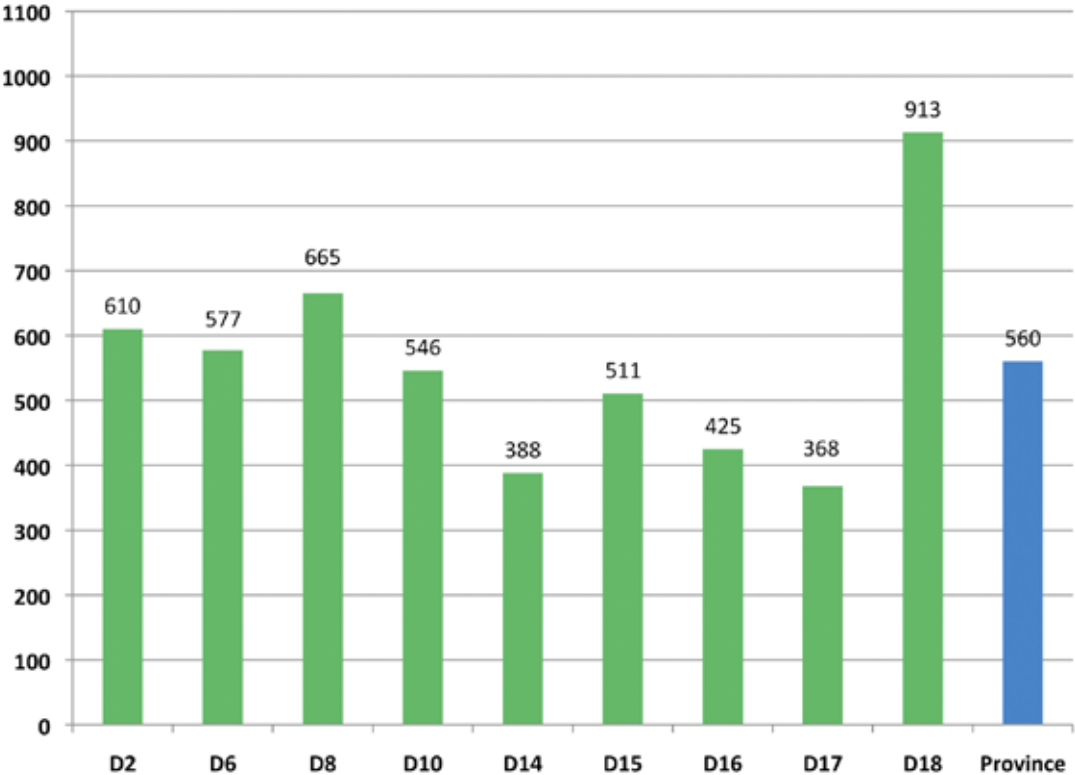
Some districts have made significant efforts to address the issues relating to resource and methods teacher recruitment, retention and training. One district is working to address the issue of consistency of training by seconding all resource and methods teachers to the district office, which allows those teachers to come together more easily for targeted professional development and training. Another district uses a “train the trainer” model, whereby a small number of highly trained and skilled resource and methods teachers regularly provide training to other resource and methods colleagues throughout the district. In addition, some districts are offering B contracts (permanent) to teachers who show interest and skill to make the role of resource and methods teacher more attractive.

While a small number of district teams felt that the role of resource and methods teacher was well-defined in their contexts, most teams agreed that the role has changed and that it is somewhat unclear to school staff themselves, to parents and to agencies and professionals outside the department. There was also discussion about the necessary qualifications and

experience requirements for those teachers taking on resource and methods roles; there appears to be an increased emphasis on having a Master of Education degree. Some of those consulted suggested, however, that priority should be given to a “master teacher” who has demonstrated skill in differentiated instruction and inclusive practices over a number of years as a classroom teacher. Most district teams agreed that it would be beneficial to have clarification and direction from the provincial level with respect to the qualifications and the role of resource and methods teacher.

Guidance is another role causing significant challenge for districts, and consistent with the difficulties associated with resource and methods, the most significant challenges with guidance relate to the formula for allocating guidance counsellor positions and the lack of clarity around the role itself. Almost without exception, district teams indicated that the formula for allocating guidance counsellors must be revisited it was agreed that the ratio of guidance counsellors to students is insufficient to even begin to address the needs of students. Many districts have adopted models of itinerant guidance counsellors who travel between schools, and some districts have even found themselves having to prioritize guidance services, removing guidance from elementary levels entirely. All districts reported that behaviour is a major concern, and many indicated that they are receiving requests from schools for educational assistants to help address behavioural concerns. It was suggested that increasing the number of guidance counsellors would allow for a more proactive and systemic approach to addressing the underlying causes of behaviour, resulting in more positive learning environments in classrooms and more effective instruction for all students.

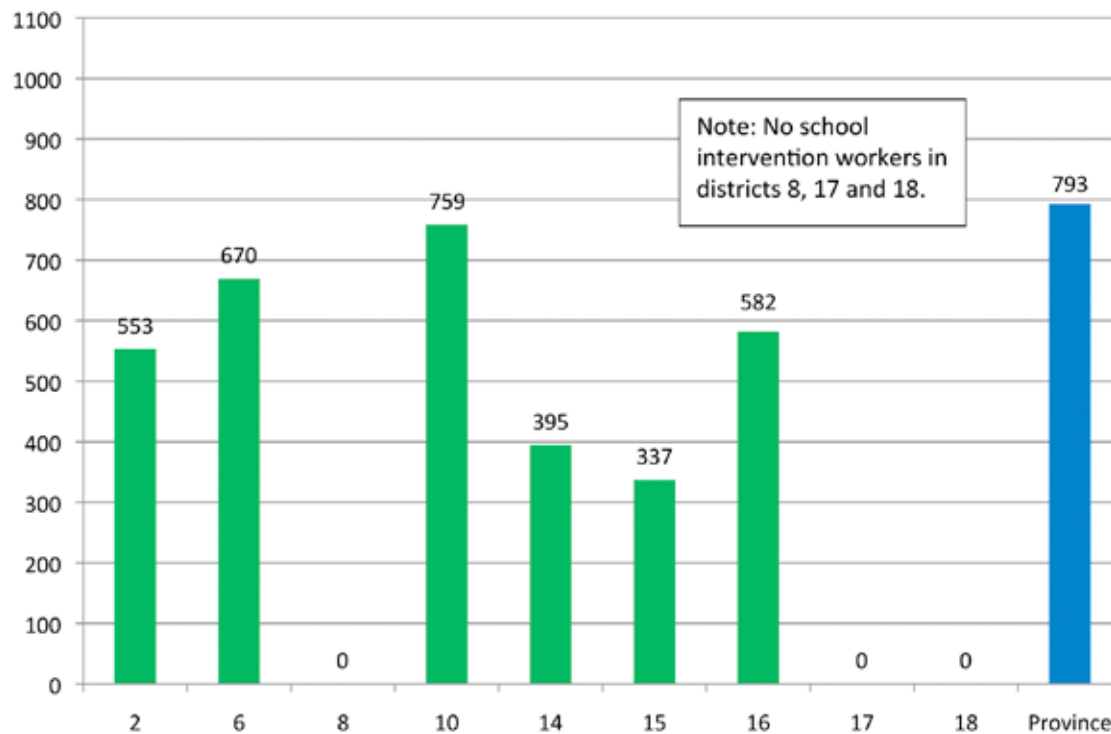
Figure 2:
Ratio of students to guidance counsellors / teachers, by school district



There has been a move during the past few years to formalize guidance counsellor / guidance teacher qualifications through the provincial guidance certification program. This has achieved a level of consistency of qualifications and training to the role of guidance, with most guidance counsellors now holding Master of Education degrees in the field. Still, the role continues to present challenges. While some district teams indicated that behaviour is an area of emphasis for guidance, this does not appear to be consistent across districts. Some district teams indicated that no one is specifically identified to case-manage behaviour in schools, while representatives in some districts reported that guidance counsellors are focusing entirely on behaviour while resisting other responsibilities, such as the Comprehensive Guidance Program. Overall, district teams expressed a desire for more clarity on the role and responsibilities of guidance counsellors at the provincial level to bring a higher level of consistency to service delivery across districts.

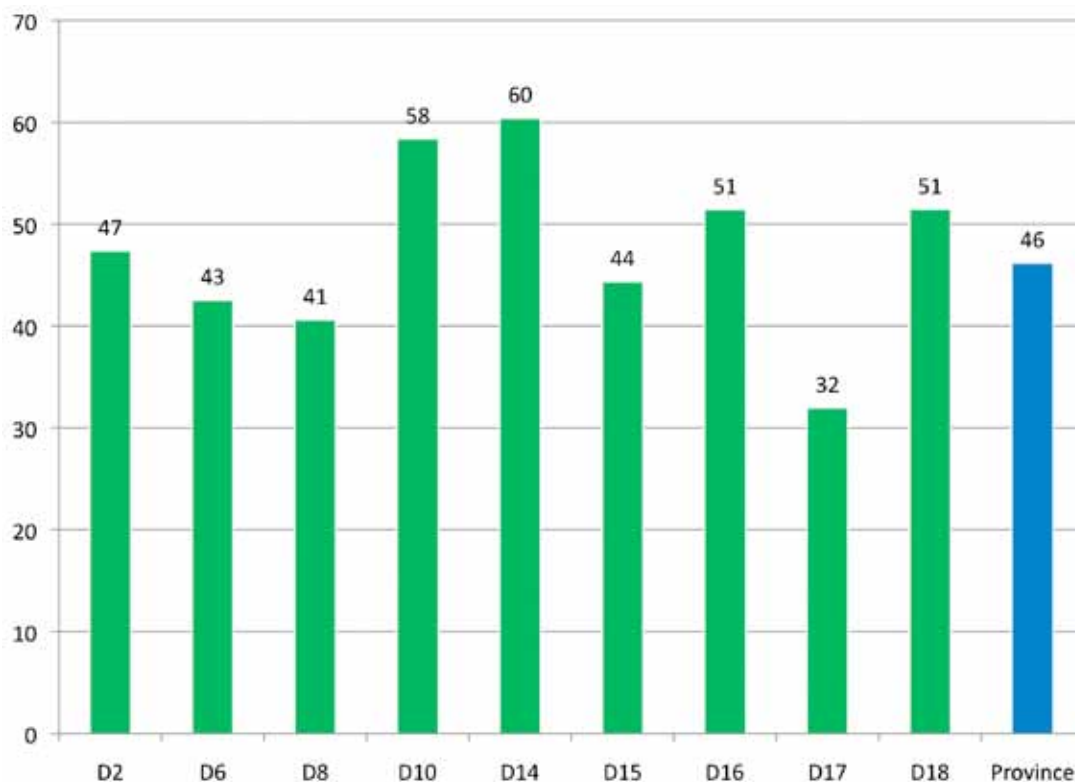
The role of guidance is also directly related to the role and function of the behaviour support / intervention worker. It appeared to be generally accepted that these individuals are placed in schools to provide support with behaviour challenges, but there appeared to be some question about whose responsibility it is to supervise and direct the activities of intervention workers. Some districts reported that this responsibility is taken on mainly by school administrators; in some, by the district psychologists and / or learning specialists. In other districts, it appeared that guidance counsellors take primary responsibility for overseeing the activities of intervention workers. In addition, there was concern about inconsistent deployment of intervention workers; their responsibilities seem to include a wide range of tasks, from recording attendance and making the associated telephone calls, to supervising in-school suspension rooms, to behaviour coaching, to preparing curriculum materials for students in alternative education sites. Discussions about these issues brought to the forefront the need to formalize the role and responsibilities of intervention workers and to have some mechanism of accountability to ensure consistent deployment that will best support students.

Figure 3:
Ratio of students to school intervention workers, by school district



A final role that district teams saw as requiring clarification was that of educational assistants. There appeared to be confusion and inconsistency about the allocation of educational assistants; district representatives indicated that requests for them may come to schools and districts from parents, teachers, agencies, and / or professionals external to education. The rationale for such requests often reflects a lack of understanding of the role of an educational assistant and also of the supports and services that would truly serve the best interest of the child involved. In addition, there is little consistency in how educational assistants are allocated from one district to the next. While all generally agreed that requests for educational assistant support are examined and determined at the district level, formal criteria for making those decisions were varied and inconsistent. It was stated that some level of commonality in how educational assistants are allocated across the province would be beneficial.

Figure 4:
Ratio of educational assistants to students, by school district



There were three distinct concerns expressed in many districts about training for educational assistants. The first related to the pre-service training and experience requirements for educational assistants; some districts require them to demonstrate two years of post-secondary education to be considered for employment, while other districts find themselves hiring individuals with little to no experience or post-secondary training due to issues of available candidates. The second issue was related to the fact that some educational assistants have more specialized training in some areas than the classroom teacher, resource and methods teacher, or guidance counsellor in the school within which they work. This is a concern particularly with respect to specific training to work with students with autism spectrum disorders. The third challenge related to the capacity of individual districts to provide necessary and meaningful ongoing training and professional development for the large numbers of educational assistants already in place in many districts. The costs related to bringing the educational assistants together for training was seen as a roadblock. This disparity was evidenced between the rural and urban areas. It was suggested that many of these concerns should be taken into consideration in the process of reviewing and revising the *Teacher Assistant Guidelines for Standards and Evaluation* (May 1994) provincial document.

School perspective

Just as there was a great deal of discrepancy reported by district teams with respect to recruitment and retention, and roles and responsibilities of various staff, school visits and discussions with school-based staff revealed similarly high levels of discrepancy. School-based staff, including administrators, classroom teachers and resource and methods teachers, were asked such questions as how resource and methods positions are filled within their schools, what tasks they do, and what they believed should be their primary roles and responsibilities. The responses were as varied as the individuals who shared their opinions. With respect to the filling of resource and methods teacher roles, staff in many schools indicated that the role is seen as being undesirable, for reasons that include dealing with paperwork, feelings of isolation, unfavourable perceptions and attitudes of other teachers, low job satisfaction and full-time equivalent allocations combined with other roles. As a result, the positions often end up being filled by D contract (term) teachers with little or no experience, who accept the positions as a way to obtain employment. Some administrators reported that they do not have any opportunity to provide input into who is hired for resource and methods teacher roles within their schools; these decisions are made

by learning specialists at the district level. In most cases, staff indicated that the expectation is that anyone considered for a resource and methods position must have a Master of Education degree. However, when asked about the most desirable qualifications for resource and methods teachers, many administrators indicated that they believe it is most important for these teachers to be highly skilled and experienced; to have successfully differentiated instruction for all students; to be able and to have the credibility to support his or her colleagues in meeting the learning needs of all students; and to share the vision of the school.

With respect to the division of time and the workload responsibilities of resource and methods teachers, once again there was a wide range of responses. In a small number of schools, both resource and methods teachers and classroom teachers indicated that most of the resource and methods teacher's time is spent in classrooms, either working to support the classroom teacher with the class as a whole or working with small groups or individual students in the classroom setting. It was uncommon to find a resource and methods teacher engaged in modelling lesson plans or in coaching or mentoring a classroom teacher. In a significant majority of schools, it was reported that the resource and methods teacher spends most of his or her time working with individual or small groups of students using a pull-out model, doing assessment of individual students, developing special educational plans, planning for students who are working outside of the regular classroom, scheduling and supervising educational assistants and gathering and preparing materials. Resource and methods teachers in high schools were overwhelmingly involved in paperwork and individual student support. Some resource and methods teachers said that they have not been given clear direction or an actual description of their role, while others said that they have been provided with a detailed job description and have a solid understanding of the role. Even so, when discussing what should be the primary role of resource and methods teachers, many administrators, resource and methods teachers, and classroom teachers indicated that resource and methods teachers should be able to spend more time in classrooms supporting teachers with planning and differentiating for all learners and co-teaching / team-teaching to support teachers and students in classrooms. Most resource and methods teachers felt that they would be better able to support colleagues and students if they had access to training and professional development to help them build additional skills and knowledge.

Access to training and professional development was cited as a concern for guidance counsellors, many of whom indicated that they had not received any professional development or training specific to their roles in the past school year. However, given the scope and variety of work being assigned to guidance counsellors from one district to another, and even from one school to another within the same district, it seems that providing consistent and targeted professional development would prove challenging.

In some districts, there are no guidance counsellors allocated to the elementary school level, while, in some cases, guidance counsellors at the high school level engage only in career counselling, course selection and post-secondary preparation. In some districts, guidance takes primary responsibility for behavioural issues, while in other locations these professionals spend most of their time in classrooms implementing class-wide curricula and / or programs, such as Comprehensive Guidance, Personal Development and Career Planning or "If It Hurts, It's Wrong." In various schools, guidance counsellors reported that their responsibilities include developing special education plans; creating individual behaviour support plans; working to support classroom teachers; engaging in individual counselling with students; conducting small groups for such purposes as anger management or social skills; providing transition planning and support; and meeting with other professionals and outside agencies.

In addition, the deployment of guidance counsellors from district to district ranges significantly, from as many as two to four guidance counsellors within a single school, to one district-based itinerant guidance counsellor who supports schools on a referral basis, to a guidance counsellor who is divided between two or more schools, to a classroom teacher who also has a small guidance allocation within a school, to no guidance services at all in some schools and at some grade levels. All groups and schools expressed great appreciation for the support they receive from the guidance counsellors. Although a few schools said that they believe their models and allocations of guidance services are effectively meeting the needs of their students, most staff and some parents articulated serious concerns about inadequate numbers of guidance counsellors to address the needs of students, and they felt very strongly that the ratio for allocating guidance counsellors must be improved.

In many schools, staff said that educational assistants were allocated only to work with students with the most serious medical needs or who presented the highest level of concern about safety, and students whose difficulties are primarily

academic do not have access to educational assistant support. Although school staff primarily agreed that, in theory, educational assistants are supposed to be assigned to the school and scheduled in classrooms to assist students based on the direction of the classroom teacher, most staff said that in reality it appears that most educational assistants are scheduled to support a specific student one-to-one, at least most of the time. However, there were some schools in which teachers and educational assistants indicated that educational assistants spend most of their time in classrooms and circulate to support a number of students, but this scenario was less common than individual one-to-one educational assistant support, which was often observed to happen outside of the classroom, either in the resource and methods room, the school library, cafeteria or another area apart from the rest of the student population. For this reason, many school staff advocated for an increase in educational assistant support. Many teachers and educational assistants indicated that they believed student needs could be more effectively met if there were more educational assistants to support students with a wider variety of needs.

When asked about their roles and responsibilities, most educational assistants said that they believe they play an important role in the educational programs of the students they support, and that they felt as if they are valuable members of the team. Most said that they thoroughly enjoy their jobs, and in most cases, it was apparent to the interview team that the educational assistants cared deeply and sincerely for the students with whom they were working. With respect to collaboration with teachers, a relatively small number of educational assistants reported having regular opportunity to communicate with the classroom teacher and / or the resource and methods teacher regarding the student's plan and to receive specific information and direction as to what they should be doing to support the student. Some indicated that they are involved in team and parent meetings about the student's plan. In some cases, educational assistants are asked to share information regarding student progress at each reporting period.

However, although many teachers and educational assistants agreed that inclusion is most effective when there is a team approach and opportunities to communicate and collaborate are available, a large number of educational assistants said that they work independently with individual students for extended periods without receiving any specific direction from a teacher. Some educational assistants said that they spend a large portion of their time planning for the student or students they support and / or gathering educational materials that they judge to be appropriate for each student; others said that it is often necessary to differentiate on-the-spot for students, as the material presented by the classroom teacher may not be at a level accessible to the student with whom the educational assistant is working. In some districts, the educational assistant has almost complete responsibility for the student, remaining with one particular child for many years, some for the entire school experience, through to graduation. However, in spite of engaging in this level of responsibility, many educational assistants reported that they have received little targeted training or professional development related to curriculum or to instructional strategies, and most said that they would welcome professional development opportunities that are more targeted to their individual needs.

A final issue that came up with respect to roles and responsibilities during the school visits was related to behaviour interventionists and school intervention workers. Without exception, staff in all districts and schools reported that one of the most significant concerns, and also one of the major challenges to inclusion, is behaviour, particularly where that behaviour is severe enough that it causes substantial disruption to the learning environment or poses a safety risk to students and staff. To address these challenges, some districts have dedicated funding to specific professional or paraprofessional positions to intervene with students with extremely challenging behaviour, and they have engaged staff, referred to as behaviour interventionists or school intervention workers, to implement these interventions. However, there appeared to be little consistency in these roles from one district to another. In some districts, these positions were filled by professionals with university-level training in education, child development, emotional / behavioural disorders, and / or psychology. In others, these positions were held by paraprofessionals with a post-secondary certificate related to human services or child development. Some districts did not have any positions related to behaviour intervention. In districts where there were positions dedicated to dealing with behaviour, the deployment of these interventionists varied significantly, and the service delivery model ranged from working with students in classrooms, modelling and coaching on-the-spot; to using a pull-out model and working with students one-to-one; to working as an itinerant between a number of schools; to being assigned to supervise an in-school suspension room; and to supporting students in an alternative education setting. Further, there were mixed reviews as to the level of effectiveness of this role; some school staff indicated that this function was very valuable and that this person was a huge asset to staff and students, whereas in other cases staff did not recognize any benefit to having this position available in the school or district.

Stakeholder perspective

Stakeholders echoed many of the perspectives that had been shared by district and school personnel with respect to roles and responsibilities of guidance counsellors, resource and methods teachers and educational assistants. The first observation shared by many of the groups was that there is a need for more guidance counsellors and resource and methods teachers. It was made clear by more than one group that the number of students with challenges related to mental health, behaviour, and emotional disorders is on the increase, yet the number of guidance counsellors, who have specific training and skills in addressing some of these needs, is decreasing. In addition, the rapport and relationship that can be built between guidance counsellors and at-risk students was discussed, and the concern was presented that these connections are no longer there for many students for whom that may make the difference between staying in school or dropping out.

The workload and role of resource and methods teachers were also a topic of discussion among stakeholders. These groups indicated that the role and the responsibilities of resource and methods teachers did not appear to be clearly defined. It was reported that some of them spend time in classrooms, while others seem to spend all of their time in the resource and methods room. Some groups said that resource and methods teacher positions seem to be filled by teachers who are new and / or inexperienced, which does not often work well, since the role of resource and methods is a “sophisticated one” that involves working with teachers, students and parents and, as such, they should have a high level of skill and expertise. Group representatives said that some very positive experiences in which resource and methods teachers and classroom teachers met together with parents and service providers, leading to very successful planning for the student. They said that when such a model is in place, it leads to more successful outcomes for the student; however, this model is not in place as frequently as required.

The final role that emerged as a concern for stakeholders was that of educational assistants. Although appreciation for increasing collaboration between the Canadian Union of Public Employees, the union which represents educational assistants, and the department was expressed, it was also articulated that more communication and co-operation at all levels would be beneficial. Many stakeholders said that some educational assistants are finding themselves in situations where they are taking primary responsibility for the educational planning and programming for the student(s) with whom they work, and in other situations they are working with students one-to-one in completely inappropriate spaces outside of the classroom such as furnace rooms, closets and bathrooms. In addition to concerns about the tasks that educational assistants are being asked to do, there were questions about how they are assigned, and the training that is provided. Autism intervention training was discussed in particular, with concerns expressed that there is very little consistency in how educational assistants with this training are deployed and supervised; however, beyond the specific issues associated with autism training, clarification of roles, responsibilities, and supervision in general for educational assistants are required.

2.3 Instruction and learning

District perspective

Issues about basic classroom instruction, methods and strategies, assessment and planning emerged during the discussions with all district teams. They were very positive to report that, in general, teachers recognize and readily accept their responsibility for all students in their classes, and that an increased focus on a Pyramid of Interventions model in most districts has encouraged classroom teachers to become more aware of what would be considered Tier 1 solid teaching practices for all students. This model is also based on frequent progress monitoring for all students, which allows earlier recognition of students who may be having difficulties in particular areas and an appropriate intervention plan to be developed, drawing upon additional resources where and when available.

Even though most teachers take responsibility for the learning of all students in principle, district teams said that areas of difficulty remain. New generations of teachers express a belief in the philosophy of inclusion, but it seems that many struggle to implement effectively inclusion in their classrooms and question the appropriateness of placing some students in the regular classroom. District teams identified a number of possible reasons for this, including less intensive pre-service training related to inclusive practices and strategies; more intense focus on content and high academic achievement leaves little room for teachers to slow down their coverage of curriculum outcomes; challenging behaviours in the classroom take more time and energy from teachers; and lack of experienced and skilled resource and methods teachers to provide ongoing

coaching, modelling and mentoring. This concern was expressed not only in relation to students who present with academic difficulties but also with respect to students who experience high levels of academic success and, thus, require enrichment to their academic programs. Students who fall at either end of the academic continuum seem to pose unique challenges for many classroom teachers; schools and districts are challenged to provide the necessary supports for those teachers. There was a concern that special education plans were not being used to drive the instruction for students. Professional development on differentiated instruction has been provided in all districts, but all noted that it was not being consistently implemented in practice.

Two additional areas of concern that came up in many districts related to the number of students who spend most of their time working outside of the classroom and increased pressure, generally from parents, for students to be retained at the present grade level for an additional year to catch up. The instances of students working outside of the classroom appear to be more prevalent at the middle and high school levels, where the cause was often reported to be connected to challenging behaviours. Some districts reported that too many children at all levels are working one-to-one outside of the classroom, but that there is resistance on the part of staff, and sometimes on the part of parents and students themselves, to any plans to transition the students back into the classroom setting. Resistance from parents was also discussed as a challenge with respect to students moving with their age-mates from one grade to the next. Some district teams indicated that they experience a great deal of pressure from some parents of students who experience academic difficulties to retain the student at the current grade level for an additional year. In spite of a body of research that indicates that grade retention is seldom a successful intervention, a small number of parents feels very strongly that their children should have another year to catch up to their peers, and these parents advocate very strongly in favour of this position. Some districts are complying with these requests, based not on sound pedagogy but due to parental pressure. The retention of students in anglophone schools ranged from 1.03 per cent in 2001 to 1.22 per cent in 2006; the highest in this period was 1.43 per cent in 2005. (See Appendix 10 – Retention and streaming.)

School perspective

The review team had the opportunity to visit schools where inclusion appeared to be the overarching philosophy and mission, and inclusive practices seemed to be simply the way business was done. In many of the schools where this was the case, there were a number of common perspectives and common themes shared by staff, students and parents. The first was that the expectation that all students were in their regular classrooms for most of the instructional day. Some students spend time out of the classroom for things such as assistance with physical needs, short periods of one-to-one intervention based on specific goals, practising speech goals and small-group intensive interventions, etc.. Again, it was taken as a basic assumption that all students spend most of their time in the classroom with their peers and that teachers take responsibility for all of the students in their classes and differentiated lesson plans to address the needs of all. In one school, students have the opportunity to choose some self-directed learning modules based on their interests, and all students, regardless of need or academic ability, have the opportunity to choose modules such as Fashion Design and Early Childhood.

A teacher in another school said that all of her students work on the same concepts but with tiered assignments that allow students to demonstrate their knowledge and understanding in the way that best meets their needs and their learning styles. This teacher has the opportunity to work with another teacher skilled in differentiating curriculum, which she felt was extremely helpful. Similarly, many teachers who were implementing strong inclusive practices in other schools said that they were engaging in a great deal of collaborative planning and also in some co-teaching with colleagues, to the benefit of everybody involved. All teachers reported having in-service on differentiated instruction but admitted that they needed support to implement it in their classroom.

Other common themes in highly inclusive schools related to the use of data, frequent progress monitoring of all students and implementing timely interventions using a Pyramid of Interventions model. Teachers in these schools indicated that they were having some positive experiences with flexible grouping and re-grouping of students, and that they were eager to learn and try out new intervention strategies that would help them better meet the needs of their students. Access to, and use of, assistive technology was also mentioned by teachers and students in many of these schools; this was one strategy reported to help some students to be more included and successful in their classes. There were reports of students being able to access curriculum materials through the use of text-to-speech devices and being able to complete work using portable keyboard devices and notebook computers. One group of students indicated that they found it very helpful to be able to use

computers in their Grade 8 Language Arts class, and that they enjoyed being able to use the Senteos technology with the Smart Boards in their classes. Students in these schools shared generally positive reports and appeared to be engaged in the school community, and similar experiences were shared by teachers and paraprofessionals, who spoke of their inclusionary efforts in a very positive manner.

By contrast, in schools where fewer examples of inclusive practices were observed, it was also more common for teachers to share frustration about struggling to meet the needs of all of their students, and for students to share experiences of having too many behaviour problems in their classes, of having little or no access to technology, and of feeling frustrated and giving up because the work was too hard. In these schools, few teachers reported being comfortable differentiating lessons for all students, and many indicated that class size and class composition interfered with their ability to be successful with inclusion. Some teachers and parents expressed frustration that the French Immersion program has contributed to the problems with class size and class composition, since students in the French Immersion program are often physically separated within the school from non-immersion students, working against the philosophy of inclusive education. One concern shared by staff and some parents in many of the schools visited was that the needs of students who required enrichment in particular areas were not being adequately addressed. It was said by many that teachers were doing all they could to cover the curriculum and to try to address the needs of struggling learners, and that very little was offered to gifted and talented learners.

Stakeholder perspective

The discussion of instruction with stakeholder groups centred on the need to provide what is required by each student to allow him or her to be as successful as possible. It was said that classroom teachers need additional training and support to help them with differentiation for all of the students in their classrooms, which would help them better address the needs of students who struggle with academics as well as those who excel and require enrichment to their programs. Yet many groups felt that consideration must be given for flexible programming for those students who need intensive supports and interventions. It was said that some students with autism benefit from intensive individual intervention for periods of their day, and there is a concern that some of these students may not be receiving the instruction they require. In another focus group, an example was given of a student who had a hearing impairment and who required additional work on listening development. Other stakeholders believed it may be beneficial for some students to spend time developing independent life skills in classes with peers who have the same needs. Overall, the focus of the discussion of instruction was the necessity of examining what each student needs and implementing the evidence-based interventions that are most appropriate for that student in the most suitable learning environment.

2.4 Professional learning

District perspective

Discussions about professional learning and professional development focused on opportunities, processes and critical skill development for resource and methods teachers, guidance counsellors, classroom teachers and educational assistants. As a rule, it was generally felt that there is a need for more intentional and focused professional development for each of these groups of educational staff, which would result in stronger skill sets, increased student learning and higher levels of inclusion for all students.

Most districts were positive about the training that some resource and methods teachers have obtained in evidence-based interventions for students with autism spectrum disorders, but the success of this training program has caused districts to identify the need for an equally intense training program related to assessment, differentiation, inclusive practices, evidence-based intervention strategies and leadership development. Districts recognized that training and professional development in many of these areas is available to resource and methods teachers, but with no common professional development opportunities, access to such training is limited and inconsistent. A comprehensive and intentional training program would ensure access to information in a variety of crucial areas and would provide districts with resource and methods teachers with a common level of expertise and a consistent skill set, improving their ability to support teachers and students in their respective districts.

A similar concern was expressed with respect to guidance counsellors. Although there has been a higher level of expectation about certification for guidance counsellors, ongoing training and professional development is sporadic at best. Identifying critical knowledge and skills that should be demonstrated by all guidance counsellors and allowing for common professional development opportunities, whether by district or on a provincial level, it was felt, would increase the capacity of guidance counsellors to meet the needs of students and to better support classroom teachers.

As previously stated, most classroom teachers accepted primary responsibility for all students in their classrooms, although many struggle with the practical application of that philosophy. It was said that an intentional plan at the provincial level is needed to address systems issues related to the definition of inclusion, evidence-based practices for inclusion of all students, differentiation of instruction, universal accommodations and universal design for learning, among other provincial priorities, if classroom teachers are to possess a toolbox of knowledge, strategies and skills that will allow them to feel confident and competent to meet the needs of their students and to provide truly inclusive classroom experiences for all children. Such a model must go beyond just the provision and presentation of information and must include a modelling and coaching component that will enable teachers to see practical strategies being implemented, to try those strategies, receive feedback, make necessary adjustments based on their individual contexts and receive ongoing mentoring and support to be successful.

One district team cited an example of a high school in which 75 of 300 Grade 9 students were unsuccessful in meeting the identified year-end outcomes. The school was supported to decrease class size to 20 students from 32 and to implement a system of professional development and coaching on differentiation of instruction for classroom teachers for three years. At the end of three years, class size was increased to original levels; however, because the processes and practices had become part of the school culture by that time, at the end of the following school year, only five of the Grade 9 students were unsuccessful in meeting the identified outcomes.

Professional learning for educational assistants was also a topic of discussion with district teams. It was expressed that there is a huge variance in the level of knowledge and skill that educational assistants bring to the role. Some educational assistants have very little training and minimal experience, while others have undertaken post-secondary training, have participated in advanced certificate programs, and / or have chosen to pursue self-directed professional development. In addition, districts reported that they have been given the responsibility of providing professional learning to educational assistants during professional development / curriculum delivery days built into the school calendar, yet there is no consistent training plan in place. It was suggested that there is a need to examine pre-service training requirements for educational assistants, along with identifying a common expectation with respect to skills and knowledge educational assistants should possess and developing a consistent training plan for them across districts based on provincial and district priorities and needs.

School perspective

Just as professional development was recognized as a need at the district level, so, too, was it cited as an area of importance by and for the majority of staff in the schools that were visited. Some staff expressed appreciation for the priority that had been placed on professional development by their districts, and they described various creative ways that districts have been able to increase the amount of professional development that has been available. In one district, some Friday afternoons are scheduled as professional development afternoons, and staff have some required training sessions as well as some professional development based on individual choices. In another district, school staff spoke of the recent initiative to have staff organized into self-selected and self-directed learning teams, which meet on the district-scheduled professional development days throughout the school year. In this scenario, a learning team is organized around a particular topic of interest or need, and members of the team alternate responsibility for organizing the learning materials and for facilitating the team.

In other cases, groups of school staff reported that they have taken it upon themselves to build opportunities for professional development into their weekly school schedules, and still other schools are able to access professional development due to prioritizing and support on the part of the administration. Many staff members reported engaging in self-directed professional learning through the Internet, particularly when they have had to learn about a specific topic or strategy quickly to meet a specific need.

In spite of the professional development available, most educational assistants, classroom teachers, resource and methods teachers and guidance counsellors expressed the need and the desire for a substantial increase in the amount of professional development offered to them, and in particular professional development targeted to their specific roles and professional learning needs. This becomes problematic when a resource and methods teacher or guidance counsellor is sharing a classroom teacher role. When professional development is offered, the resource and methods teacher or guidance counsellor must attend the curriculum based in-service, thus missing out on specific training for his or her other role.

Resource and methods teachers and classroom teachers on the whole expressed the need for additional training in differentiated instruction and in evidence-based intervention strategies, and beyond the initial training, they indicated that strategies need to be modelled and practised before they will be able to obtain the necessary level of skill and confidence. Behaviour intervention strategies were also referenced as an area of professional development that is highly important to all school staff. Some educational assistants expressed the desire to access training in strategies for working with students with autism and also professional development related to Literacy and Numeracy. Regardless of the specific training that individual staff members desired, the sentiment expressed by most was that they do not have adequate training to deal with everything that they are presented with in their schools. Most educational staff felt as if they are left to learn what is required on their own, and they would welcome any additional training that would help them be better able to fulfil their respective roles.

Stakeholder perspective

All stakeholder groups interviewed agreed that there is a substantial need for additional training and professional development for all educational staff in specific areas that will allow them to better support students. Areas of need for professional development that were identified included training in differentiation for all classroom teachers, along with sufficient time and support to become comfortable implementing the new strategies; training for all resource and methods teachers, classroom teachers and educational assistants in evidence-based interventions for students with autism; training for teachers in research-based approaches for Literacy and Numeracy development; and targeted and intentional training for educational assistants that will have a meaningful impact on their ability to support students. It was expressed that there is a need for all staff to have professional development related to the services and supports that are available to students and to schools, referred to as support services literacy, so staff may draw upon those resources and make the best possible use of them on behalf of students.

Many of the stakeholders said that approaches to professional development vary considerably from one district to another, and in some cases there does not appear to be an overall plan. In some cases, training appears to be happening “on the job” in the school environment, while other districts build professional development into the schedule by providing weekly or biweekly training for all staff. In addition, there are workshops for teachers on particular topics during the summer, but such opportunities are no longer available for paraprofessionals. All stakeholder groups expressed the importance of a comprehensive plan for ongoing training, with a focus on building the skills and competencies required by the professionals and paraprofessionals who work in schools.

2.5 Structures for collaboration

District perspective

Under inclusive education, the expectation would be that all students attend their neighbourhood schools and participate to the extent that they are able in age-appropriate classrooms. District teams voiced their belief in this philosophy and expressed support for this model in principle. In many cases, however, they expressed concern that they are serving students with increasingly complex needs, yet the supports that would be required to help districts meet the needs of those students are often unavailable. While a few district teams shared successes working with community and agency partners, most expressed a need for increased supports from professionals and agencies external to the department to provide the necessary level of “wrap-around” service to address the needs of some students.

The Integrated Service Delivery model (see Appendix 11) was one topic of discussion with respect to support services for students and the changes this model may bring to the department. While this framework is being directed from outside the department, its impact within is anticipated to be significant.

One district expressed apprehension that the Integrated Service Delivery model would remove a number of Student Services staff from the schools where they are struggling to keep up with the needs. In the one district where the Integrated Service Delivery model is being piloted, three guidance counsellors, two support services to Department of Education and Early Childhood Development social workers and one psychologist have been allocated to support the Integrated Service Delivery model.

There is a question whether this may be the most beneficial means of deploying these professionals; their services are desperately needed by many children who do not necessarily fit within the Integrated Service Delivery framework. Districts reported a high level of apprehension on the part of staff members, as people wait to see how their positions and roles may be impacted as this framework is implemented.

The Complex Case Protocol (an inter-departmental document) is another inter-agency initiative proving to be an area of challenge for some districts; district teams reported frustration with extremely long wait times to have cases move forward for presentation to the committee as well as discouragement with the processes involved in making proposals for any additional funding. The case managers for students who fall under this protocol are generally connected with either Mental Health or the Department of Social Development. Although some districts reported some success with Complex Case situations, more often it was felt that increased inter-agency collaboration would be necessary to cause this to be an effective system.

Supports associated with the departments of Health and Social Development are were an area of concern for school districts, although the specific difficulties tended to vary from district to district. In some cases, it was reported that there is a language barrier between service providers, such as psychologists, mental-health practitioners and addictions counsellors, and those they are being asked to serve, as professionals who speak mainly French are being asked to serve students in English schools, and vice-versa depending on the overlap between districts and regions identified by service providers. In other cases, there is a desperate need for the services of speech-language pathologists, occupational therapists and physiotherapists, yet vacant positions for those professionals have remained unfilled for months or years. An additional area of discussion was related to the Healthy Learners Nurses and Support Services to Education Social Workers, revolving around the suggestion that these professionals should fall under the responsibility of the department and be directly attached to districts if the roles are to be most effective in addressing the needs of students. One commonality among district teams centred on the availability of services for students with mental-health issues; most districts reported frustration with extremely long waiting lists for students to access services to address serious mental-health difficulties or severe behaviour problems. There was also a concern that mental-health counsellors are staffed by nurses and social workers who may not have credentialed training or skills in counselling children.

Another area of high priority described by nearly all districts, and a place where increased collaboration is needed, relates to transitions. This issue was voiced strongly by many district teams in two areas. The first issue related to the position of Transition to Schools co-ordinator in each district. These positions have been filled by teachers who have been seconded to the district to work with teams to co-ordinate the administration of the Early Years Evaluation – Direct Assessments for those children entering kindergarten, to organize transition to school visits, to facilitate connections between families and schools, to support transition meetings, and so on. In the coming year, it is anticipated that these positions will no longer be filled by teachers, but rather by candidates with early childhood training. Many district teams expressed concern that this change may have an undesirable impact on the level of success of this transition planning process.

The second area of concern was the transition of students with exceptionalities out of school and into the community or to post-secondary options. While a few districts with specified transition planning co-ordinators reported a relatively high level of success with transition planning for students with special needs, most districts would welcome a higher level of collaboration and co-operation with partner agencies that will be able to provide continued supports to these young adults when they are no longer attending school. Many district teams reported that a significant number of students with exceptionalities return to school for at least one year, and in some cases for as many as three years, beyond graduation simply because the *Education Act* includes the provision that they may remain in school until age 21 and there are no supports or

services in place for the young adult outside of the school setting. Some districts are finding increased communication with, and support from, programs such as community-based services for students with special needs, but this tends to be the exception rather than the rule. Higher levels of co-operation and collaboration between the department and agencies whose mandate includes support for adults with special needs, would be a significant and positive step toward helping students achieve the highest possible level of success over the long term.

With respect to the need for increased communication and collaboration, many districts spoke of the need to work more closely with First Nations communities to improve support for Aboriginal students within their respective schools. The level of collaboration between districts and First Nations communities appears to vary from district to district; however, the consensus seems to be that, even in districts where the relationship is reported as being quite positive and productive, increased collaboration could only serve to benefit all involved through increased awareness, understanding and co-operation.

A final area commonly cited by district teams as requiring improvement is parent collaboration. As with many of the issues referenced, the level of parent collaboration and communication varies from one school and district to another. One district shared a very positive example of parent involvement, whereby a parent nominated her child's school for an award that recognizes inclusive practices. In other instances, district teams identified communication and collaboration between schools and parents as an area of difficulty. In addition, concern about the level of parent involvement and input into the special education plan was raised in some districts, as well as concern that some parents do not have an understanding that there are also limits to what schools may be able to offer, which may set up an adversarial relationship between the school and family. In many cases of disagreement between parents and districts, there are no set procedures to facilitate these to a successful end. Regardless of the specific source of the concern about communication and collaboration with parents, most district teams felt that increased collaboration and understanding between parents and schools would ultimately benefit students.

School perspective

As part of the school visits by the review team, parents were invited to share their feedback and perspectives with respect to their children's educational experiences. In addition, staff members at each school were asked about collaboration with parents from a school perspective. Many of the parents who shared their experiences said that they had generally positive relationships with their children's schools and teachers. In many cases, parents indicated that the school team maintained regular communication about their children's progress, whether through telephone calls or emails, and the parents met regularly with school staff to discuss their children's special education plans and to review the goals and outcomes. One parent said that she has made several suggestions regarding her daughter's educational plan and supports, and each time the school has been open to trying her suggestions. The same parents tended to report high levels of involvement in their children's school communities, indicated that they were very comfortable spending time at the respective schools, and expressed that administration, teachers and educational assistants were all welcoming and supportive. One parent reported helping a group of teachers paint the school library, and another indicated that she does a great deal of volunteer work within her child's school. In another district, a parent was overcome with emotion as she expressed her gratitude at the support of the school-based student services team for her son.

Not all parents shared such positive experiences, however. One parent indicated that the only communication that has happened with the school was during the initial transition meeting for the child; since then, there has been virtually no communication from the school unless the parent initiated the contact, and that constant advocacy was required to achieve any positive result. The parent of one student said that she had a strong connection with her son's school during elementary and middle school, and she was always involved in conversations related to developing his special education plan goals. Since her son entered high school, she has not had any contact from the school regarding an special education plan, nor has a one ever been sent home. As a result, she wondered if he no longer has one, but she was not certain. Another parent of a child with significant needs expressed frustration that the school does not implement recommendations made by medical and rehabilitation professionals who work with her son. And a group of parents indicated that the academic expectations being placed on their children were unreasonable, that the comments on the students' special education plans were so general that it was impossible to measure progress, and that their children were simply putting in time at school.

When school teams were asked about parent collaboration and communication, the responses were similarly mixed. In some cases, staff said that it may be helpful to increase the level of communication with parents, as some do not have an understanding of all that schools are dealing with and of what can be reasonably expected, and perhaps this gap could be bridged with better communication. Some school teams said that they experience frustration at times, as teachers' attempts to communicate with parents were sometimes met with resistance, indifference or sometimes even anger. However, many other school teams reported extremely positive experiences with parent collaboration and shared examples of working very closely with parents to problem-solve around a student's needs or to set goals for a student's plan and of working as a team to achieve positive outcomes. Several principals spoke very highly of the school's parent-school support committee and expressed a great deal of respect for its hard work.

Supports in the community and among agencies outside of the school emerged as another area of varied success from one district to another. In many schools that serve First Nations students, staff expressed a desire to build a stronger connection with the First Nations community. In some cases, schools reported concerns about student attendance and student engagement, particularly as students reach the high school level. Even in schools where there were reports of strong connections with First Nations communities, staff expressed that they would welcome opportunities to collaborate more closely and to build even stronger relationships that would allow schools to better support First Nations students. Community connections also came to the forefront in discussions about transitions, particularly with respect to students with exceptionalities making the transition from school to the community. In many cases, school teams indicated that there is a need for much greater collaboration with communities and businesses to support strong transition planning for adolescents. Some school teams described describe strong community relationships and high levels of community and business involvement with the school and its associated endeavours.

As with community and business relationships, schools reported varied experiences and levels of success with inter-agency and inter-department supports. A few schools reported that their students benefit from responsive services from such support services as speech-language pathologists, occupational therapists and physiotherapists, and also indicated pleasure with the level and timeliness of service they receive from SSE social workers, health nurses and the mobile mental-health team. However, in a large number of schools, there is an extremely high need for increased support from such partner departments as Social Development and Health. Staff in most schools said that wait times for services from rehabilitation professionals can be up to two to three years and that access to SSE social workers has become more difficult in recent years. In addition, wait times for Mental Health services were reported to be extremely lengthy in many areas; schools are struggling to figure out how to support students while they await services from other professionals who have the level of expertise necessary to truly address the needs.

A final concern for the school staff interviewed was co-operation among themselves. Staff in some schools indicated that there is no opportunity for collaboration built into the school day, adding that that there is neither a mechanism for collaborative planning nor structure for professional learning communities within the school. In these schools, most staff said that they would welcome increased opportunity for collaboration and would like to see common planning time become a priority. Some reported that they would like to see more of a team approach with the district-based autism resource and methods teachers; they do not feel their students are reaping the full benefit of the expertise that these resource and methods teachers may provide. Schools that are lacking in these areas of staff collaboration recognized that such opportunities would significantly enhance their ability to meet the needs of students; they expressed an awareness of high levels of collaboration among educational staff in some schools. Some staff members indicated that it is a mission and a commitment of their respective schools to break down silos separating them and to focus on working collaboratively in the best interest of all students. Time for grade-level and team planning is built into the schedule to allow for communication and problem-solving relating to behaviour and academics. In these schools, staff reported that regular communication, whether by formal, scheduled team meeting, by email, or by informal hall-talk has been critical to the success of the school and has contributed to the philosophy and practice of inclusion within the school

Stakeholder perspective

Service providers outside of the department and stakeholders agreed with school personnel and parents that one of the major concerns is the level of communication and collaboration among all personnel around students and their educational plans. The first situation in which this issue arises is with the transition of children into kindergarten where, it was

expressed by early childhood providers, pre-school support agencies, Atlantic Provinces Special Education Authority service providers, and so on, that they would welcome the opportunity to be more involved with planning for the transition to school for the children with whom they work. In many cases, children may have been receiving services in the home, daycare, or pre-school setting for some time prior to school entry, and the professionals who have provided these services may be a valuable resource, in addition to parents / guardians, to school personnel as they plan for the child's entry into school. Many of these professionals said that they would be willing to remain available for consultation to school staff for a period after the child has begun school to answer any questions that may arise. As with other areas, some schools were extremely invitational and involved outside agencies, while others did not.

As with educational personnel and parents, the concerns of stakeholders and service providers about transitions did not end with the child's entry into kindergarten. Many groups spoke of difficulties with collaboration as students move from grade to grade and school to school, as well as during the time that the student is preparing for the transition out of school and into the community or to post-secondary options. Some professionals said that there seems to be no specific process for their involvement in transition planning for students who are also their clients, and that their involvement varies from school to school. Some indicated that it is easier to maintain contact with school personnel when students are at the elementary level; there is generally one classroom teacher involved, but that collaboration becomes more difficult as the student moves into middle school and high school, where there may be several different teachers involved with the student during each semester. Further, a structure for increased collaboration with community partners and with post-secondary institutions is urgently needed to support students preparing for the transition out of high school.

The transition process also poses challenges for First Nations students who move from band-operated schools into public schools, regardless of the grade level; there are significant differences between the two experiences for those students. Elders in First Nations communities would welcome the opportunity to become more involved in providing support and information to school personnel and to students to facilitate greater understanding for everyone involved. Stakeholders indicated that this challenge also affects multicultural students who arrive in New Brunswick from other areas around the world, many of whom may not speak the language predominant in the school in which they arrive, and whose families do not have an understanding of the way the education system works. In all cases, the highest levels of communication and collaboration are essential components of a successful transition plan for these students, yet they are often lacking.

Stakeholders expressed a need for a much higher level of collaboration between schools and professionals outside of the department with respect to the needs of students who struggle with mental-health difficulties, emotional / behavioural difficulties, significant medical challenges, and so on. In some cases waiting lists for psychological assessments may be many months or even years, and it was reported that about 250 First Nations students in band-operated schools are awaiting assessments. Yet, access to psychological services is becoming increasingly difficult due to the number of qualified professionals in some areas and the number of seats in these university training programs. Stakeholders shared examples in which referrals to Mental Health counsellors and / or social workers have been made but staffing shortages have dictated that only emergencies are considered for service. Professionals involved with the Integrated Service Delivery model hope that this initiative may help support some students with the highest level of needs, but collaboration remains a challenge, and there are many more needs to be addressed.

2.6 Equity

District perspective

Overall, the district teams expressed confidence that teachers and students alike are open to inclusion and understanding of diversity. Many teachers attended schools where inclusion was the norm, and they have never known a system in which all students were not included. Many districts reported that schools are nurturing peer relationships for all students through peer helper models, in which students receive training on how to best support peers who may be experiencing a range of challenges. Districts teams reported that students and staff are very accepting of diversity and that a greater level of acceptance has come with the experiences that an inclusive education system has afforded to both adults and children within the system. There is a sincere desire to see every student be happy and experience success at school, and also a recognition on the part of district teams that accommodating the needs of all students is simply the way districts do business.

This came through strongly in the discussions about accessibility in schools. Most districts reported that many, if not most, schools have been made accessible through additions of ramps and / or elevators; in cases where such physical restructuring of schools has not been fiscally possible, districts and schools have been creative in reconfiguring class structures and schedules to allow students the highest level of access possible. There were a small number of situations in which a student attended a nearby school rather than his or her community school, which was not accessible to the student due to mobility issues. The one area that seemed to present ongoing challenges to the ability of schools to address the needs of all students is with respect to students who present extremely challenging behaviours, whether by reason of a mental-health issue, communication challenge or other skill deficit. Districts and schools have struggled to figure out how to deal with the behavioural challenges of a small minority of students while balancing the learning needs and maintaining the integrity of the learning environment for the majority, and in some of these cases students are excluded from attending school for lengthy periods.

School perspective

Issues of equity observed in schools and also discussed by school staff and students tended to revolve around two main areas. First, was the issue of accessibility of the school buildings. In some of the schools visited, it was evident that comprehensive efforts had been undertaken to make the them accessible to all students, regardless of need, as there were elevators, ramps, accessible equipment on the playground, and so on. A young woman in a wheelchair in one of these schools said that she was happy at school and that she liked sitting and travelling the halls with her best friend; her determination and independence were evident to the interview team. However, other schools were completely inaccessible, with many sets of stairs and no lift or ramps, which required any student with mobility difficulties to attend school outside of his or her community. In other schools, the team noted narrow hallways and secluded classrooms, and it observed that access to gyms, playground facilities, or other areas of the physical plant were not accessible to students with mobility issues.

The second issue of equity was associated with access to programs and services. In some schools, it was immediately apparent that all students attended and were engaged in classrooms with peers and also that there were multiple opportunities for all students to be part of extracurricular activities, clubs and community events. In various schools, staff explained to the review team that there is a daily breakfast program available to any student who wishes to participate as well as after-school activity programs that offer sports, clubs, and / or academic opportunities for all students. In one such school, there is even a late bus run at 5 p.m. to allow all interested students to participate without the obstacles that may be presented by transportation issues. One school reported that it tries to provide enrichment opportunities for all students as well, and it has built an enrichment period into the daily schedule to allow for cross-grade level grouping of students for such activities as drama and leadership.

Other schools demonstrated significant challenges relating to equitable access to programs and services. When asked about inclusion in her high school, she said they were very inclusive. Everyone in her high school was involved in extracurricular activities. At the awards banquet, 80 per cent of the students were recognized. When asked if students with special needs were involved, she was puzzled, replying, “No. I think they are in a room upstairs.”

In another school, students who travelled on a bus specifically for students with special needs arrived late each morning and left early each day, compromising the integrity of their school day and their ability to be truly included in their school. The same was the case for First Nations students in another school, as their bus arrived at school after the beginning of the instructional day.

In another situation, there was a First Nations intervention worker who organized activities and supervised a room in the school for First Nations students, but non-First Nations students were not included in the activities and were not allowed in that room. Further, challenges to equity included staff members in one school expressing concern that there is little, if anything, offered for gifted learners, and a student with exceptional needs in another school describing several instances in which he has been bullied by other students.

Stakeholder perspective

The equitable provision of programs and services for all students emerged as a particular concern for stakeholder groups. The first issue, stemming from the discussion of instruction, was the need to look at what is required to meet the learning

needs of each student and to put the appropriate strategies and interventions in place. In some cases this may involve adjustments that would be considered universal accommodations. In other cases, individualized learning plans may be necessary; some students may require adjustments to the physical environment to be successful.

A second theme related to equity involved the curriculum. The issue of Intensive French, for example, and questions about the appropriateness of this curriculum for all students emerged as a concern. Also in connection with language-learning, there were two issues that emerged. It was expressed that First Nations students do not have access to the resources needed to learn the language of their communities and that the language is being lost. They also experience problems when coming into middle school after being in their community schools, without having any French language education. They are then expected to participate in French classes without a prior six years of training. Multicultural representatives indicated that the supports for students learning English as another language are not sufficient and that many of the tutors do not have the necessary training or experience to support the students. Curriculum issues were also voiced with respect to the absence of multicultural representation; it was reported that curriculum committees at the provincial level had representation from the multicultural community in the past, but that this is no longer the case. It was expressed that there should be opportunities for all students to learn about the history and culture of First Nations communities but such opportunities are not available to all students.

The issue of equitable services between rural and urban schools also emerged through this discussion with stakeholders and service providers. Some indicated that services available to students and schools in urban areas are not available, or are less accessible, in rural areas. The Stan Cassidy Centre for Rehabilitation, for example, allocates about 50 per cent of its service to clients in the Fredericton area, and the remaining service is spread throughout the province. Similarly, representatives from the Atlantic Provinces Special Education Authority indicated that it is difficult to recruit and retain itinerant teachers to provide support for students with visual or hearing impairments in rural areas; many specialists want to remain in and around the larger communities. It was also reported that some rural districts and communities are unable to secure the services of psychologists, as demand for these professionals is such that they tend not to accept positions in rural areas.

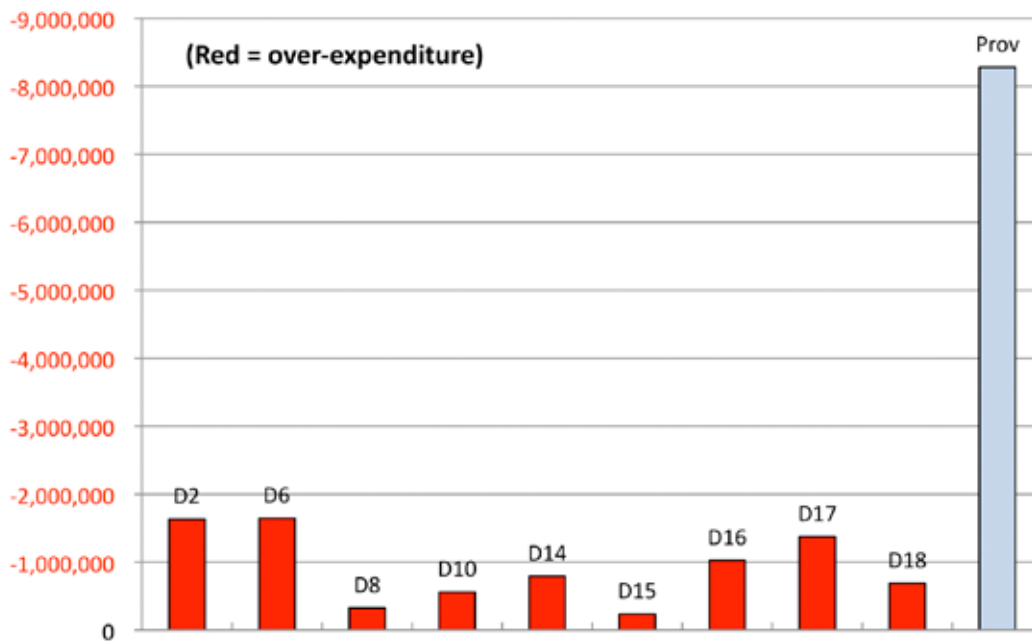
Finally, accessibility of schools was presented as a problem by stakeholder groups. Many schools are still not accessible to individuals with mobility issues, which causes some students to have to attend accessible schools outside of their communities. Further, there was one example shared of a new school built without consideration for universal design, and therefore, had to be renovated after the initial work was completed. It was also reported that some students have been unable to go on fieldtrips or to attend activities with their peers because an accessible bus was not available. Examples of facilities such as changing rooms and intervention areas were described as being inappropriate even though school personnel were doing their best to make them work.

2.7 Funding and accountability

District perspective

District leaders had serious concerns about the funding approach for support services. Most of the funds come through the per-pupil block grant for Student Services made to each district. This is intended to cover the costs of resource and methods teachers, educational assistants and the various other expenses required to support teachers and schools. Other grants come from designated funding established to meet specific needs; for example, enrichment, learning disabilities and the Positive Learning Environment funding. However, other support staff positions such as guidance counsellors and Literacy / Numeracy teachers are funded out of the regular district staffing allotment. The result is a system that is far too complex and that separates program intention and the resources needed to meet program requirements. There is a lack of transparency connected to this complex mix of funding methods, and this results in accountability issues, particularly when districts spend more money than provided on Student Services programs and have to take resources from another part of their budget.

Figure 5:
Student Services total budget:
variance between budget allocation and expenditures



Discussions with district teams with respect to accountability tended to centre on ensuring that programs and services for all students are equitable and are implemented with integrity and fidelity. One area where this was particularly significant was in the area of alternative education, which varies substantially in form and focus from one district to another. Most districts reported having alternative education sites where students attend when they are working on educational plans outside the regular school setting, while only one district provides solely for individual tutoring in the student’s home or in another site negotiated between family and school. Two districts have a number and variety of out-of-school programs for students of various ages. It was clear in the discussions that there are no consistent criteria associated with either the qualifications of those delivering the educational programs or with the hours of instruction provided. In addition, some districts reported that alternative education arrangements are strictly for high school students, while other districts have students in kindergarten through Grade 8 participating. The only consistency that ran through discussions about alternative education programs is that there is very little, if any, consistency in the approach to and implementation of such programs.

A second area of concern voiced by district teams was educational programs and services for students who follow special education plans and who may be supported for portions of the school day by one or more educational assistants. Questions were raised about whether the teacher or the educational assistant is planning for and delivering the instruction in some cases; some children seem to be engaged in the same activities for long periods without being reviewed and adjusted by the classroom teacher. District teams indicated that there is a high need for clarity about the role of educational assistants, as conflicting messages regarding what they can and cannot do are coming from a number of sources. Further, the provincial document *Teacher Assistant Guidelines for Standards and Evaluation* is extremely outdated and does not provide the necessary direction and / or information. (See the department’s website for document.)

School perspective

Issues of accountability at the school level tended to focus on the need to have in place policies and procedures to ensure that educational programs and services are implemented consistently and in the manner in which they are intended. Staff members spoke of the need for support at the provincial and district levels for professional development and training for all educational staff to allow them to build the skills and confidence to address the needs of all students effectively. Discussions of the need for additional resources, including staffing and material / technological resources were common with school

teams, parents and students. One educational assistant said that she has been providing educational support to students since the beginning of inclusive education in New Brunswick, and she remembered the promises made with respect to the resources that would be made available to schools to support inclusion. The perspective of many appeared to be that insufficient are place to support the needs of all students.

Additional issues about accountability involved the special education plan and processing and procedures surrounding this document as well as educational programs and services for students who did not follow these plans. As previously cited, some parents shared concerns about accountability in this area, including that they have not had any role in developing their children's goals and outcomes, that they have not read or signed their children's plans, that plans are not being followed, and / or that recommendations made by medical or rehabilitation professionals are not being implemented by school staff. Similarly, some classroom teachers reported that the resource and methods teacher takes primary responsibility for developing the special education plans, and the classroom teachers do not have sufficient time to collaborate with resource and methods teachers regarding these plans. Some teachers have never seen the special education plans for their students

Further, discussions with staff members in some schools reflected concerns that at-risk students (by which they indicated that they meant those students who were just below grade-level outcomes or those who experienced some social challenges) were not being well-served and were sometimes lost because of the extremely high needs presented by other students. Some felt that students who required enrichment or enhancement to their educational programs were not getting their needs met and there are neither consistent mechanisms nor sufficient resources to support meeting these diverse needs. Many of those interviewed expressed a need for increased accountability on the part of agencies and departments that are expected to provide support to the Department of Education and Early Childhood Development in addressing the needs of all students, particularly when issues of behaviour, medical needs and mental health arise.

Stakeholder perspective

Several areas associated with accountability emerged in the discussions with stakeholders, including the need for clarity in the definition of inclusion and the associated expectations and identification of standards of practice; accountability with respect to providing funding to the areas and initiatives identified as priorities; a system for accountability with respect to the policies at the provincial and district levels; a change to the credentialing process for certified counsellors; and a process for assessing and evaluating program effectiveness, similar to an auditing process for financial accountability.

2.8 Personalized learning plans

District perspective

District teams expressed mixed perspectives with respect to special education plans and to their quality, functionality and effectiveness. With the development and implementation of the provincial rubric for evaluation of such plans, and the mandate to review them twice per year according to the rubric, most districts felt that progress is being made in their quality. Many questions remained about who is taking primary responsibility for the special education plans, whether the classroom teacher or the resource and methods teacher, and whether the goals and outcomes are guiding the student's program in spite of a great deal of training, modelling and coaching in relation to the development of special education plans in most districts. Concerns remained about the level of collaboration with parents with respect to what is outlined in the special education plan, and about the level of accountability for school staff, including administrators, who are required to sign off on them. As is generally the case about discussions of special education plans, the issue of the amount of time required to develop and write a quality plan was voiced by district teams. The question was raised that, if the primary responsibility for writing the such as plan falls to the resource and methods teacher, is this really the most effective use of that professional's time?

Figure 6:
Percentage of students who have special education plans, by school district

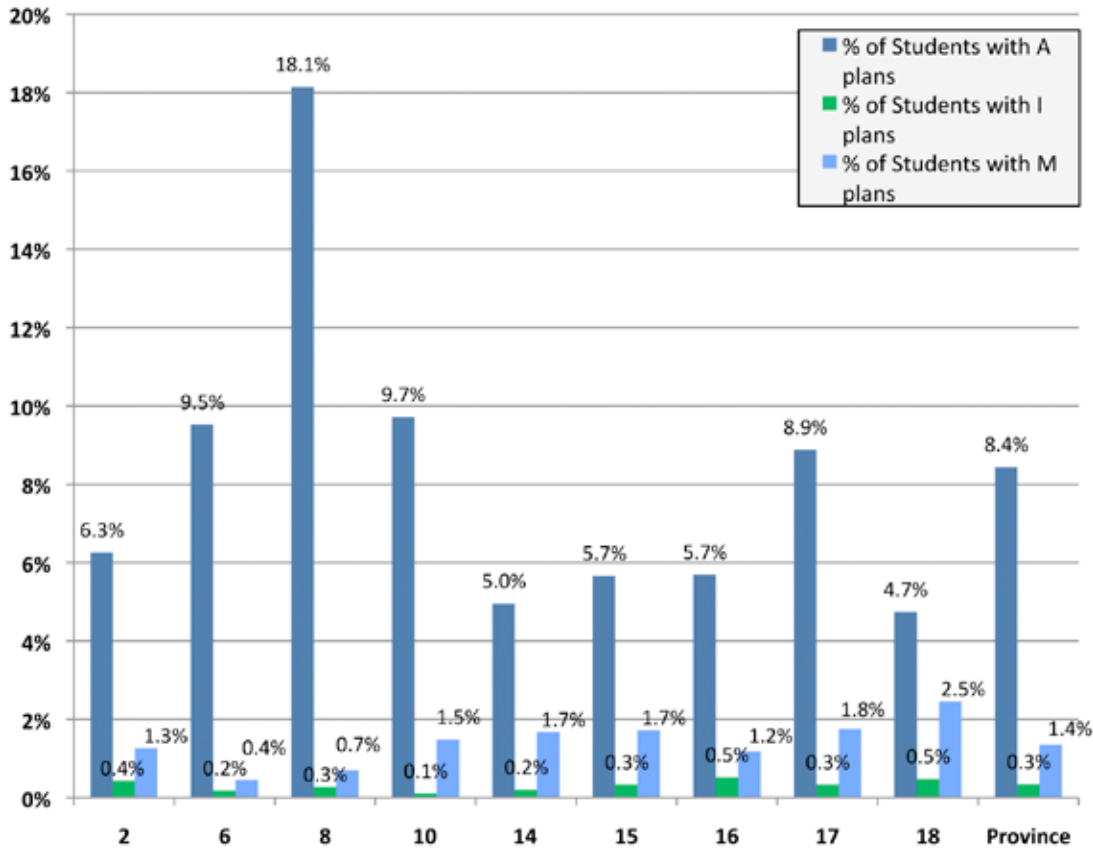
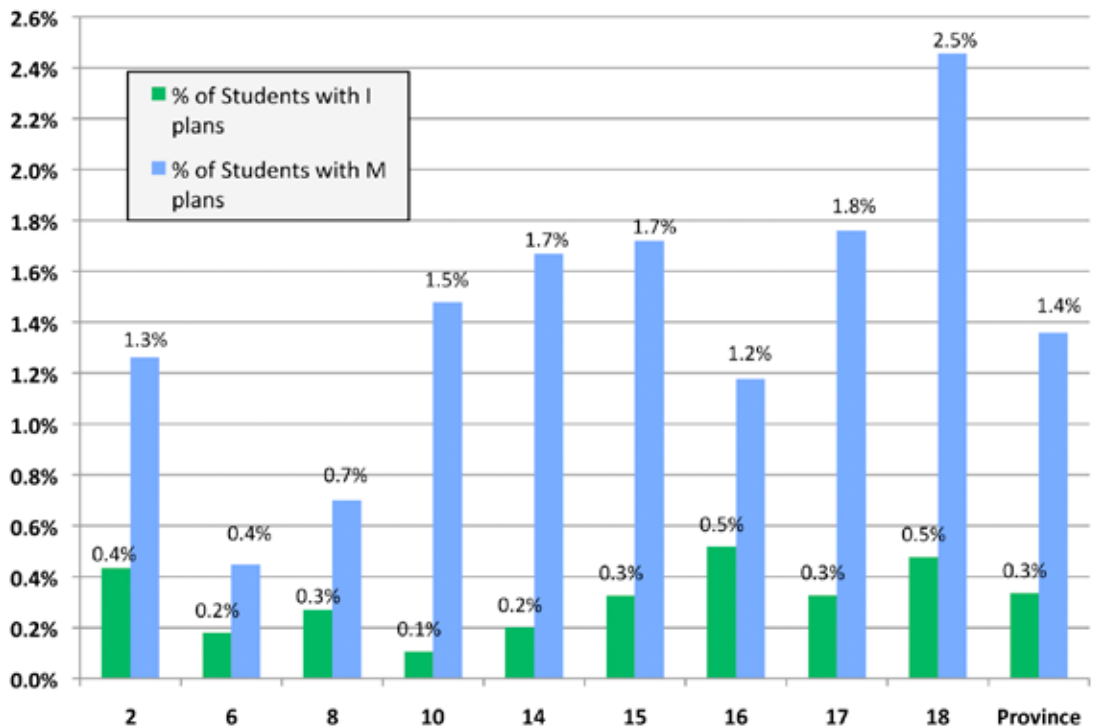


Figure 7:
Percentage of students who have individualized and modified special education plans, by school district



The issue of transition planning for students who follow special education plans was brought up as a concern in this discussion as well, referenced with respect to “Structures for Collaboration.” District teams felt very strongly that there is an urgent need to improve on this process. Some district representatives indicated that schools are finding some level of success through having a teacher identified as a transition co-ordinator to support with the development of a transition plan for all students on special education plans beginning in Grade 8. This professional’s role is to support the student, family and teachers in developing an intentional transition plan for each student and also to serve as contact with potential community support networks. A small number of district teams reported that they are regularly using the Planning Alternative Tomorrows with Hope framework to facilitate transition planning for students who would benefit from such planning; most districts, however, are not frequently using this process to support transitions. Similarly, it was uncommon for districts to report making use of the transition document developed by the department.

The overall result of the lack of successful transition planning is that many students are remaining in their community schools for at least one, and as many as three years beyond the time that they would otherwise complete high school. Districts indicated that there has been a recent move by the department to raise the level of concern about transition planning through a new requirement that the special education plan for any Grade 8 student must now specifically indicate that a transition plan has been developed.

School perspective

In general, the feedback from schools and parents with respect to special education plans related to common areas of concern and / or frustration. The first concern shared by most educational staff, and also by some parents, was the fear that removing the accommodation strategies that are now considered to be “universal accommodations” will result in students not having their needs met. It was expressed by many administrators, resource and methods teachers, classroom teachers and parents that they fear that students will fall through the cracks and the accountability for implementing the strategies and interventions that some students require will be lost by removing these accommodations from the special education plans. Although a small number of teachers expressed that the idea of reducing the number of special education plans by engaging in good teaching practices should be a positive step, the fear remained that without explicit identification of these accommodations on the student’s legally binding plan, the accommodations may not be provided to the student who requires them to have his or her learning needs met.

A second area of concern with respect to special education plans was related to the user-friendliness of the document and to its ongoing management. Most school personnel indicated that it is the resource and methods teacher, rather than the classroom teacher, who takes primary responsibility for all of the special education plans, requiring a great deal of that professional’s time and lessening the responsibility of the classroom teacher for all students. Staff said that the special education plan is too complex, time-consuming and labour-intensive to be truly useful, and one teacher expressed frustration that, as a classroom teacher, she was unable to view the comments that had been made on the student’s plan by the previous year’s teacher, as she considered these anecdotal statements about a student’s progress to be essential information. In many high schools, many teachers had not even seen the special education plans of their students.

The issue of collaboration in relation to special education plans was raised by school personnel and by parents. Both groups indicated that there is not enough collaboration and communication in developing the plan for each student. In many cases, there was little evidence of strong mechanisms of collaborative planning of special education plans among staff, and it was not uncommon for parents to report that their child’s plan was sent home by the school to be signed with absolutely no discussion with or communication from anyone at the school. One parent made reference to the fact that her child was on a modified plan for Mathematics, yet still received a grade of D while having met the outcomes of the special education plan. Although most school personnel and parents agreed that special education plan should be developed with input from parents, staff and students (if appropriate) and reviewed regularly, it was expressed that, in many situations, this was not the case. Indeed, we spoke with a group of middle school students who were not aware they were even had a special education plan.

Stakeholder perspective

In sharing their experiences with special education plans, stakeholder groups reported that there is substantial variation in the plans they have seen, ranging from “useful to meaningless.” They indicated that, in some cases, there appears to be little connection between the plan and what the student is doing, and in other situations it seems that the goals and outcomes have been copied and pasted from one plan to another. A further concern was that some student’s plans have reflected the same goals and outcomes year after year with no indication that any have been assessed, revised or adjusted. There appears to be little accountability for the implementation of the plan or for evaluating its effectiveness, and there is concern that some students are following plans who may not need them if classroom practices and pedagogy were adjusted.

Stakeholders indicated that collaboration relating to special education plan development is a critical element that is often missing. Situations in which parents had no input into, or knowledge of, their children’s special education plan’s goals and outcomes were shared. Many of the professionals and support service providers involved in the consultation process indicated that they had expressed a desire to collaborate with the school team in the development of special education plan goals and outcomes for students with whom they worked, but that they were not invited to do so. The overall message was that if the special education plan is truly guiding the student’s educational plan and program, all professionals and paraprofessionals who support that student, along with parents / guardians, and the student himself or herself, to the extent that he or she is able, should be involved .

2.9 Positive Learning Environment

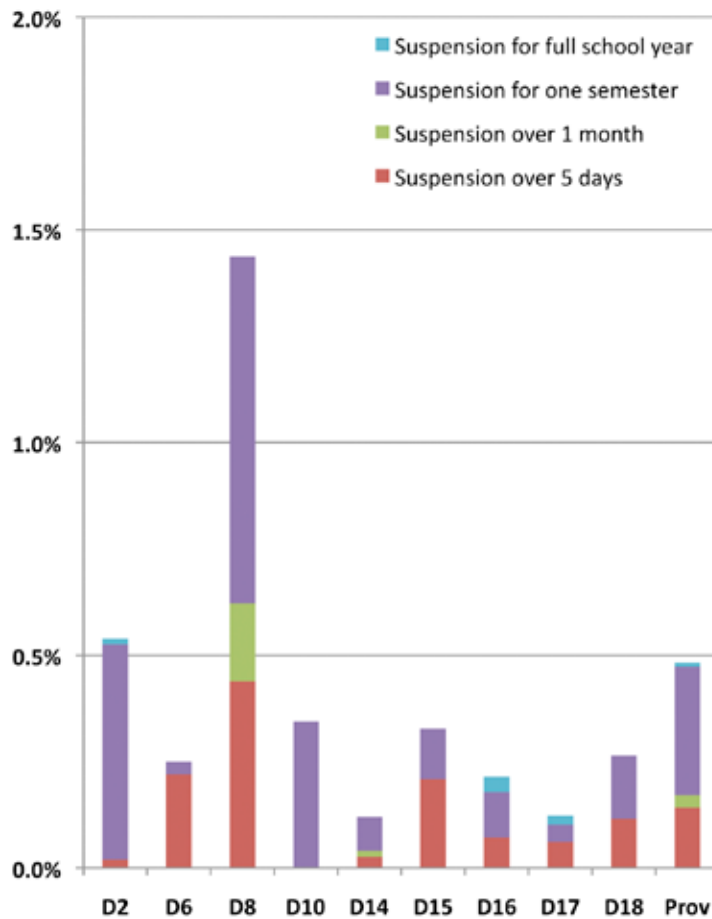
District perspective

All district teams said that one of the most significant challenges to all aspects of education, including to the implementation of inclusion, is behaviour. It was felt that extremely challenging behaviours cause teachers to question the philosophy of inclusion and weaken the commitment to inclusion; students who present these types of behaviours demand a great deal of time and energy from the teacher and detract from the teacher’s ability to address the learning needs of the other students. Teachers are willing and feel able to take primary responsibility for students who have physical and cognitive difficulties that are readily apparent, but when a student’s challenges manifest themselves in disruptive, violent and / or aggressive behaviour, most teachers are at a loss as to how to serve that student. Further, in many cases, school-based and district-based student services staff struggle to address the needs of that student in a meaningful and comprehensive way.

With respect to a formalized plan for dealing with behaviours, the issue of the individual behaviour support plan was raised in many districts, along with the need for further clarification and direction from the department on the format that such plans should take. Some districts reported that they are using the provincial draft individual behaviour support plan document, but that they have not found this document to be user-friendly or effective. Other districts are using a combination of the individual behaviour support plan draft along with less extensive one-page behaviour support plans for some less severe behavioural issues. It was felt that the entire issue of behaviour supports and behaviour plans requires direction from the provincial level and that training on the agreed-upon framework should be provided for all staff.

A related issue raised was whose responsibility it is within a school to deal with behavioural issues. This seems to be handled differently from one district to another. It is agreed that the vice-principal is responsible for issues related to discipline within the majority of schools; however, if it is deemed that a student requires a behaviour plan to address mental-health or behavioural issues and to teach appropriate skills and replacement behaviours, responsibilities associated with such a plan may fall to a psychologist, to a guidance counsellor or to another staff member, depending on the district and the school. Many district teams indicated that educational assistants are increasingly being allocated to help deal with students whose primary difficulty is behavioural. There is no identified professional whose role specifically includes case management for behavioural issues and for behaviour plans; all district teams agreed that it is necessary to have additional direction with respect to this role and the associated responsibilities.

Figure 8:
Percentage of students suspended, by time and school district



School perspective

The most common frustration expressed was related to behavioural challenges and trying to meet the needs of students while being disrupted and distracted by behaviour issues. In some schools, it appeared that groups of students had a great deal of control, while some teachers expressed feelings of powerlessness and frustration; in general, teachers were more concerned with managing student behaviour than with differentiating instruction. One teacher said that she simply does not know what to do about all of the behaviours in her classroom. She acknowledged that, on some days, the educational assistant who works in her classroom does not get a plan to follow because the educational assistant and the classroom teacher spend most of their time in “crowd control.” Some teachers said that they do not feel supported by administration with respect to student behaviour. In one school, teachers indicated that the administrators believe that they should be called upon to deal with behaviours only as a last resort; yet the teachers said that they are “crying for help” and often end up just “letting the students off” with the behaviours because they are overwhelmed. Teachers reported that they would welcome any solution that would help to address some of the behaviour issues taking a great deal of their time and energy.

In other schools, the behaviour issues were reported to be equally prevalent, but when students present aggressive or violent behaviours, they are sent to an alternative education site, whether within the school or external to it. Some schools had in-school suspension rooms or Positive Learning Environment Policy rooms, where students may be sent for extended periods due to challenging behaviours. In some of these rooms, the work was provided by the student’s classroom teacher; in other cases, the behaviour support worker in the room prepared the work for all of the students who were there. Some staff members recognized that this was a short-term solution, but given the challenges presented by the behaviours, they felt it was the only viable solution at the time. In many of these schools, there was little evidence of an intentional and proactive plan to deal with behaviours, and many staff members did not appear to have an understanding of positive behaviour

interventions and supports or other comprehensive approaches to addressing behaviours. In some schools, there was no staff member who was specifically responsible for dealing with behaviours, although some staff said that they would be very pleased if their schools would develop behaviour committees and if administrators and other school staff could find common ground and establish a consistent plan with respect to addressing behaviours within the school.

Stakeholder perspective

Behaviour was recognized as a significant issue by stakeholder groups. Many cited examples of students presenting aggressive or violent behaviour outbursts, often leading to suspension or relocation to an alternative education site or Positive Learning Environment room. In some cases, stakeholders explained, behaviour outbursts in classrooms may be the result of a student's inability to communicate or to socialize, and the ensuing frustration at not being able to get their needs met or to interact with peers or adults. In other cases, behavioural difficulties may be rooted in mental-health difficulties that require intervention by a skilled practitioner, but such services are not readily available.

It was suggested that many teachers feel they do not have the necessary training and / or skills to deal with the level of behaviour that they are encountering. There were reports of teachers who have chosen to leave the profession because of ongoing behaviour issues in their classrooms. Some groups indicated that there are significant discrepancies in the way student behaviour is handled from one school and district to another, and that actions to deal with behaviours include the use of time-out rooms, use of physical restraints, removing entire classes to another location, and in-school or out-of-school suspensions. The latest collective agreement with the Canadian Union of Public Employees, Local 2745, was also part of this discussion, as an article within that agreement references zero tolerance for violence in the workplace. Many groups indicated that educational assistants are often working with students who present the most significant behavioural challenges.

2.10 High schools

District perspective

In discussion with district teams, there was a recurring theme that high schools present unique issues and challenges with respect to inclusion. A small number of district teams reported that they are starting to see evidence that some high schools are making progress with respect to understanding differentiation of instruction and that an increased acceptance of students with significant challenges has been pushed as a result of the Complex Case protocol in some high schools. That said, one issue that emerged across a number of districts was that, by the very nature of course selection and scheduling, high schools are less likely to be inclusive than are elementary and middle schools. At the high school level, there are courses, such as Science and Mathematics, that tend to be filled with students who are university-bound, and there are other courses that tend to reflect a more diverse class composition. In addition, some high schools are less likely than others to include students with exceptionalities in co-operative education programs, arguing that the level of staffing that would allow the student to be successful on a job site is simply not available. Districts reported that instances of students spending 50 per cent to 80 per cent of the instructional day outside of the regular classroom are much more common at the high school level than at other grade levels, and that high schools pose the most significant challenge when it comes to classroom teachers taking ownership for all students.

District teams overall felt that there needs to be a focus on changing teaching practices at the high school level, with a comprehensive strategy to build teacher skill and knowledge with respect to inclusion. It was suggested that high school teachers are not generally receptive to coaching and mentoring by resource and methods teachers, particularly where these resource and methods teachers are young and are seen as less experienced and less well-respected than the classroom teacher, who may have been teaching the same course for many years. It is possible to find high school teachers who have only taught level 1 and level 2 courses, and who, therefore, may never have had occasion to work with students who experience significant academic difficulties. The result is the existence of a group of high school teachers who have had very little direct experience with differentiation of instruction and with inclusive education.

Behaviour challenges tend to be more of an issue at the high school level as well, as reflected by data on suspensions for violent and aggressive behaviour shared by district teams. Behaviours that would be manageable in younger children

become much less so at the high school level, where students are significantly larger and stronger. There were also reports of much higher levels of threatening and intimidating behaviour as well as addiction complications on the part of high school students than from students at other levels, which tended to result in students being excluded from school, sometimes for extended periods.

The challenges associated with poor or non-existent transition plans were reported to be most evident at the high school level; a significant number of students with exceptionalities in most districts remains in high school for at least one additional year. As previously indicated by district representatives, this speaks to the need for greater collaboration among agencies and departments who support these young adults. It also speaks to the need to develop detailed and comprehensive transition plans for students before they enter high school. This would cause teachers and support staff to provide students with the opportunities and experiences that would move them along a path, with intentionality and focus, toward the completion of high school and the transition to the larger community.

School perspective

Transitions associated with high school were cited as a concern by many parents and school-based educational staff. Challenges were shared with respect to the transition into high school as well as the transition to community and / or post-secondary options upon completion of high school. Although many schools indicated that they have developed transition plans to support students and provided parents with information and school visitations, many parents continue to feel disconnected with high schools. One parent said that she had been involved in an initial transition meeting for her student just prior to the transition to high school, but that there has been no communication with the school since then. The review team experienced situations in which significant portions of the Grade 9 student population encountered feelings of disconnect in the high school community. Their efforts are hampered by class scheduling and the location of classrooms.

The transition of students out of high school emerged as a significant concern and an area of challenge. School teams reported that it is common for students with exceptionalities to remain in school for an additional year or two because the options for transition to the community are very limited. Staff members cited the economy, lack of work placements and lack of community partnerships as barriers to more successful transition planning for students. In some schools, it appeared to be an assumption that students with high needs would move on to sheltered workshops or so-called adult day care within their respective communities when they were old enough to be eligible for that service. A few schools were providing co-operative education opportunities for all students, including those who required support from an educational assistant at a workplace, and detailed and intentional transition plans appeared to be a priority. In many other schools, this was not seen to be the case.

Inclusive practices in general seemed to pose more of a challenge in most high schools, as evidenced by observations of higher incidences of homogeneous classes and reports from teachers that they feel it is much more difficult to differentiate instruction at the high school level. Some teachers indicated that it is generally easier to modify programs and subject areas at grades 9 and 10, but that courses at the grades 11 and 12 levels are much more specific and content-focused, making them more challenging to adjust to a level that would be appropriate for all learners. Some teachers questioned the rationale for placing students with very high needs in high school courses such as Chemistry, Physics and French.

An additional concern about differentiating programs at the high school level related to the fact that many English subject teachers at this level do not have training or experience in teaching basic reading and literacy skills, yet many students in high school still require work on those basic skills. Consequently, it was felt that a plan is needed to move basic reading and literacy training into the high school, along with the resources and materials that will support learners with those basic skills. Some high school staff said that they feel the spectrum of needs is too large to have all students in heterogeneous classes at the high school level and that grouping of some kind is necessary. Discussions with some parents revealed that inclusive practices are highly successful in some high schools. One parent indicated that in the district and community where her child is a student, parents have some choice as to which high school their students attend, and that she chose the high school where her child is placed because it has a reputation for strong inclusive practices. Other parents said that their children were not in regular classrooms with their peers throughout middle school, but that since entering their respective high schools, they spend most of their time in classrooms with their peers. In these cases, parents were very pleased with their children's programs and with their progress, viewing the school's belief in inclusion of all students as a huge strength.

Stakeholder perspective

Stakeholders and service providers identified differences in programs and services to students and in the level of inclusion between the elementary, middle and high school levels. Some indicated that, in their experience, elementary schools tend to be most successful at meeting the needs of all students, but that as students get older and the focus on academic content increases, students experience more problems. This is particularly true at the high school level, where courses become more content-specific. One individual reported that there was an increase in segregation of students from the elementary to the middle level, and an even greater increase at the high school level. It was also suggested that with levelled courses in high schools comes a difference in methodology; there is more active learning in level 3 courses and less in level 2 and level 1 courses. There was also a perception that as students move into high school, the supports that were traditionally available to them at the elementary and middle levels are no longer available. There was some indication that part of this issue may relate to students becoming more independent at the middle and high school levels and being less receptive to assistance.

2.11 Alternative education

District perspective

A consistent element across districts was that some form of alternative education framework for students deemed unable to receive their special educational plans within a school setting for any one of a variety of reasons. What was much less consistent is exactly what that alternative education framework looks like. One district team explained that alternative education is available to students beginning in Grade 5, based on referral by the school to the district. Alternative education for those students whose referrals are approved takes place at an alternative site in which they are organized into small classes, based generally on grade level, with about 10 students per class. Staff may include certified teachers, educational assistants and student / behaviour intervention workers, as deemed appropriate, to address the needs of the students. The goal is to have the students transition back into their community schools; however, it was shared that this is often less successful with high school level students than with younger students. In many cases, high school students choose to pursue an adult high school diploma rather than take all of the courses required for graduation.

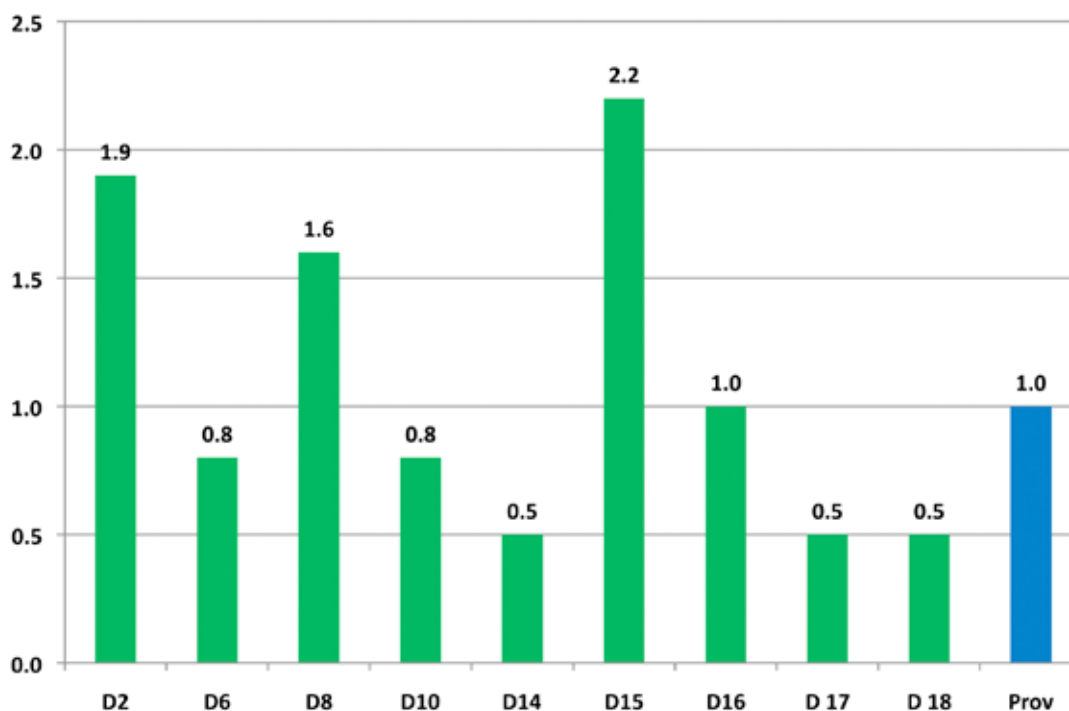
Another district reported having two stand-alone alternative education sites, each of which serves students from a particular region, along with an additional site housed within a school. Each site is staffed with two to three certified teachers along with an intervention worker, and one of the stand-alone sites also has a school administrator based there. As referenced in the previous scenario, the goal is to have the students transition back into their community schools; however, the district team reported that many students tend to experience increased success at the alternative site and would prefer to stay there rather than making the transition back to school. The community schools are often resistant to bringing the students back, which further complicates and sometimes undermines the transition. District representatives indicated that about seven of 10 students, on average, are able to transition back to their community schools and to experience continued success in that setting.

In another scenario, one district reported having a number of alternative education sites for high school students, but it also provides four support sites for K-8 students as well as three intervention centres for elementary students, where the curriculum includes what the district team referred to as a life skills course. Many of the students who attend these sites are there as a result of parental requests, and the district team indicated that parents feel that their children are well-included in this environment, where they were excluded in their community school environments. The intervention centres for elementary students follow a different format and serve a slightly different purpose. These are meant to be short-term interventions, for about three months for each child; however a small number of children attend for longer periods. Identified children are bused to the intervention centres from their community schools accompanied by the educational assistants who support them at school. They attend the intervention centres for a two-hour block to receive intensive interventions by a trained teacher, and they then return to their community schools for the remainder of the day, where the educational assistant continues to reinforce the skills worked on at the intervention centre.

Most other districts reported the existence of either on-site (in a school) or off-site alternative education settings within the district, and some have more than one of each type. Only one district reported having no alternative education sites; however in this district, alternative education programs are made available to students through tutoring plans that happen

within the student’s home or in another location agreed upon by the school and the family. In this scenario, if a school feels that a student is not able to receive his or her educational program in the school for a period, the school makes a referral and a proposal to the district for an alternative education program. If the proposal is accepted, the district provides funding for a tutor to go to the student’s home, or to another agreed-upon location, to support the student in participating in the special educational plan. It is the responsibility of the school to develop the educational plan and to identify a tutor. This plan includes a return to school date which is reviewed regularly and may be revised.

Figure 9:
Percentage of students in alternative education program, by school district



Some district teams felt that their districts had successful programs to provide alternative education opportunities for students who cannot be in school for periods for a variety of reasons including, but not limited to, suspension from school, mental-health issues, parental request and attendance issues. Some districts reported that they are continuing to seek improvements to the current system. In most cases, however, district teams agreed that there is a great deal of inconsistency in how alternative education programs are implemented, and indeed, even in the philosophy of and rationale for alternative education itself. In most cases, it was believed that provincial guidelines should be developed to support districts in ongoing efforts to provide options for those students who require such approaches.

School perspective

After visiting the schools and a variety of alternative education sites, and also speaking with teachers and students about alternative education in all districts, the review team discovered that alternative education scenarios are as varied as the districts and schools themselves. In some situations, students attend the alternative site for years as the school from which they graduate. Some of the alternative education arrangements involved self-contained classrooms within a school, while others consisted of buildings separate from schools. In still other districts, what was referred to as alternative education was not in the form of a class or group of students but involved one-to-one tutoring support in a location away from the school. There were also alternative education sites specifically for First Nations students in some districts. In each case, the rationale for the student or students to be placed in such a situation varied from student to student, and may have been due to behaviour, medical needs, attendance, complex case designation, and so on. In most cases, teachers or support staff connected with the alternative sites reported that the intention was to have the students return to their community schools and regular classrooms at some point, but the duration of the alternative education placement was uncertain and the transition criteria unclear; in other cases, there was no plan to have students transition to their community schools, as

many of these students had been out of their schools for several years. The length of the instructional day in the alternative education centres varied from centre to centre and even from student to student; some students attended for full days, while others attended for half-days or in some cases as little as two hours per day.

Most of the teachers interviewed supported the need for alternative education sites for some students, and there were many reports, by teachers of students who had not been successful in their community schools experiencing higher levels of success in the alternative education setting. One teacher in an alternative site explained that the alternative education model was more beneficial for some students than others because the focus could be placed on emotional and behavioural interventions with three staff members assigned to support a small number of students. In another alternative site, the teacher firmly supported the alternative education concept, indicating that there needed to be a place for challenging students to go where they were not taking all of the teacher's time in a regular classroom; this teacher indicated that perhaps less inclusion would be better than more.

However, the perspectives of some of the students in alternative education settings stood in sharp contrast to those of some of the teachers. One boy indicated that he did not know why he had been assigned to the alternative education site, stating that he was called from his classroom to the school office one day and was told that he was going to be sent to the alternative site. He said that if he had a choice, he would prefer to stay in his regular school. Another boy spends half of his school day in his community school and then goes to the alternative site for the remainder of the day; he has been spending time at the alternative site for at least half of the school year, but his teacher indicated that he has not demonstrated much academic growth at this point. There were also situations in which students with very complex needs were in their workrooms working one-to-one with adults, and there were some questions about the level of effectiveness and oversight of the program, the mechanism for assessment and review and, in some cases, questionable methods of restraint were discussed.

Not all staff members who were interviewed were supportive of the philosophy of alternative education sites, or at least not in their present form. In one situation, for example, a teacher spoke of alternative sites being less effective than they might be because they were completely disconnected from the school. This teacher felt that an alternative education setting within the school may be helpful for some students for periods, but that being completely removed from the school was not an effective model. In another district, school personnel explained that there is a part-time alternative site external to the school, but they felt that if they were able to have a full-time behaviour interventionist in the school, they would not need to send students to an alternative site. In another example, a school made it a priority to change the focus and function of the alternative education program, and doing so has transformed that service into a Leadership program, still staffed with one full-time teacher, but focusing on building strengths and skills and serving all students. The staff made a conscious and collective decision to shift the paradigm within the school, and they were proud to share the success of this initiative. In one school, a frustrated administrator spoke of losing a full-time teacher to an alternative education site, which they do not even use as part of a district directive. They prefer to work with their students on their campus.

Stakeholder perspective

During the consultation process, stakeholder groups reported being familiar with a number of situations in which students had been removed from school, either to an alternative education site or suspended due to behavioural issues. These students are typically among the most difficult to include, and some end up being sent home without any services. Some of the professionals involved in the consultations indicated that about a dozen of their recent clients had been suspended from school, and several of the students they support are only in school for a few hours each day. It was also shared that it is very difficult to transition these students back to school and successful transitions are not common.

Some of the students removed from their schools are assigned to alternative education sites, and these placements are quite successful for some students. Stakeholders reported that the staff in alternative education sites tend to build connections with the students and engage the students in learning activities that are more conducive to their learning styles. In some cases, staff in the alternative education sites also have specific training and knowledge about mental-health difficulties and behavioural challenges, leading to more effective approaches to working with these students. However, some stakeholders suggested that if school personnel received the training and professional development necessary to implement strategies and interventions that would address the needs of all students in the school setting, there may be less need for alternative education sites over time. There is also a lost group of students sent home from schools but receive no education whatsoever. There is little information about them.

2.12 Mediation / conflict resolution process

District perspective

Most district teams reported that one or more staff at the district level has been involved with the Office of the Child and Youth Advocate on at least one occasion during the year as the result of a parent making a complaint against a school and / or against the district on behalf of his or her child. Some districts have experienced a number of these cases, with results ranging from positive resolutions for all involved to extremely adversarial situations. Districts indicated that a mechanism is not in place for an interim phase of mediation or conflict resolution between the point where a parent makes a complaint to the school or district and is not satisfied by the response, and to the point where the complaint goes to the Office of the Child and Youth Advocate. The district teams suggested there should be more training in mediation and conflict resolution for school and district administrators. This may facilitate successful resolution of more complaints and issues at that level. It was also suggested that an additional level of mediation and conflict resolution should exist at the department level to deal with some of these challenges.

School perspective

Although the issue of the need for enhanced avenues for mediation and conflict resolution was not voiced explicitly by most school personnel, parents or students, there were issues raised whereby, if such avenues were in place, they would very likely provide a mechanism for addressing some of the concerns and frustrations voiced. Some parents said that they did not feel the school heard their concerns or took their concerns seriously, as was shared by: the parent who indicated that the school would not implement the interventions recommended by medical and rehabilitation professionals for her child with significant needs; and, by the parents who said that they had to “learn the system” and “advocate constantly” to have their children’s needs addressed. Increased training for school personnel about conflict resolution may also be beneficial in those schools where teachers said that they do not feel supported by administration and are “crying for help” because of the behavioural challenges they face. In those situations where students are being assigned to alternative education settings without the student or parent having a full understanding of the rationale or wishing to dispute the decision, additional avenues for mediation and conflict resolution could only be beneficial to all parties involved, even if the outcome remained the same. Any process or policy that would increase communication and collaboration among school personnel and between staff, parents and students should, by its very nature, have a positive impact on the system as a whole.

Stakeholder perspective

The Office of the Child and Youth Advocate holds most of the responsibility for issues involving disputes between families and schools or districts. With a recent increase in information being communicated to the public about the office and its role, there was a concern from representatives that there may be an increase in demand for this service. There was an indication that some districts have mediation processes in place, while others do not, and in most cases, parents do not know where to go for help or how to start the process of having a dispute resolved. Stakeholders suggested that there should be a process in place whereby mediation and conflict resolution can happen at the district level, and also at the provincial level if necessary, and trained mediators across the province could be made available to hear these disputes, prior to the issue arriving at the Office of the Child and Youth Advocate. Regardless of the process, stakeholders agreed that ongoing communication between schools, districts and families is key and that maintaining and mending relationships is crucial.

3. Concluding comment

The 12 themes discussed above address issues critical to strengthening and enhancing inclusive education in New Brunswick. The discussion and insights from the hundreds of people concerned about our children and youth helped us identify these themes, and they will provide the framework for the action plan set out in Part III of this report.

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Acknowledgements

First, we wish to thank Education and Early Childhood Development Minister Jody Carr for the opportunity he has given us to work on such an important project. Twenty-five years ago, New Brunswick pioneered its first steps toward inclusive education, and today, the Government of New Brunswick wishes to reinforce its commitment to this significant undertaking. More precisely, the minister of Education and Early Childhood Development wishes to draw an action plan which would help guide school leaders, parents and teachers toward the appropriate steps needed to enable every child to be fully included in New Brunswick schools.

We also wish to thank deputy ministers Roger Doucet and Wendy McLeod-MacKnight as well as other department officials for their commitment and encouragement. In particular, we wish to thank:

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We wish to thank greatly Jacqueline Boudreau, who has been a part of this process since Day One. Her on-going dedication to this project and her deep concern for all children who deserve a better chance in school made her an excellent team member. We will forever be grateful to her.

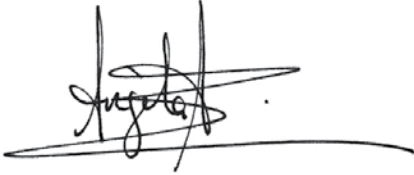
We wish to thank everyone who made this study possible by setting aside time for us. More specifically, we wish to mention:

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- members of the inclusive education review process who collected and analyzed the data to make the recommendations that follow to the minister, specifically Rose-Marie Curry, Mireille Leblanc and Christine Poirier.

A very special thank you to all of you!

Merci!

A handwritten signature in black ink, appearing to read "Angèle AuCoin", with a long horizontal flourish underneath.

Angèle AuCoin, Ph.D.

Background

In December 2010, Education and Early Childhood Development Minister Jody Carr requested that a plan be developed to analyze current challenges in inclusive education and to improve the quality of student services in New Brunswick. While recognizing that some progress has been made in inclusive education in this province since the release of the MacKay Report (2006), we feel it is important to note that one of the priorities of the Alward government is to make further strides in this area.

A review process, under the direction of Gordon L. Porter, was put in place. Two work teams were then formed – an anglophone team led by Porter and a francophone team led by Angèle AuCoin. (See Appendix 3a and Appendix 3b.) Resource persons responsible for communications were appointed in the anglophone and francophone sectors of the department to help those in charge of the study. The mandate of the review process was to profile each school district, taking into account progress made during the past five years and identifying hurdles to be overcome. More specifically, the two work teams were to identify specific actions that would enable students and teaching staff to have a positive experience with inclusive education.

To launch the process, Guy Léveillé, then-assistant deputy minister of education and early childhood development, sent each superintendent memo outlining the minister's intentions regarding the study on inclusive education. A number of meetings were held between January and July 2011. Those sessions with department staff, districts, and the school, as well as with students, parents, and societal partners, helped to clarify the situation of francophone schools. This document presents the methodology used, an analysis of the data collected, and the resulting recommendations for the francophone sector of the department.

Part I:

Update on MacKay Report

In 2004, the Department of Education commissioned Wayne MacKay to conduct a study describing the situation with respect to New Brunswick's schools, and more specifically, inclusive education practices. His study was a key component of the 10-year education plan titled *Quality Learning Agenda*. About 18 months later, in May 2006, following 35 consultations involving more than 700 participants, the report *Connecting Care and Challenge: Tapping our Human Potential* was tabled. The report, based on the participants' feedback, contains 95 recommendations and timelines, most of which are grouped together under eight themes.

Implementing inclusive practices in a school system is, of course, a complex and continually evolving process. Department officials have therefore been referring to the MacKay Report and recommendations since May 2006 to create a more inclusive learning environment for all students in New Brunswick.

In the following, we will examine the actions taken by the francophone sector of the Department of Education and Early Childhood Development with regard to inclusive education. These actions are grouped together under the following eight major themes from the above report:

- Student Services;
- Learning environment – systemic change;
- Responding to student needs;
- Early intervention and transition from pre-school to elementary school;
- Ongoing collaboration and communication;
- Definition of inclusive education;
- Accountability; and
- Definition of staff roles, training and evaluation.

Student services

The recommendations pertaining to this theme are concerned with the following actions: identifying reasonable accommodations for exceptional pupils; establishing standards for the number of staff engaged in the provision of services to exceptional pupils; and testing the Integrated Service Delivery Framework. Furthermore, most of the recommendations focus on different ways to support exceptional pupils.

A model for collaboration between the departments of Education and Early Childhood Development, Health, Social Development and Public Safety was developed for Integrated Service Delivery, and it is currently being tested in one anglophone and one francophone school district (District 9). Despite the many challenges in meeting the ratios and standards proposed in the report concerning the number of professionals engaged in the provision of services to exceptional pupils, the francophone districts are satisfying these requirements for resource teachers in elementary schools. In 2001, the department of Education agreed to add full-time teachers, thereby achieving the ratios proposed in the MacKay Report. In addition, in 2008–09, the francophone sector of the department, in partnership with the private sector, offered school psychology services to reduce the wait time for consultations.

Lastly, achieving the professional staff ratios proposed in the MacKay Report continues to be a challenge in view of the many constraints: budgets, professional training unavailable in French, and the difficulties inherent in recruiting francophone professionals in rural and anglophone areas.

Learning environment – systemic change

The recommendations concerning this theme pertain to, among other things, classroom composition, vocational training, immersion, inclusive curricula, transition from secondary to post-secondary education, school facilities and transportation, and behaviour management.

In 2007, the francophone sector, in partnership with the Collège communautaire du Nouveau-Brunswick, developed the innovative program titled *Compétences essentielles au secondaire* (essential skills in high school) to help certain students make the transition to the labour market and to meet the economic needs of each region in the province. In addition, the department, in co-operation with the New Brunswick Association for Community Living, has made available to resource teachers and guidance counsellors in high school a training program called PATH to facilitate collaboration and transition planning for students with disabilities to help them access post-secondary studies and the labour market, and to develop the skills needed to live independently in society.

Responding to student needs

The recommendations concerning this theme pertain to, among other things, communication, disabilities, learning disabilities, gifted and talented students, autism, assessments and assistive technologies.

Since 2006, resource teachers and educational assistants have had the opportunity to take part in the Autism Intervention Training Program offered by the University of New Brunswick's College of Extended Learning. Moreover, 24 per cent of the resource teachers and 24 per cent of the educational assistants in the francophone sector have received this training. Furthermore, the department continues to offer financial assistance for resource teachers to further their education and obtain their BCBA certification. However, it has not received any applications for this training, which is offered in English only. In 2011, the Early Childhood sector and the francophone and anglophone sectors began working together to offer autism intervention training and to facilitate the transition from pre-school to elementary school.

Assistive technologies for students with disabilities, learning disabilities or learning difficulties have also been available since 2006. In addition, the francophone sector has supplied iPads to students with verbal communication difficulties and has provided more than 800 laptops for students with various challenges. The department has bought predictive word software licences for all students and teachers in the francophone school system.

In addition, in 2006, the department, in partnership with the New Brunswick Association for Community Living, held a conference on inclusive education to enable the participants from the anglophone and francophone districts to discuss and share their best practices in inclusive education.

In 2008, implementation of a provincial strategy for students with specific reading disabilities resulted in the addition of 35 resource teachers trained in teaching remedial reading, the operational review of special education plans, the development of a plan to enhance the quality of these plans and to measure learning, and the provision of training to all resource teachers in francophone schools. With regard to the strategy for gifted and talented students, a report was submitted by a consultant and work to set up a development committee was begun. However, in 2009, the francophone sector still did not have its special education plans in electronic format, given issues with the development of the student management system, resulting in significant challenges in gathering data on student services. Although most of the recommendations have been taken into consideration, several strategies are still being developed. Lastly, there is still no communications strategy for inclusive education.

Early intervention and transition from pre-school to elementary school

The recommendations concerning this theme have to do with early intervention and the transition from pre-school to elementary school.

Since 2007, preschoolers have been systematically assessed prior to kindergarten entry to determine if they are at risk of difficulties in school. To work effectively with preschoolers at risk, the department added five school transition counsellors, i.e., one per district. In addition, a kit developed in collaboration with The Learning Partnership to prepare pupils for

kindergarten was distributed to parents. Lastly, the merger of Early Childhood with the department will enable closer collaboration to facilitate the transition from pre-school to elementary school.

Ongoing collaboration and communication

The recommendations in this section of the report are concerned with the development of a communications plan to establish a spirit of openness and positive attitudes toward persons with disabilities. The district education councils and the parent school support committees will play a major role in promoting these values.

With the exception of a few updates by various departments concerning the recommendations in the MacKay Report, little has been done to ensure that societal partners adopt values and make commitments with regard to inclusive education.

Definition of inclusive education

This section of the recommendations contains a preamble that has to be added to the *Education Act* so that it underscores the values and principles of inclusive education. More specifically, the concept of inclusive education has to be defined in the act, and the expression “exceptional pupils” needs to be removed from it.

Since the MacKay Report was tabled, a definition of inclusive education has been developed, and a policy on this definition is being put together. However, the expression “exceptional pupils” is still in the act. (See sections 11 and 12.) Lastly, an evaluation framework coupled with a process for students with learning disabilities or behavioural problems has yet to be established.

Accountability

The recommendations on this theme are concerned with the accountability processes that encourage inclusive and effective practices, i.e., the provincial plan, the district plans and the school improvement plans. One of the proposed strategies recommends identifying those factors that affect school culture and promote the creation of an inclusive learning environment for all students.

Thus, the school evaluation program is a way for schools to profile themselves and identify areas in need of improvement. Armed with education plans that take best practices in inclusive education into account, schools can pull together and implement these practices. Unfortunately, the school evaluation program no longer exists in the francophone sector, making it difficult to implement shared evaluation criteria or standards for inclusive education and to provide guidance to each school district.

Definition of staff roles, training and evaluation

The recommendations in this section are concerned with essential skills for inclusion, professional development, and the roles and responsibilities of school staff.

In 2006, the francophone districts received funding enabling them to provide professional development to all educational assistants and to support both new employees and designated personnel. In 2007, the department provided training in the use of assistive technologies, screening for learning disabilities and life-career counselling for students with disabilities. In addition, the department purchased psychology materials and provided training to school psychologists.

Miscellaneous recommendations

Apart from the items mentioned in the eight themes above, other topics were addressed in the MacKay Report, including the Endowed Chairs in Inclusive Education at post-secondary institutions, the mediation process, access to post-secondary institutions, and evaluation of services such as those offered by the Atlantic Provinces Special Education Authority. However, no specific actions have been taken to address these new items.

Part II:

District consultations

The francophone sector has five school districts:

- District 1, Greater Moncton, Fredericton and Saint John;
- District 3, Edmundston and Grand Falls;
- District 5, Campbellton and Bathurst;
- District 9, Acadian Peninsula; and
- District 11, Richibucto, Bouctouche, Miramichi and Shediac.

1. Methodology

The following data collection methods were used:

- survey;
- semi-structured interviews; and
- document-gathering.

The survey (see Appendix 4d) was sent out to districts on Jan. 6, 2011, with the request that it be completed and returned by Feb. 7, 2011. The survey covered the following items:

- demographic data;
- funding;
- learning environment;
- staffing;
- professional development; and
- intervention strategies.

The department resource person assigned to communications for this study then contacted each francophone district to schedule a meeting between the persons responsible for student services in the district and AuCoin. The meetings with the districts were held between Feb. 24 and April 7, 2011. The superintendents and the directors of education for the five districts attended their respective meetings. Porter was at the first meeting, with District 1. AuCoin was accompanied by one or two assistants, and the department resource person appointed to make the contacts attended all of the meetings.

For each session, AuCoin had prepared questions designed to clarify and discuss specific points related to the information obtained through the survey. The participants' responses were noted down by one of the research assistants. The survey data and the interviews were compiled to establish the profile of each district.

In November 2011, a second meeting was scheduled with each school district. AuCoin met with the learning specialists, Student Services staff, superintendents and directors of education. She presented the themes that results from the data analysis and collected further input in view of the elaboration of the recommendations.

2. General findings

Through our consultations with the staff of the school districts (see Appendix 4b), we were able to identify similarities and differences between the different districts.

Similarities

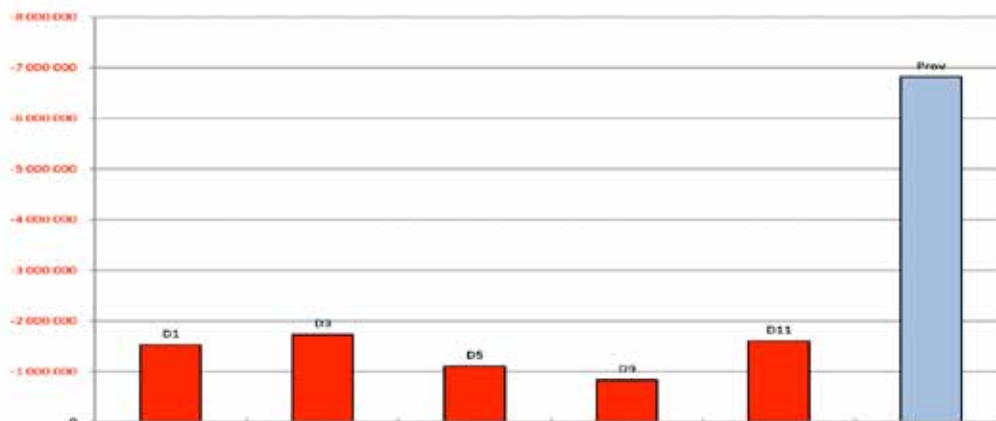
One point made by all districts, albeit to varying degrees, was the **conflict between wanting to provide quality services for all students and having to meet the specific and ever-growing needs of students with exceptionalities**. In other words, the concerns raised had to do with being unable to offer quality services to regular and gifted students because greater attention must be paid to special-needs students. This conflict is evident not only in terms of financial resources but also in terms of services provided in the classroom.

Funding was another issue mentioned by all districts. It should be noted that the schools in these districts face a unique challenge, namely, fulfilling the **dual mission of francophone schools**. One aspect of that mission is to promote pride and preserve French culture and language, or more specifically, to promote identity-building among students and their parents. In addition, as with the anglophone schools, francophone schools strive for excellence in education. They will therefore always have the promotion of French culture and language and excellence in education for each student as a backdrop. The people with whom we met therefore told us that the budget envelope for inclusive education must not reduce the amounts used to develop language and culture or excellence in education in francophone schools.

Funding was a major concern raised time and time again by the people we interviewed. They requested specific budget envelopes so as to be able to address adequately various issues, such as inclusive education (staffing, resources for handling the increased number of diagnoses), excellence in education, and promotion of French culture and language. Figure 1 shows how additional needs have affected allocated budgets.

Professional learning was a concern for district administrators. They would like to see initial training that focuses more on practices and strategies relating to the management of differences and ongoing training that keeps teachers abreast of new trends in education. Since New Brunswick is small compared with the other provinces, administrators were increasingly aware of the importance of being open to ideas from elsewhere. Teaching staff expressed certain fears about sharing that takes place only within provincial boundaries, and they would therefore like to have greater access to what is being done outside the province.

Figure 1:
Variance in budget allocation and expenditures



A final common point was that of **collaboration with outside agencies**. It is often very difficult for schools to enter into long-term working relationships with professionals (e.g., in the fields of psychology or mental health) or to obtain services from various agencies when the need arises. Furthermore, it is sometimes hard to get student records from outside agencies owing to confidentiality requirements. Lastly, all of the regions except Greater Moncton reported finding it difficult to recruit and retain francophone professionals.

Differences

The various meetings shed light on the issue of the **growing enrolment in District 1** at the expense of the other districts. Moreover, enrolment in District 1 continues to increase throughout the school year. Of the new students who arrive, some have learning difficulties, some do not speak French, and some who previously lived in refugee camps have not attended school regularly. The district does not receive any funding for new students who enrol after Sept. 30.

Administrators in the other districts realized that families who decide to leave their district and move to the larger District 1 region do so because of the value-added services, such as medical care and jobs, available in larger centres. For some families that stay in their district, education does not always seem to be a priority, which may explain certain difficulties in working effectively with parents. Also, despite declining enrolment in those districts, schools have to cope with a growing number of behavioural and mental health-issues and learning difficulties. To address this situation, the districts requested **funding based on actual needs, not on enrolment**.

Even though all of the districts would like to improve their students' academic performance, the ways they want to go about doing this differ from region to region. Some districts tend to favour **non-inclusive practices**, including specialized schools, streaming and pathways based on student ability.

Staff in certain districts said they were feeling **overwhelmed** owing to the growing number of diagnoses and complex cases, coupled with insufficient funding.

3. Conclusion

The meetings with district staff enabled us to identify enrolment similarities and differences between the province's regions. All districts were concerned with their students' well-being and academic success. However, there was no universal vision of the concept of inclusive education, which may explain why inclusive education is often seen as another obligation tacked onto the dual mission of francophone schools.

Part III:

School staff, students and parents consultations

This part consists of three sections: methodology, general findings and conclusion.

1. Methodology

The following data collection methods were used:

- document-gathering;
- semi-structured interviews;
- observations in the classroom;
- focus groups; and
- surveys of resource teachers, Literacy teachers and / or Francization teachers.

Documents were gathered by means of an email sent to each principal requesting the following information (see Appendix 5d):

- a copy of the school's improvement plan;
- the school's website address;
- a statement of the school's mission, vision and goals;
- the school's profile;
- the school schedule;
- a list of teaching staff roles;
- the weekly schedule for guidance counsellors and resource teachers;
- the school timetable;
- a few examples of timetables for students with special education plans;
- a few examples of teacher timetables;
- documentation on any initiatives, projects or partnerships supporting inclusion; and
- other useful information for the members responsible for the review process (e.g., intervention pyramid, model for a behaviour intervention plan).

The consultations with the schools' staff and students took place between April 26 and June 3, 2011. Each district gave us the names of four schools, two of which were having success and two of which were having difficulties with inclusive education. One of AuCoin's research assistants scheduled meetings with staff and students at the schools in question. However, one of the meetings could not be held owing to an unexpected circumstance. At the minister's request, two other schools were added to the list. In all, we visited 20 schools and two alternative classes. (See Appendix 5b Appendix and 5h.) During the visits, interviews and focus groups were held with members of the administration, teachers, teaching assistants, and resource teachers, as well as with students (with or without disabilities / learning difficulties). In addition, observations in the classroom were incorporated into the schedule for the day's visit. (See Appendix 5f.)

The meetings with the parents took place in the spring 2011. (See Appendix 6b(i).) Parents were chosen either by the chair of the parent school support committee or by the principal of their child's school. In all, about 20 parents were interviewed, either as a group or individually.

A survey intended for resource, Literacy, and Francization teachers was sent to the schools in October 2011. (See Appendix 9a and Appendix 9c.) The completed documents were forwarded to the department in early November to be analyzed.

The following section presents the main ideas that emerged from the meetings with teaching staff, students, and parents.

2. General findings

The consultations with school staff enabled us to identify the similarities and differences between the schools visited.

Similarities

The first theme that emerged from our consultations with school staff was that of **senior leadership**. In schools where principals are favourably disposed to inclusive education and demonstrate sound management of their staff, the teachers seem to be managing their students' individual differences more effectively. For example, a structure had been put in place to establish efficient professional learning communities, a strategic team worked with the teachers and did follow-up, and the teaching staff had a more positive attitude toward differentiated instruction. Resource teachers felt valued by teaching staff, and the staff had greater confidence in their teaching practices.

Our observations showed that **lecture-style teaching** figures prominently in both elementary and high schools. Indeed, very few teachers demonstrated a mastery of differentiated instruction.

Educational practices (student placement, Student Services, person responsible for the services provided, content and development of special education programs) and the duties of staff members varied significantly, from school to school and from class to class within the same school. As a result, **the roles of the various school staff** (resource teachers, teaching assistants, classroom teachers) with respect to struggling students differed widely.

Differences

With regard to the differences observed, we will note those that exist between elementary schools and high schools. Staff at the elementary level seem to be more receptive to inclusive education than staff at the high school level. A plausible explanation might be the difference in structure between the two levels. In the elementary grades, teachers spend a large part of their day with the same students, building relationships and gaining greater insight into the students' individual strengths, learning styles, and needs. Such is not the case at the high school level. This difference could account for the presence of **streaming** (grouping together students with the same learning difficulties or the same level of intellectual skills).

In all districts, **administrators and staff at some schools reported feeling overwhelmed**. This situation might be attributable to several factors, including inadequate collaboration, lack of leadership and ambiguity surrounding the roles of the different staff members. The increasing number of complex cases and conduct-disordered students take up a large number of human resources. Schools are not always equipped to handle the many requests they receive or to follow up with students.

Consultations with students

The visits to schools and alternative centres gave us a chance to talk with different students. Some of them attended the same schools, in either regular classes or classes for students with special needs, and others, at the high school level, were enrolled in alternative centres.

The students in the regular classes admitted that they did not always know how to approach a student with a disability or a learning or adjustment problem. This was particularly true in schools where students with special needs were segregated from the other students. Despite certain initiatives, a number of students told us that there were few activities that encouraged positive interaction among all of the students at the school. Such initiatives include Christmas or year-end concerts and sports events that may bring all of the students together without necessarily promoting interaction among them since the special-needs students are often grouped together and kept away from the other students.

Some high school students with a disability or learning or adjustment problems told us that they were not able to choose courses that suited their interests. They were streamed for most of the day and engaged in various activities that did not always reflect their interests or topics they considered important. Others said that they preferred gym class or the library because all the students were together at such times.

Lastly, the students with social problems appreciated the alternative educational settings because they felt properly supervised in those settings, which are often outside the school. In these classes, the teacher knows the students well and shows a real interest in each student's success. Also, these students have a flexible timetable that enables them to manage events in their personal lives and their school obligations more effectively.

Consultations with parents

Meetings with parents of children with a disability or a learning or adjustment problem were held in the five francophone districts in the province. All of the parents told us about the challenges their children face both at school, in the community, and at home. They also shared with us their fondest wishes for their children.

In general, parents had a number of concerns. They were sad to see that their children had few real friends. Often this number declines as the children get older. Despite the importance they placed on building healthy interpersonal relationships, they said their children often felt isolated and apart from the others. At some schools, their children had few opportunities to engage in educational or social activities with the other children. Lastly, parents were aware that inclusive practices vary considerably from school to school, and even from class to class in the same school.

Furthermore, a number of parents were not familiar with the resources and services available for their children. They did not know what to do or even where to go when they wound up in a difficult situation. This was true at both the community and the school levels, and in certain cases, it can be very difficult for parents to gain access to all of the individuals who work with their children. Even though some parents make use of private external services to help their children, these services vary considerably from one location to the next. Confusion sets in when different specialists give different diagnoses of a child's problems.

3. Conclusion

Issues such as leadership, teaching practices, and the roles of the different school staff were common to all of the schools visited. However, the differences between schools at the elementary and high school levels have to do mostly with structure. Generally, high school staff believe in the principles of more inclusive education but have difficulty applying them.

Part IV:

Stakeholders consultations

Of the societal partners identified by the department, 10 were invited to attend a meeting or focus group for organizations with similar functions. (See Appendix 6b(ii) for a list of the societal partners consulted.)

Consultation meetings and information sessions were also held with the francophone educational partners. These included department, members of the Association des enseignants et enseignantes francophones du Nouveau-Brunswick (AEFNB) and presidents of the district educational council. (See Appendix 6b(i).)

1. Methodology

The following data collection methods were used:

- semi-structured interviews;
- focus groups; and
- documentation reviews.

Two focus groups that brought together eight organizations (four in each group) were held in May and July 2011. The other meetings were held with members of a single organization. One of the organizations opted to send us a written report outlining its recommendations on inclusive education. Some meetings were led by Porter and Aucoin, while others were led by one or the other.

To gain a better understanding of the specific characteristics of the francophone schools, the report of the Commission on Francophone Schools (LeBlanc, 2009) and the report of the panel of experts on funding for francophone schools (Collette, Cormier, and Rousselle, 2010) were examined.

2. General findings

Since the societal partners interviewed all have different interests, some of the data collected apply more to certain organizations than to others. The following section presents, once again, the similarities that seem to exist among the organizations we met with and the issues specific to a single organization.

Similarities

The first issue mentioned by most of the societal partners interviewed was that of **concerted action between the various specialists** (government / societal) who work with at-risk students and students in difficulty. In most regions of the province, an excessive amount of time seems to be wasted searching for or compiling various records in an effort to help the same individual. As one of the participants consulted so aptly put it, **there should be one portfolio per child!**

A second point raised by many of the participants related to the provision of **ongoing assistance for parents**, either by setting up an appeals committee for parents who are dissatisfied with the services received or by hiring a resource person to support parents once their child has started school. Everyone agrees that parents need to be better supported, starting from the birth of their child and continuing until the child leaves school.

Another topic closely connected with the first two is the **provision of services for teachers and parents during the transition** from preschool to kindergarten, elementary school to high school, and high school to post-secondary education. These transition periods are challenging for students and for everyone involved in the process. Better collaboration among the various players could therefore make the transition smoother.

Differences

The issue of the **mission of francophone schools** was raised by various groups in different ways. Some maintained that we must absolutely not lose sight of the objective of preserving and promoting French culture and language. For others, concerns associated with that mission were especially apparent when they talked about the high cost and scarcity of French-language resources. This issue, which is especially important to francophones in the province, was also mentioned during the consultations with the staff of the districts. It will be discussed in more detail in the next section of this report, which deals with the analysis results.

3. Conclusion

The outcomes of the meetings with the societal partners were all different. We noted that the closer an organization is to the classroom, the more critical it is of the methods used with special-needs students or the lack of classroom resources. The more removed an organization is from the classroom, the more critical it is of broader issues, such as the mission of francophone schools and the need for collaboration among the different stakeholders. Everyone seems to be in favour of the inclusive education philosophy, yet some find it difficult to embrace this concept and some even believe that inclusion is an unobtainable objective.

Part V:

Consultation results

This section of the report presents the 12 themes identified through a more comprehensive analysis of the data collected during the review process. These data were analyzed with consideration given to the dual mission of Francophone schools in New Brunswick.

1. Dual mission of francophone schools

One of these two missions relates to excellence in education: schools must ensure a solid general education for students and promote their overall development. The other relates to the advancement of French-language education. By promoting French culture and language, schools seek to instill in children, youth, and parents a feeling of belonging to the francophone community and an appreciation of their language and culture. They then hope to promote identity building among the members of their community such that they in turn can contribute to the social, cultural, and linguistic reproduction of Acadian and New Brunswick Francophonie.

The province of New Brunswick is seen as leader in the field of inclusive education. In 1999, the Organization for Economic Co-operation and Development (OECD) pointed to the success of New Brunswick schools. What then is the role of inclusive education in the province's schools and more specifically in the special context of francophone schools? A definition of inclusive education will be looked at first, and it will then be linked to the two distinct missions of francophone schools.

According to the department (2011), inclusive education is a pairing of philosophy and pedagogical practices that allows each student to feel respected, confident, and safe so he or she can learn and develop to his or her full potential. It is based on a system of values and beliefs centred on the best interest of the student, which promotes social cohesion, belonging, active participation in learning, a complete school experience, and positive interactions with peers and others in the school community. These values and beliefs will be shared by schools and communities. Inclusive education is put into practice within school communities that value diversity and nurture the well-being and quality of learning of each of their members. Inclusive education is carried out through a range of public and community programs and services available to all students. Inclusive education is the foundation for ensuring an inclusive New Brunswick society. (See Appendix 2.)

When the philosophy and practices of inclusion form the backdrop of their school community, francophone teachers are better equipped to fulfil the dual mission of their schools, i.e., excellence in education and identity building. (See Table 1.) We will now conduct a more formal examination of the relationship between inclusive education and the mission of excellence in education.

Excellence for each student

Teachers who embrace the philosophy of inclusive education incorporate the following practices into their teaching approach:

- individualized teaching;
- ensuring access to the curricula prescribed by the province; and
- differentiated instruction (Paré and Trépanier, 2010).

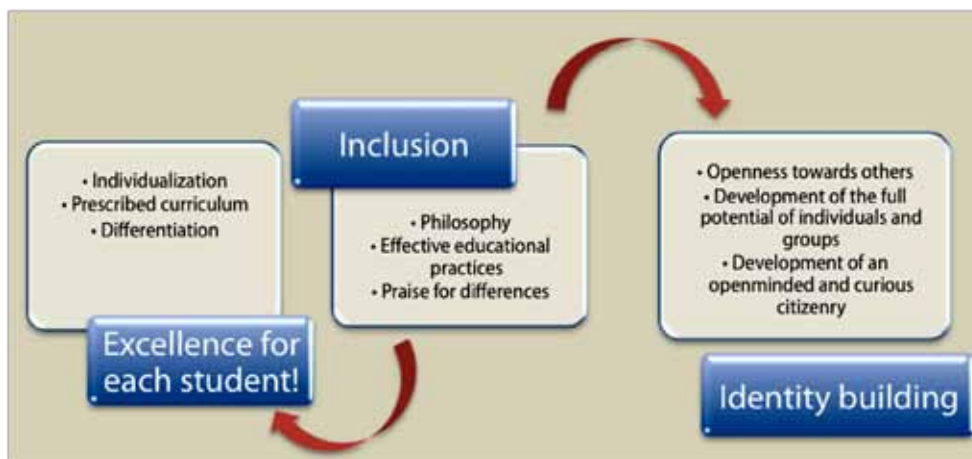
These practices enable them to define better to intervene better. In other words, when teachers know their students well and plan diversified learning situations that are adapted to the learning profile of each learner and based on provincial curricula, everyone wins. We will now take a closer look at each of these components so we can see how they contribute to excellence in education for each student.

Individualized teaching

Contrary to popular belief, when teachers individualize their teaching, they neither prepare a lesson for each of their students nor plan activities with a low level of complexity for all of their students. Rather, they learn to assess the learning style, interests, strengths, challenges and abilities of each student in their class. They are then better equipped to intervene effectively with them all.

This practice enables teachers to prepare a few learning activities that will correspond to the learning profile of each of their students. They do not seek to level out learning, but rather they try to plan activities within the students' zone of proximal development. Students will therefore be able to experience success while gradually reinforcing their level of acquisition of new knowledge.

Table 1:
Inclusive education: an effective way of fulfilling the dual mission of New Brunswick's francophone schools



Ensuring access to the prescribed curriculum

While consulting the curricula prescribed by the province, teachers plan meaningful learning activities. For students who cannot take the regular curriculum, the teacher, in consultation with the strategic team (or sometimes just the resource teacher), refers constantly to the prescribed curricula in order to prepare special education plans based on the knowledge, competencies, and skills identified by the provincial team responsible for curriculum development. In short, although accessing the regular curriculum may be a difficult challenge for some students, every activity or special education plan developed for students at risk for academic failure must be based on the curriculum prescribed by the province.

Differentiated instruction

Once teachers are familiar with the profile of each of their students (learning style, interests, strengths, challenges and abilities) and they know and understand the learning outcomes of the curricula prescribed by the province, they choose teaching practices, such as differentiation, to ensure that they plan learning situations that are specific and take in account the differences of each student (Tomlinson, 2004). In short, they make it possible for each student to experience success in a shared environment. All of the students (talented students, students in the regular program and students with special challenges) will then be able to engage in meaningful learning. Differentiation is an approach that offers diversified learning opportunities based on a solid program and high expectations. Meirieu (1995) says that, by being progressively involved in the differentiation process, students become able to participate in the building of a plural society where respect for each person's individuality does not rule out the setting of common goals making it possible to organize social life (p. 105).

To conclude this section on the relationship between inclusive education and excellence in education, it should be recalled that, in an inclusive school, all students should receive a solid education based on the learning outcomes for the provincially prescribed curricula and achieve their full potential intellectually, socially, physically and emotionally.

We will now look at how inclusive education relates to the second mission of New Brunswick's francophone schools, namely the transmission of French culture and language to ensure identity building among children, youth, and their parents.

Identity-building

In an inclusive school, students are constantly exposed to an appreciation of the value of differences. As a result, they come to see diversity as a good thing, and that in turn enables them to recognize and value the process of fully realizing the individual and collective potential of themselves and their communities (Bélanger and Duchesne, 2010; Rousseau and Prud'homme, 2010). Rousseau and Prud'homme are borrowing from French geneticist and essayist Albert Jacquard (2006) when they say that inclusion helps people to become themselves by appreciating others.

Inclusive schools are based on principles that assume that schools are concerned with more than the development of knowledge and disciplinary skills; inclusive schools also contribute to identity-building among children and youth. They view appreciating others as a mirror that reflects the knowledge, competencies, and skills needed for personal and community development.

In short, by knowing each of their students well, using best instructional practices, and valuing the diversity of each student, teachers help to develop a citizen that is open to and curious about others and that helps to build and enrich itself (Rousseau and Prud'homme, 2010).

By taking into account the relationship between inclusive education and the dual mission of francophone schools, the data analysis made it possible to identify the following 12 themes, which will serve as a basis for the recommendations presented at the end of this report.

2. Significant themes

The 12 themes that our meetings brought to light are as follows:

1. Leadership
2. Roles and responsibilities
3. Instruction and learning
4. Professional learning
5. Structures for collaboration
6. Equity
7. Funding and accountability
8. Personalized learning plan
9. Positive Learning Environment
10. High schools
11. Alternative education
12. Resolving conflicts

Below is a detailed examination of the analysis of each of the 12 themes.

2.1 Leadership

To summarize the points we wish to present concerning leadership, the following section will be divided into three sections, with the first concerning department managers, the second, school district administrators, and the third, school administrators.

To start with, we would like to draw attention to the recurrent issue that came up or was observed in the practices of the districts and schools: inclusive education is proportionally related to the educational values of managers and administrators. In other words, the more importance a district superintendent or school principal placed on inclusion, the more included the students were and the more support staff received in their efforts to meet the needs of each student. Conversely, when the commitment of managers and administrators was rather weak owing to their mixed beliefs about the benefits of inclusion, many people reported feeling that they were on their own in managing this issue. Many of them also reported feeling overwhelmed. It was often said that all managers should have a good knowledge of inclusive education, its basic principles, and instructional practices that would enable school staff to meet the needs of each student in a shared learning environment.

Although leadership is demonstrated in different ways within the department, the districts, and the schools, the people we spoke with all seemed to agree that they were constantly looking for better ways to meet the educational (and in some cases social) needs of each student. We were able to see that certain trends are favourable to inclusion, whereas others are moving away from the principles of inclusive education. Examples that point to this phenomenon of moving away include streaming students who face the same challenges or placing a student with a group of younger students.

Department of Education and Early Childhood Development perspective

A number of recent initiatives by the department are related to the principles of inclusive education. The following initiatives are noteworthy:

- the Literacy program in elementary schools;
- school transition consultants for kindergarten entry;
- early childhood assessment;
- the community school;
- self-directed learning schools;
- implementation of special education plans and related training; and
- training in autism (see Figure 2 and Figure 3).

Figure 2:
Francophone schools with educational assistants trained in autism

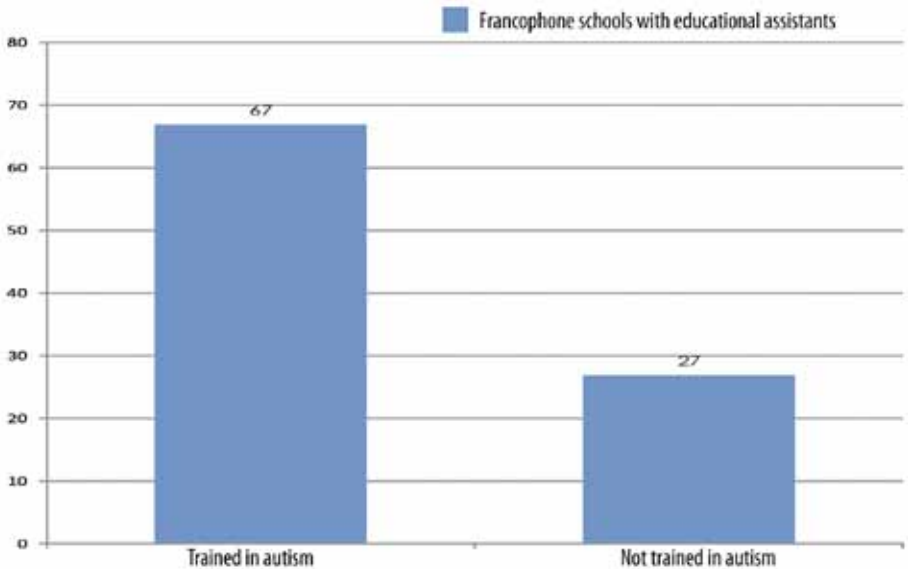
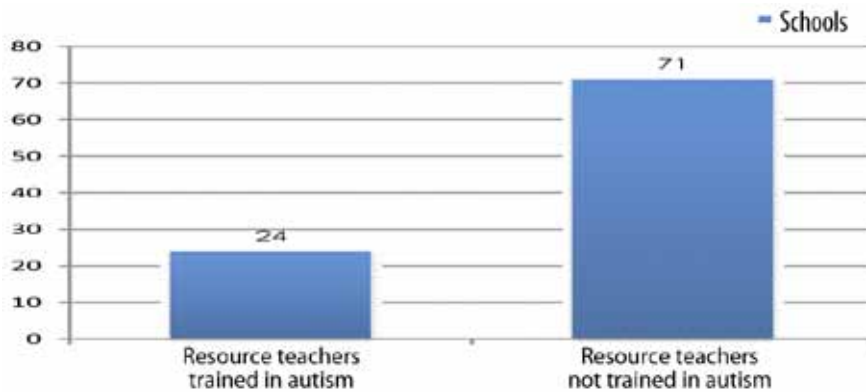


Figure 3:
Francophone schools with resource teachers trained in autism



On the basis of our observations, these initiatives seem to have been well received by most teachers in the province. In addition, they allow for better management of each student's individual differences and give teaching staff clear and specific guidelines to be followed.

While some initiatives by the department are moving closer to the principles of inclusive education, others seem to be moving away from them. Consequently, there does not seem to be a common vision that values the development of more inclusive schools in New Brunswick. Staff who are under the administrative tutelage of managers would like to see a common, shared vision that would make a more concerted approach possible. This might foster greater collaboration between the different branches in the department.

It was sometimes difficult to schedule meetings with certain people working in Student Services. We are still trying to figure out if this was related to the many responsibilities (handling complaints from schools and parents, implementing new initiatives, training for teaching staff, etc.) of these staff members.

District perspective

During the interviews within the districts, we met with the superintendents, the directors of education, learning specialists and those responsible for Student Services. They all agreed with the department's definition of inclusive education. The administrators of the five districts shared their visions and the initiatives they hope to carry out in their schools. Of the initiatives tending toward inclusion, the training in differentiated instruction should be noted. Also, to lighten the workload of learning specialists, the districts have hired mentors who look after certain matters such as resource teaching, behavioural problems, Literacy, and Numeracy. However, these structures do not necessarily lend themselves to collaborative practices.

As for the challenges faced by Student Services staff in the districts, they said they had too many matters to attend to and this was cutting back on the follow-up they could do with students, parents and teaching staff. Furthermore, the other members of the district educational teams did not necessarily know the extent or nature of the matters handled by Student Services staff. The result was that Student Services staff felt overwhelmed since they were often on their own in managing highly complex matters.

Even though managers do not share a common vision of the fundamentals and practices of inclusive education based on recent research in this field, their comments demonstrate that they are concerned with the well-being of each student.

School perspective

The visits to the 22 schools showed us that all francophone schools are moving toward inclusive education. More specifically, we observed both best practices and challenges to be overcome. (See Appendix 8b.) When administrators value inclusion and support their staff in implementing best practices, the inclusion of each student becomes more visible throughout the school. For example, the school's mission posted at the entrance refers to each student, the posters on the

walls value the diversity and potential of each student, the teaching staff talk about including everyone, and all students participate together in various educational and social activities.

In addition, structures have been put in place to make it easier to share best practices. These include the collaborative teams arising from professional learning communities. Shared downtime is granted every week to groups of teachers seeking strategies that might enable them to better help struggling students. Teachers value this time together because it enables them to work toward a common goal. We noted as well that strategic teams that include the school principal and student services staff make it possible to support teachers facing challenges (student behaviour or learning issues) in the classroom. Support can include suggested interventions, case studies, or even the development of a special education plan. When it comes to inclusion, a functional strategic team contributes to a school's success.

Among the challenges that were shared with us, the principals admitted that they had received little or no training in inclusion. In this regard, it should be noted that the Master of School Administration program at the Université de Moncton offers no courses that prepare principals for managing an inclusive school. The principal's certificate issued by the department requires only one module on inclusive education.

Also, the principals told us that there is little flexibility when it comes to funding. Some of them would like a certain amount of leeway so they can respond more effectively to unforeseen events that may arise during the school year.

In conclusion, since leaders rarely share a common vision, too many of the initiatives carried out by the department, the districts and the schools are inconsistent with the principles of inclusive education. Some young people and certain parents told us that today's schools do not always meet the need of students to belong, excel and succeed.

2.2 Roles and responsibilities

During our meetings, we discussed the roles of school staff who are directly or indirectly involved in overall student development. Furthermore, our school visits enabled us to observe interactions within and outside the classroom between school staff and students or among the students themselves.

This section of the report describes roles and responsibilities that existed at the time of our meetings with various school staff. More specifically, we describe inclusion-related tasks performed by the following staff members:

- school administrators;
- learning specialists responsible for Student Services;
- resource teachers;
- classroom teachers;
- educational assistants;
- guidance counsellors; and
- school psychologists.

We interviewed and, in some cases observed, all of these individuals. Lastly, we outline the challenges associated with the roles and responsibilities of each staff member.

School administrators

During our meetings at the schools, administrative staff told us about the many issues they have to handle. In brief, they have to link the requirements of the school system, society and parents in order to create a rich, stimulating, positive learning environment. In relation more specifically to inclusive education, principals provide educational support for their teaching staff. They offer guidance when best practices targeting student success are implemented. In addition, they manage the meetings of the strategic team and make sure any proposed actions are carried out. They ensure that students receive the best services based on the resources available. Lastly, they provide a direct link between schools and parents

with a view to promoting healthy collaboration between them. Handling this many matters often means they must solve a variety of problems quickly.

Discussions with administrators showed us that decisions are not always made with inclusive education in mind. This leads us to believe that the principles of inclusive education are not necessarily understood by all these staff members.

Learning specialists responsible for Student Services

The learning specialists responsible for Student Services handle a number of matters as well. In several districts, they are responsible for creating a positive learning environment and for student services. They may also be responsible for various staff members, including psychologists, guidance counsellors, resource teachers and teaching assistants. Also, they must deal with behavioural issues and crises in the school, parents' complaints and many other matters that vary from district to district. A number of learning specialists told us that they had too much on their plates. It is therefore important to question whether the distribution of tasks among the learning specialists within one district and among the districts is equitable.

Resource teachers

One of the groups we met with that stressed the fact that it was feeling overwhelmed is the resource teachers. They attribute this situation to the many demands that come at them from all sides and the overly large number of diagnoses, which continue to increase from year to year.

The resource teachers said that a growing number of students receive a diagnosis to explain a learning difficulty or a behaviour. These diagnoses may be made by a school psychologist, a pediatrician or a private consultant. What makes the resource teachers' job even more difficult is that, for every diagnosis made, a special education plan must be developed and follow-up provided. Resource teachers are responsible for developing these plans and providing follow-up. This includes offering support to the classroom teacher and the educational assistant who work closely with the student.

A number of resource teachers told us that they do not take the training concerning new curricula, whether it is offered by the department or the districts. They said they were not involved in curriculum development.

Expectations, the nature of the work and the wide range of tasks that resource teachers must perform do nothing to encourage people to accept these positions. Because the work is so demanding, there is a high turnover rate. New resource teacher positions are often filled by young teachers with no experience who are seeking an entry into the school system. After a few years, when the opportunity arises, many of them opt for a position as a regular teacher. Needless to say, they have a considerable need for ongoing training. Unfortunately, such training has been becoming more and more of a rarity over the past few years even though it is essential for keeping abreast of new trends and the constant changes in the system. A theme that deals more specifically with training is looked at further on in this report.

Another point that must not be overlooked is the work associated with managing accommodations during departmental external assessments. This administrative task, which involves reorganizing school resources, is the responsibility of resource teachers as well.

Lastly, there is often some confusion about the tasks and roles of resource teachers since there is too much discrepancy between schools, and even between schools in the same district. For instance, at one school, resource teachers may spend their day working in a classroom with different groups of students struggling in certain subjects, whereas at another school, they may photocopy worksheets for students doing exercises with their teaching assistant. "They pay me a lot to make photocopies," one resource teacher told us. Despite attempts by certain districts to clarify the role of resource teachers, we still see a large discrepancy at the provincial level in the duties performed by resource teachers.

Classroom teachers

The second group that told us it was feeling overwhelmed is teaching staff. In general, they feel very stressed because of their work overload. Not only are they responsible for seeing that their students achieve the targeted learnings, but their school day includes a number of other tasks, including their involvement in students' school life, staff meetings, case studies and meetings with parents.

Although teachers strive to fulfil the two missions of the francophone sector, they said they were very stressed by all that is expected of them by the educational system and society. The department's external assessments, which require the annual participation of the students, are one example. While these assessments are administered at the elementary and high school levels, the ones in the elementary grades are formative in nature. This is not true at the high school level, where outcomes on the department's external assessments are one component of report cards.

Indeed, high school teachers told us that a number of teachers prepare their students for these assessments. They are therefore very focused on curriculum content. It is important that they teach all contents to fully prepare their students. The emphasis is therefore on teaching, not learning. Of course, in many cases, teaching practices that would enable them to include more students in the regular classroom are not seen as helpful in preparing for these assessments. Since high schools are one of the themes of this report, this topic will be looked at in more detail in that section.

When it comes to managing differences in the classroom, a number of teachers told us that they can have as many as seven students with different special education plans in their classroom. They admitted that they were unable to meet the needs of each student. When a student is removed from the classroom for remedial or re-education work, some feel a degree of relief. However, they do not always have the tools to continue the support when the student returns to the classroom.

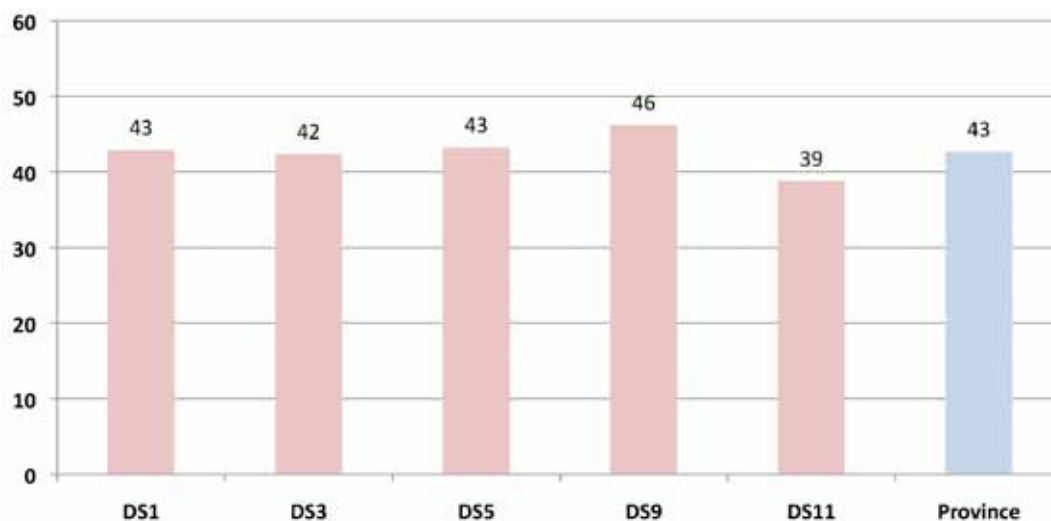
In short, despite the good intentions of teaching staff, they do not always have the tools they need to manage differences in the classroom and meet the needs of their students.

Educational assistants

Many educational assistants act as teachers, which leads to poor communication between teachers, educational assistants and parents. One parent told us that he had never seen his child's teacher at parent-teacher meetings since his child started school. In fact, his child was being taught all day, for the full school year, by an educational assistant, and this parent felt his child had no homeroom class. This situation seems to indicate that the roles and responsibilities of educational assistants are not clear. Figure 4 indicates the number of students per educational assistant in the different districts.

One concern that was raised a number of times was the administration of medical care to students with serious or chronic illnesses. In some schools, this was the responsibility of educational assistants. Several questions were raised about this. Do we need to specify who is responsible for medical care? Should we specify a limit for the medical care administered by schools, and lastly, does this responsibility lie solely with schools and parents (health authority or other)?

Figure 4:
Number of students per educational assistant in francophone districts



Guidance counsellors

In the francophone education system in New Brunswick, guidance counsellors are found mainly at the high school level, with one exception: a project is being piloted in a few of the francophone middle schools. The role of guidance counsellors in the francophone sector focuses mainly on students' career choices. Some of the guidance counsellors we interviewed told us that they would like to be more involved in counselling, and specifically in conflict resolution between students. Others mentioned a deficiency in their abilities to guide students with a disability or learning disorder toward the labour market or post-secondary education. To remedy this, they proposed setting up a provincial team responsible for informing them about their role in inclusive schools.

Psychologists

Psychologists found it very difficult to carry out their counselling role because they spend so much time doing assessments. Since their role is not defined provincially, there is a huge difference between the duties they perform from one district to the next.

Conclusion

The primary responsibility of school administrators is to ensure that schools run smoothly, but despite this, they cannot be everywhere at once. They are always trying to achieve a balance between managing and delegating the tasks for which they are responsible. When, for example, a principal is managing the strategic team effectively and providing educational support for the collaborative teams, we see considerable openness to the principles of inclusive education, and the practices at that school are more inclusive.

Discussions with district staff showed clearly that it is very difficult to recruit and retain professionals such as psychologists, speech language pathologists, psychiatrists and resource teachers in rural areas and in urban centres with a large anglophone majority (Fredericton and Saint John). The districts that serve a more rural population have been seeing a drop in enrolment in recent years. They believe that many families are leaving the rural areas for urban centres in order to have access to more services. With fewer professionals in the more rural areas, the districts there have the two-fold challenge of providing quality services with a smaller staff owing to the decline in the total number of students.

We wish to make two important points: the lack of an inclusion philosophy in our schools and the discrepancy between the roles of various school staff.

First, at most of the schools we visited, few people seemed to have a good understanding of the provincial definition of inclusive education and its implications in the classroom. Despite this, people embrace its philosophy. This leads us to believe that inclusive education is not part of the pedagogical discourse of school staff.

Second, the many requirements of the school system force schools to act and respond quickly, according to their ability and the means at their disposal. As a result, educational practices such as student placement, the services offered, and even the assignment of such tasks as developing a special education program vary considerably, not only from one school to the next, but also from one classroom to the next in the same school. There is therefore a very large discrepancy between the roles of school staff such as classroom teachers, resource teachers, teaching assistants, school psychologists and guidance counsellors.

2.3 Instruction and learning

Research shows that the academic success of all students, including those with social and / or pedagogical difficulties, is directly linked to the educational practices of teachers (Acedo, 2008). In inclusive schools, where classes are made up of students who may have very different learning profiles, teachers must know and practise teaching methods and strategies that enable them to meet the needs of each learner.

We observed more than 80 classes during our school visits. On the basis of the analysis of our observations, the following points should be mentioned: differentiated instruction, the literacy model and classroom technologies.

Differentiated instruction

Differentiated instruction is a strategic way of meeting the needs of a greater number of students in the classroom (Forsten, 2003). It is a way of enabling each student to achieve the targeted learning outcomes through a variety of activities in a shared learning environment. Tomlinson (2008) further specifies the benefits of differentiated learning.

In differentiated classrooms, teachers provide each individual with different ways of learning as effectively as possible, taking it as a given that the “learning profile” of each student is unique. These teachers believe that expectations concerning students must be high. They make sure that all students, both those with difficulties and those who are advanced, work more than they intended to and achieve more objectives than they thought they could (p. 3).

Most of the teachers we interviewed told us that they had received ongoing training in differentiated instruction at the district level. Also, the initial teacher training offered by the Université de Moncton includes a compulsory course on differentiated instruction. Despite this, in most of the classrooms we visited, traditional (lecture-based) instruction was the only approach used with students. Furthermore, the staff at a number of schools continue to stream, grouping together gifted or talented students to work on enrichment projects or students with learning difficulties to work on their own, away from the other students. This makes us question how much transfer there is between the training received and subsequent practices in the classroom.

Many teachers told us about the challenges they face with regard to curricula. First, they told us that curriculum content is not developed such that it takes into account gifted or talented students or students with learning difficulties. Second, the structure of learning outcomes (what students must know, understand, and be able to do) does not lend itself to the preparatory stage of differentiated activities. We realize that this may make teachers reluctant to put differentiated instruction into practice.

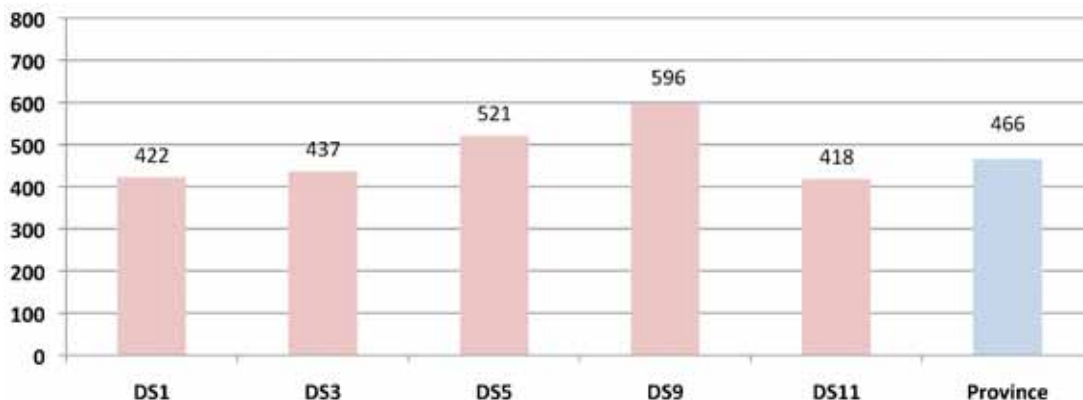
An important question that should be asked concerns the best way of seeing that knowledge and practices are transferred in order to support teachers so they feel able to ensure that each of their students progresses.

Literacy model

A good instructional support model for teachers appears to be the Literacy model. During most of the interviews, we heard that teachers from kindergarten to Grade 2 seem to be familiar with and apply the necessary strategies for teaching oral

and written communication to all of their students. Figure 5 indicates the ratio between the number of students and the Literacy leads in the francophone sector.

Figure 5:
Number of students per Literacy leads in francophone districts



The essential elements of this best practice are as follows. First, training is offered to many teachers, who then become “Literacy mentors. One of the main responsibilities of mentors is to support teachers from kindergarten to Grade 2. They use mainly the classroom modelling technique to teach them good literacy strategies.

Second, Literacy mentors work closely with certain students who need more intense reading guidance. The students’ progress is evaluated regularly, and follow-up is provided in collaboration with the classroom teacher.

Literacy mentors then become guides who support the teachers, who then become better equipped to meet the needs of each of their students. For students requiring slightly more help, mentors work with them, but they monitor their progress and work closely with the teacher, providing him or her with a report on the work accomplished.

Classroom technologies

Information technologies are used in the schools. We saw multimedia projectors, Smart Boards, i-Pods, laptops, digitizers, software, and many other tools. Moreover, the schools, the districts and the department seem to have various projects on the go where technology is the main learning tool.

Even though teachers could use these technological tools to include a greater number of students in the goal of achieving curriculum outcomes, too many projects still stream students on the basis of their cognitive skills. Could there be a way of using inclusive practices in connection with these projects? When this question was put to the study participants, they admitted that they did not know the live load of these technological tools, particularly when they want to include all of the students in their class.

Conclusion

It should be noted that we observed best teaching practices at all levels of the school system. However, very few teachers, resource teachers or teaching assistants have time to share these practices with their counterparts at other schools who might benefit from them. Some districts and schools use the provincial portal to share best practices, but, as some people explained, it is not always easy to navigate it and they did not feel able to use the portal’s various functions. It should be noted that sharing is the portal’s primary goal. However, the documents located there do not necessarily meet best practices criteria arising from research. The next section looks at a theme that is related to learning and teaching, namely the training provided for teachers in the province.

2.4 Professional learning

During our visits, this theme was mentioned by most of the study participants, i.e., by the staff of the department, the districts and the schools. We will start by looking at initial teacher training.

Initial training

The department, the districts and the schools had an unequivocal message for us: the initial teacher training currently being offered by the Université de Moncton is not sufficient to equip teachers with the skills they need to manage inclusive education. They were therefore asking for more courses that deal with inclusive strategies and practices. Although the Faculty of Education at the Université de Moncton currently offers three compulsory courses (Child and Adolescent Psychopedagogy, Pupils in Difficulty, and Differentiated Instruction) and four optional courses for students, this clearly does not seem to be enough. Furthermore, the various professionals in the school system told us that the Master of School Administration program does not help principals to develop skills in staff support and management as they relate to inclusive education since none of the courses now available covers this. Lastly, the training received by guidance counsellors does not enable them to offer behavioural or social counselling because the courses at the Université de Moncton focus primarily on career counselling. Their courses do not necessarily reflect the role of guidance counsellors at inclusive schools.

With respect to the initial training for teaching assistants, it should be noted that French-language training is offered only at the community college in Campbellton. It is therefore difficult to recruit people with that training, according to the francophone districts in southeastern New Brunswick. They would like the colleges to offer this training in their regions as well.

Lastly, the initial training for psychologists is a major concern for the districts because the Ph.D. requirement is a stumbling block that leads to other challenges in recruiting and retaining school psychologists.

Ongoing training

Most of the participants surveyed expressed a keen interest in taking part in training that would enable them to better meet their students' increasing needs. The resource teachers would like to take part in curriculum training, specifically in French and Mathematics. Some of them said that they were responsible for developing curriculum-based special education plans but that they rarely received such training. Of all the participants in the study, the teaching assistants raised this issue the most often. They would like to be able to take training just as teachers do, because they say they are often the only ones in charge of teaching students with disabilities or learning challenges.

Also, some of them shared their concerns about budget cuts in education. Most said that, to improve their teaching practices, it was important to get training and to be able to take that training outside the province, if available. According to them, there are few francophone trainers, and they are not necessarily located in New Brunswick. However, we observed that, despite teachers' interest in training, few seemed to engage in self-learning, i.e., reading books and searching the Internet for educational purposes. The reason we were given for this is that the most recent educational resources are almost always in English.

Teacher certification

Most school staff mentioned the importance of reviewing teacher certification. Some would like teacher licensing to reflect the reality of the school system. According to them, courses in inclusive education, universal pedagogy and differentiated instruction should be compulsory. Others would change principal certification and have it include several inclusive education modules. Learning specialists with Student Services and several school principals would like resource teachers to be certified to ensure some degree of expertise among their staff. Lastly, the people we interviewed did not want to depend solely on the good will of universities, saying that the only way to get staff with the desired basic training was to make it a requirement through teacher licensing criteria and the various certificates offered by the province.

Conclusion

We wish to revisit something (presented earlier in 2.3, p. 82) that seems to worry many of the people with whom we met, namely the low rate of transfer between the training that teachers receive and their practice in the classroom. For example, even though a number of districts have invested heavily in differentiated instruction training, little differentiation was actually observed during our visits. Do teachers lack tools or structures that would enable them incorporate more inclusive methods into their day-to-day practices? Should there be better linkage of contents during initial and / or ongoing training? Regardless of the answers to these questions, it will be important to consider them seriously so that everyone is familiar with, understands, and puts into practice the concept of inclusive education.

2.5 Structures for collaboration

According to Leblanc and Vienneau (2010), in the wake of the school integration and inclusion movements, special education services have had to make the transition from isolation to collaboration (p. 184). The role of the different staff who work with students in difficulty has changed over the past few decades. Classroom teachers, resource teachers, and teaching assistants all have to rise to the challenge and collaborate with the other staff who work with students (Leblanc, 2010).

Collaborative teams

There are a number of collaborative structures in the schools:

- strategic teams;
- school transition consultant teams, which prepare profiles of all students, entering kindergarten;
- Literacy mentors, who support teachers in the classroom; and
- collaborative teams arising from professional learning communities.

The strategic team consists of internal and external professionals who work to ensure the well-being of each student. These professionals include principals, resource teachers, school psychologists, social workers and addiction counsellors. Although this structure is present in all francophone schools, we observed that the team's effectiveness is directly related to the principal's leadership.

School transition consultant teams have been working with preschoolers for a few years now to evaluate their cognitive skills and social development prior to kindergarten entry. After the evaluations are done, the teams work with the schools and support at-risk students and their parents to ensure a better transition. A number of school staff noted the importance of this service but recommended better linkage between this service and literacy services.

Literacy mentors make up another collaborative team that seemed to be well received by all of the study participants. They provide teaching staff with strategies to be modelled in the classroom and support them in their work with students who are struggling with reading or writing.

We would like to explain further the nature and functioning of collaborative teams. For more than three years, meeting time has been scheduled for teaching staff during the school day (e.g., Wednesday afternoon). Staff at each school are responsible for deciding who will be on the work teams. The optimum goal of the teams is to improve academic performance. At the meetings, the team members analyze the academic performance of their students and identify strategies to be used with students who did not achieve the expected outcomes. It should be mentioned that team collaboration depends directly on the atmosphere of trust among the teachers, the functioning of the team, and the objectives set by the team members.

Challenges associated with collaboration

As mentioned, these teams provide a structure that produces good results and meets the students' need for support, assessment and follow-up. However, this is not always the case when we are talking about collaboration among individuals. For instance, there seems to be little collaboration among teachers, resource teachers and teaching assistants, an essential team for struggling students. Some teaching assistants said that they were not told about the instructional activities they were supposed to do with students until they arrived in the classroom.

Furthermore, collaboration and resource and responsibility sharing among school staff and staff at the departments of Health, Social Development and Justice and Consumer Affairs are rare. More specifically, school staff wanted more transparency when it comes to the information in students' confidential records. As one of the participants so aptly put it, "One child, one record!" The participants questioned who was responsible for the cost and administration of certain types of medical care for certain students. However, Integrated Service Delivery, a pilot project in District 9, looks promising for students with mental-health issues.

The next section looks at equity, which is a major concern for the francophone sector.

2.6 Equity

It is important to note that equity refers to equal opportunities for each student in New Brunswick. This means that factors such as students' language and culture, their family's socio-economic status, their particular needs, their sexual orientation and even where they live must not prevent them from receiving the services to which they are entitled.

To take these factors into account, this section of the report looks at duality within the province's education system, the characteristics of the different francophone regions of the province, and differences among students.

Duality within the New Brunswick education system

New Brunswick's education system reflects the linguistic and cultural duality of the anglophone and francophone communities, thus enabling each student to get an education in either English or French. Students are therefore part of a system that values the richness of a diversified environment. This means that each student, whether anglophone or francophone, receives the same services.

The study participants at all levels (department, districts and schools) told us that it was important for the minority francophone sector to receive the funding it needs to offer the same services as those offered by the anglophone sector. They pointed out that funding prorated to the number of students in each sector may not comply with the concept of equity. Factors such as school size, the cost of purchasing French-language textbooks and the characteristics of the different regions of the province must be taken into account when funding is distributed.

Characteristics of the different francophone regions of New Brunswick

We will now look at the characteristics of the different francophone regions of the province¹. The enrolment situation for francophone schools in southern New Brunswick differs from that of francophone schools in the central and northern regions. Schools in central and northern New Brunswick are losing a significant number of students, while schools in District 1 in the Moncton, Fredericton and Saint John regions are gaining students. Following are some points that were shared with us during the consultations.

¹ For practical purposes, we have elected to divide the province into three regions: northern, central and southern. The northern and central regions take in Districts 3, 5, 9 and 11, and the southern region takes in District 1.

Central and northern regions of the province:

The study participants said that declining enrolments at schools in central and northern New Brunswick (Districts 3, 5, 9 and 11) had a direct impact on the services and elective courses (e.g., law, music and carpentry) offered at those schools. In other words, the fewer students there are, the fewer specialized services and electives there are.

This can adversely affect student motivation and growth. Also, in this situation, high school teachers have to teach a greater number of different subjects, which means they have more courses to prepare. In the elementary grades, there are more combined classes (e.g., grades 3 and 4). Managing groups that include students in different grades and the linking of several curricula add to the workload of teaching staff. It should be noted as well that teaching staff in elementary and high schools often change grades, meaning they often have to go back to square one when preparing courses.

The fact that the northern and central regions are losing a significant percentage of their population makes it less likely that their districts will be able to attract and retain professionals who could serve as teachers, psychologists, resource teachers, managers, etc. It is especially challenging for them to recruit and retain French-speaking professionals.

Staff told us that, in most of the districts in central and northern New Brunswick, the importance families place on education seems to have waned in recent years. For example, they said that parents are not always available for meetings at school, there is more limited collaboration between parents and schools, some students have a high rate of absenteeism, and the number of behavioural problems is on the rise.

Southern region of the province:

Unlike the other districts, District 1 faces certain challenges associated with the problem of rising enrolment. During the school year, schools in the district do not have enough money to deal with the increase in the number of students who enroll after the fall. These students may be coming in from other districts or they may be part of a growing immigrant population.

Staff at schools in southern New Brunswick also have to cope with problems related to new situations being experienced by many of their students. More specifically, they are welcoming children or young refugees who attended school very infrequently in their home countries and immigrants who speak neither French nor English. All of these situations complicate matters for teaching staff, who have to see to it that all of the students progress.

Another issue that pertains specifically to schools in District 1 and that is alarming to the administrators of these schools is the risk of assimilation. With anglophone culture figuring prominently in the cities of Moncton, Fredericton and Saint John, francophone schools have to work harder at interesting their students in identity-building, a component of one of their two specific missions. This is no small task, and it requires a great deal of energy and resources.

Differences among students

Next, we will look at differences among students. These differences can be found in one or more francophone districts and include immigrant students; students from exogamous families; gay, lesbian or bisexual students; students with mental-health problems; gifted and talented students; students from families with a low socio-economic status; students living in remote areas, and students with a disability or learning or adjustment disorder. We were told that the education system should ensure that, regardless of the difference, each student receives the same services as all the other students.

In conclusion, we wish to make it clear that there is considerable diversity within the five francophone districts. The next theme is accountability, which is essential to ensuring the equitable distribution of services to students.

2.7 Funding and accountability

The analysis of our data shows that there are considerable differences between the practices of different school districts, different schools and even different classes at the same school. More specifically, we observed vast differences in the role of resource teachers, the responsibilities of teaching assistants, and teacher support for struggling students.

The vision and leadership of school district administrators and school principals seem to be directly related to the administrative and instructional practices surrounding inclusive education. We noted that there are too many different interpretations of the inclusive education concept. This means that decisions made by these leaders do not necessarily promote inclusive schools.

Nevertheless, we were told several times about the importance of establishing clear parameters concerning the roles of the different staff who work with students in difficulty, e.g., principals, resource teachers, classroom teachers and teaching assistants. Our meetings with parents showed us the extent to which educational practices vary from classroom to classroom. In certain classes, it is the teaching assistants who plan and teach learning activities to struggling students. Some parents said they had never met their child’s teacher.

The study participants spoke to us as well about the importance of re-establishing school performance reviews. These reviews would provide a more accurate picture of practices at the different schools in the province. It would also enable them to identify their strengths and challenges as they work towards common objectives.

The eighth theme of this report is the personalized learning plan.

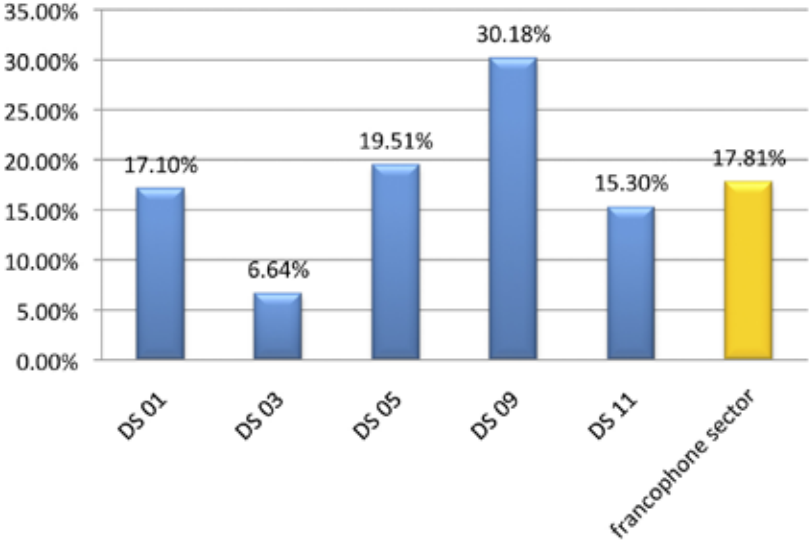
2.8 Personalized learning plan

The department document entitled *Le plan d’intervention et l’équipe stratégique* is a useful tool for the members of the strategic teams in the schools. After that document was prepared, training was provided to guide the various staff members who help draft special education plans for students in academic or social difficulty. This approach has proved positive with staff in the elementary schools. A special education plan is prepared for most, if not all, elementary students experiencing difficulties. However, special education plans in their current form do not necessarily address the unique characteristics of high schools. The following figure gives us the percentage of personalized leaning plans in each francophone district.

However, the success that can be attributed to this tool arises from two factors: first, there is a single document for meeting the various needs of all students, and second, there is one approach used by the professionals to support teachers working with the students.

With regard to the first point, the special education plan reflects the procedure to be followed when addressing learning or behavioural problems and when drafting a special education program. Since there is only document per student, it is easier to monitor and evaluate progress.

Figure 6:
Percentage of special education plans in each francophone district



As for the second point, the approach used by all school staff is as follows: The teacher prepares an action plan for any student with a learning or behaviour problem. The plan outlines the strategies put in place by the teacher to help the student. If those strategies do not produce the expected results, the teacher schedules a meeting with the principal. The principal may offer new advice or refer the case to the school's strategic team.

The strategic team may suggest new strategies or develop a special education plan if all options seem to have been exhausted. When a special education plan is being developed, a consultation with the parents and other staff members is encouraged. The resource teacher sees that the plan is implemented and provides support for the teacher, the student and the parents. The student's progress is evaluated periodically so that the plan can be modified, if need be.

The strategic team members want there to be effective collaboration with the parents during the drafting of their child's special education plan. However, they realize that some parents may not agree with some of the decisions made. Issues involving decision-making and parent positioning will be discussed lastly. For the time being, let us look at the next theme, Positive Learning Environment. This theme links behavioural issues with the personalized learning plan.

2.9 Positive Learning Environment

During our visits to districts and schools, the issue of behavioural problems came up but not any more than the other problems that were raised. After questioning different people in the system further, we came to the conclusion that behaviour is indeed a major issue. Behaviour management requires the involvement of several staff members. The districts told us that there has been a large increase in the number of complex cases and mental-health problems.

In general, guidance counsellors have nothing to do with behaviour management in the province's francophone schools. Since guidance counsellors focus more on students' careers, they are not found in elementary schools, except those that are participating in a pilot project. Despite guidance counsellors' lack of involvement in behaviour management, initiatives have been implemented in various high schools owing to the increase in behaviour-related problems. In these schools, the guidance counsellors who are involved in a behaviour-related case have basic training in this field. For instance, we noted stress or anxiety management initiatives.

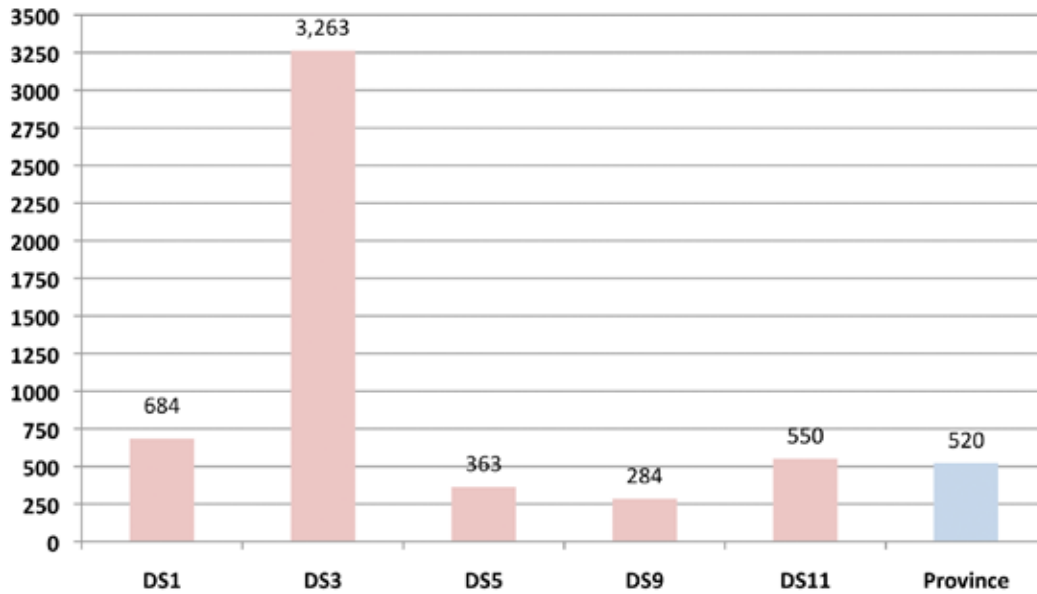
Generally speaking, behaviour management is one of the duties of school psychologists. Of course, school psychologists have a number of other responsibilities, including the clinical assessment of students with learning difficulties and crisis management in the schools, so behaviour management is not necessarily a top priority. It should be noted that having strategic teams at each school is an asset when it comes to behaviour management. Most schools have a behaviour intervention worker (sometimes a mentor) who supports the strategic team. The team may have to draft a behaviour intervention plan, which becomes a useful tool for providing student support and follow-up. If there is a strategic team at the district level, it can offer additional services, making it possible to respond more effectively to unexpected situations that arise in the schools. The structure of the strategic teams is itself a winning attribute of the francophone education system.

A number of points were raised with respect to mental-health problems. These include long waiting lists and the resulting backlog of students waiting for services. There is also the lack of communication between the school system and external agencies such as Mental Health and the Department of Justice and Consumer Affairs. It is very difficult to share records owing to the confidentiality of the information they contain.

Last of all, there is the importance of creating an atmosphere of trust and collaboration with parents. The many meetings and case studies with parents are ways of fostering this collaboration.

The next theme – high schools – was discussed at great length by the study participants.

Figure 7:
Ratio of students per student Intervention worker for behaviour in francophone districts



2.10 High schools

Our visits showed us that inclusive practices were less prevalent in high schools than in elementary schools. There are several theories that might explain this. These include school structure, the transition between elementary and high school and the mission of elementary and high schools.

More specifically, these two types of schools have different structures. In the elementary grades, students work with a regular classroom teacher and a few specialists, such as the physical education teacher and the music teacher. The regular classroom teacher is with the students for the entire day, for the entire school year. He or she therefore has time to get to know the students. In high school, the situation is quite different. Students must learn to work with more than four teachers per semester. They therefore need good organizational and time-management skills. Teachers, who see more than 100 students a day, must have excellent work strategies. They have to get to know their students very quickly so they can work with and support them appropriately. Time is a major factor here because, in most courses, teachers see students for just half a year. It is therefore very important for them to have quick access to relevant information about their students. Special education plans, in their present form, do not meet needs at the high school level because it takes too long to prepare them.

The transition between elementary school and high school poses a problem as well. Students who benefited from various accommodations in elementary school may not receive this help in high school. Despite this, considerable effort goes into ensuring the transfer of records between elementary schools and high schools.

Lastly, the educational mission of elementary and high schools is different. In elementary school, the emphasis is on meaningful learning and support mechanisms aimed at achieving targets. While most of the elementary school teachers with whom we met were looking for ways to teach all students in the same class, high school teachers were in quite a different situation. In high school, teaching is focused on mastering the concepts being studied. Teachers are very concerned with curriculum content, external assessments, graduation requirements and preparing for post-secondary studies. In many cases, high school teachers expect students coming in from elementary school to be independent and organized and to have the necessary prerequisites. In general, high school teachers have little training in teaching reading, writing, numeracy or organizational strategies.

Despite the differences observed, some high school teachers engage in inclusive practices, including differentiated courses, project work and the use of open menus. We noted that there are some excellent models in our high schools. Some staff members said that they valued differences but could not give any specific examples of applying this in the classroom. Last

of all, everyone we consulted at the high school level showed that they felt strongly about the values of inclusive education expressed during the interviews. Despite this, few knew the definition of inclusive education.

In conclusion, the lack of inclusive practices leads us to believe that many high school teachers do not know how to adjust their teaching to take such practices into account. Also, some think that an inclusive high school is a utopian dream.

This brings us to the next theme of this report – alternative education.

2.11 Alternative education

According to our observations, art and physical education teachers seem to have an easier time including students with a disability or a learning or adjustment disorder. In the other subjects, streaming is more common. There is a close connection between alternative education and the theme of *Initial and ongoing training* looked at earlier, because the less capable teachers feel they are to manage the individual differences of students in the same class, the more they tend to want to stream students according to their abilities.

Several types of streaming were observed. Even though streaming is more common in high schools, it is nonetheless practised in certain elementary schools.

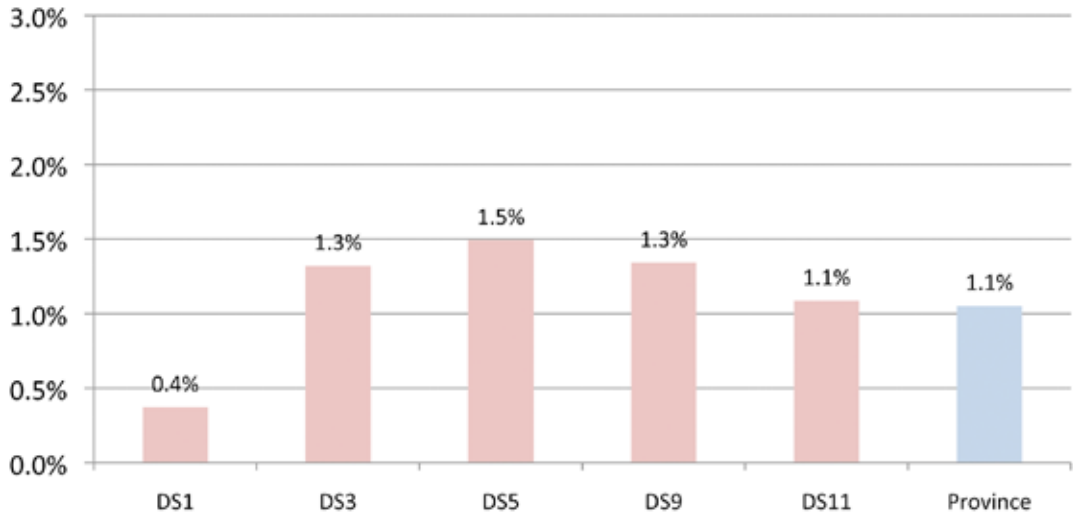
Following is an overview of the streaming of students with a disability or a learning or adjustment disorder.

- Part-time streaming
 - In regular classes, a teaching assistant works with a student or a small group of students from one period per day to the entire day (observed in elementary and high school classes).
 - For one period per day, students with the same difficulty work on the same subject with a teaching assistant or a resource teacher (observed mainly in high school).
 - For one or two periods per week, the resource teacher or teaching assistant takes the students out for re-education (observed in high school).
 - Classes on essential skills were observed in high school.
 - Students placed individually in a group of much younger students for a few periods a day. For example, a Grade 4 student took Music with students in Grade 2.
- Full-time streaming
 - A teacher teaches students with learning difficulties for the entire school year (observed in high school).
 - A group of students with a physical or intellectual disability always work with a teacher and teaching assistants (observed in high school).
 - Students with a physical or intellectual disability are completely segregated from the group for the entire school year and are taught by a teaching assistant (observed in elementary and high school).
 - At one school, a Grade 6 student spent her whole day in a Grade 2 classroom.

It should be noted that, in certain cases, students with a physical or intellectual disability are completely segregated from the other students. They may be placed in a hallway where the other students go very infrequently, eat in a far corner of the cafeteria, and not go out with the other students at recess. Some arrive at and leave from school at different times.

- Alternative educational settings
 - A teacher (and occasionally an assistant) is responsible for a group of students with social issues who cannot be with the other students. These students may be placed in rooms that are outside the school or in the school but away from the others. Teaching programs are made to measure and focus on the development of essential skills through educational activities geared specifically to the students' interests (observed in high school). The percentage of students in these settings is relatively low as shown in Figure 8.

Figure 8:
Percentage of students enrolled in alternative educational settings
in francophone districts



In conclusion, we point out that our elementary and high schools often engage in what can be called streaming. The last theme looked at in this report is resolving conflicts.

2.12 Resolving conflicts

Consultations were held with the parents of students with a disability or a learning or adjustment disorder and with societal partners. The discussions revealed some important information about the lack of parental recourse when parents question decisions made concerning their children.

These two groups – parents and societal partners – were critical that parents cannot appeal decisions with which they are not satisfied. These decisions may be made at the school or district level. If they are not happy with the support or the type of services provided for their child, they want to be able to appeal before their complaint has to go to a higher level. Parents felt that they are trapped in a system where they have no voice. This deficiency was the subject of a recommendation in the MacKay Report.

The following part will present the set of recommendations that result from the analysis of the different themes presented in this section.

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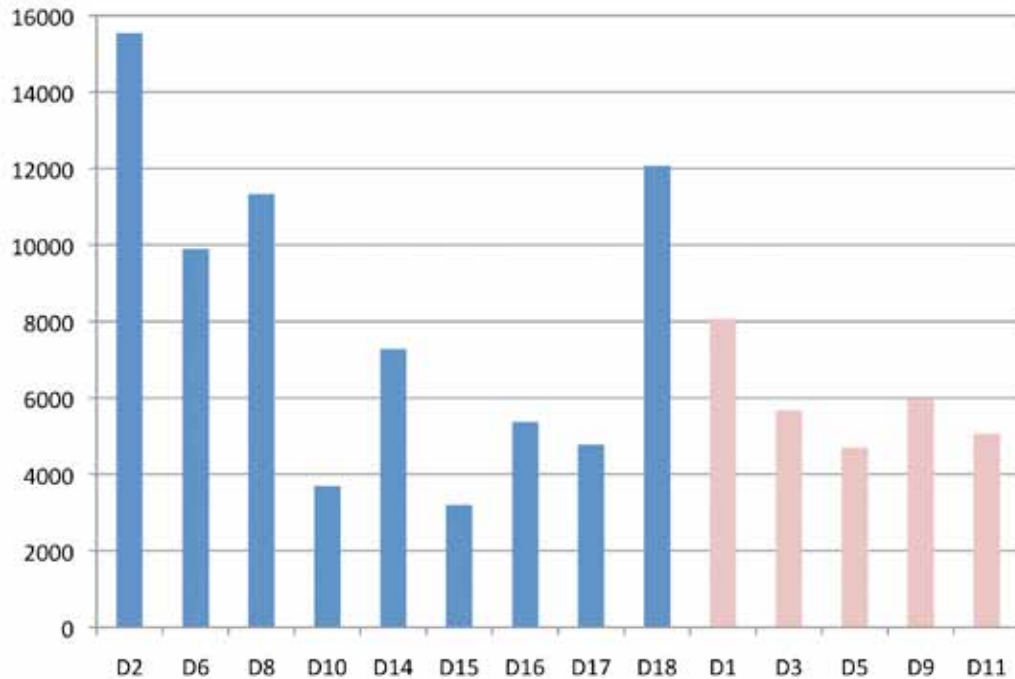
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A. New Brunswick schools – demographics and statistics

Demographic and staffing information

New Brunswick schools are continuing to experience a decline in enrolment. In 2000-01, the number of K-12 students was 124,942; by 2005-06, enrolment had fallen to 114,820; and in September 2011, it stood at 102,579. The distribution varies greatly among the nine districts in the anglophone sector, with District 2 in Moncton being the highest at 15,538 and District 15 in Dalhousie being the lowest at 3,195. Distribution among the five francophone districts is more even with District 1 in Dieppe at 8,066 being the highest and District 5 in Campbellton at 4,689 being the lowest. (See Figure A.1.)

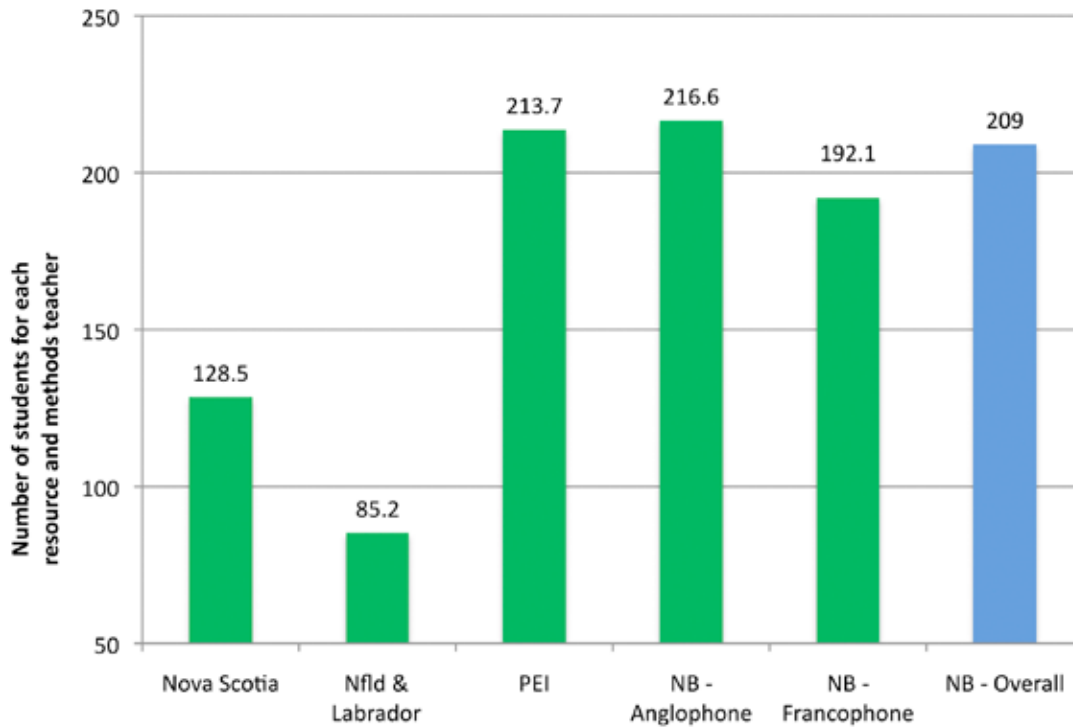
Figure A.1:
New Brunswick student population, September 2011



The school staff members who support students and teachers represent a significant commitment of resources. The distribution, deployment and role of these teachers and paraprofessionals are an important part of our inclusive education review. The following graphs provide information about these positions.

Figure A.2 provides a perspective on the allocation of resource and methods teachers on a per-pupil basis in Atlantic Canada. The number of resource and methods teachers per pupil is similar for New Brunswick and Prince Edward Island, but both provinces have significantly fewer of these teachers than Newfoundland and Labrador and Nova Scotia.

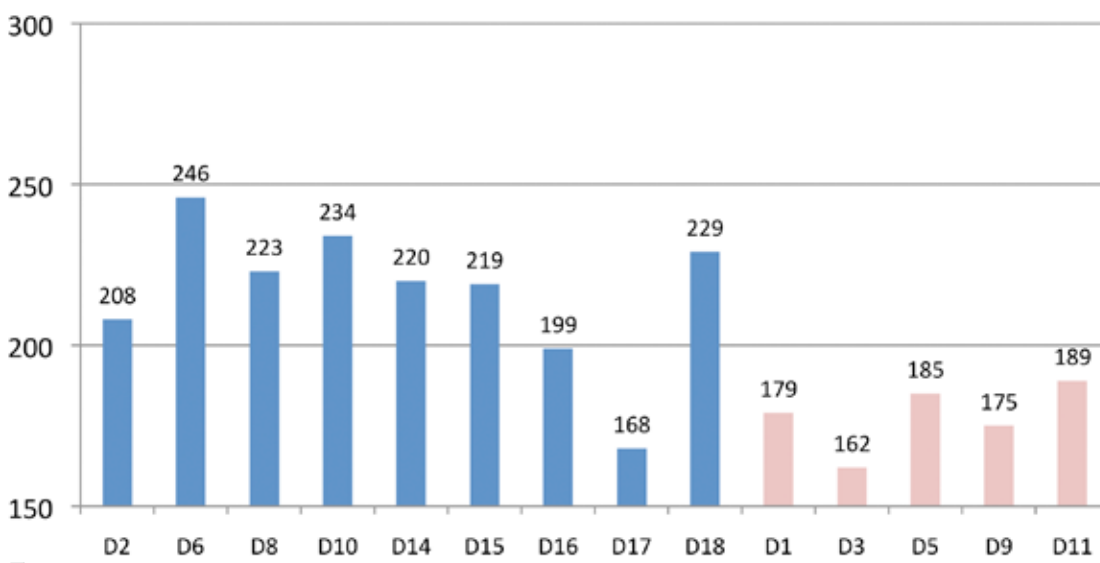
Figure A.2:
Atlantic Provinces – provision of resource and methods teachers / pupil



Resource and methods teachers

Districts receive a per-student grant that permits them to hire the number of resource and methods teachers, educational assistants and other staff they wish to meet student services needs. Each district trains its staff to meet the needs of its schools and students. The next series of graphs provides a view on how the districts do this based on the best information available in the fall of 2011.

Figure A.3:
New Brunswick ratio of resource and methods teachers / pupil, by district



Educational assistants

The school system had 2,235 educational assistants according to the official numbers recorded on Sept. 30, 2011. Districts have described a continuing demand for more of these positions. With an increase in guaranteed working hours, this increase has placed a significant stress on the available resources.

Figure A.4:
Anglophone districts – ratio of educational assistants / pupil

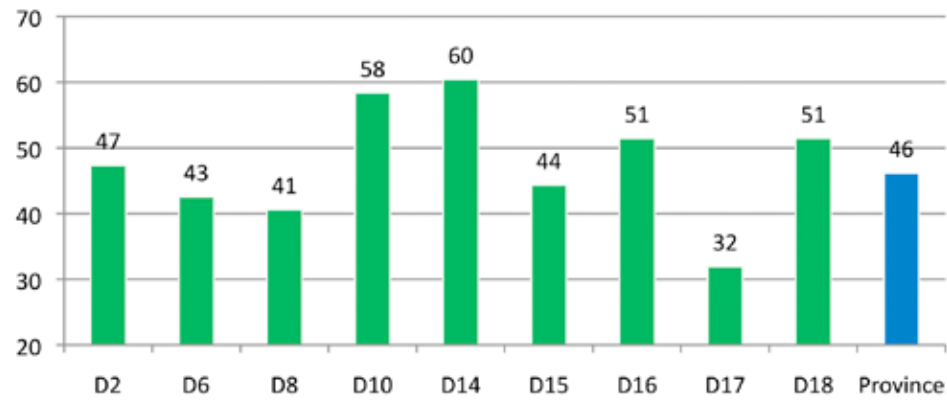
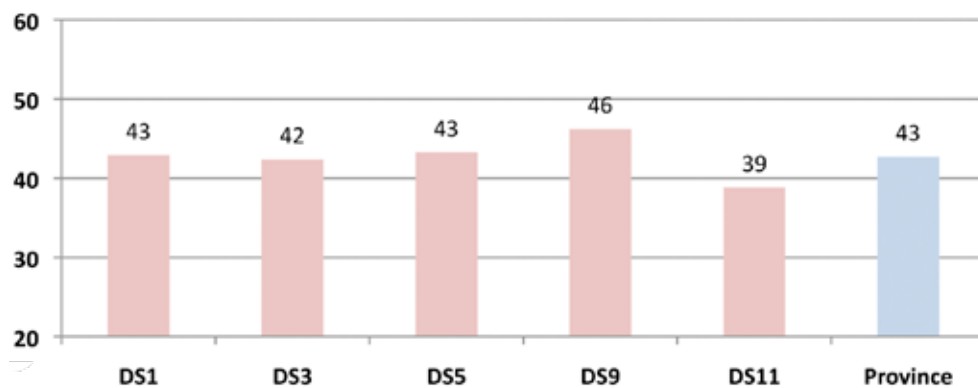


Figure A.5:
Francophone districts – ratio of educational assistants / pupil



Literacy teachers

In the last decade, New Brunswick has provided schools in both sectors with Literacy teachers who work with students and teachers to address challenges in this academic area. This was considered a very effective program by both school leaders and parents. The distribution of teachers in these positions is shown in the following graphs.

Figure A.6:
Anglophone districts: ratio of literacy teachers / student

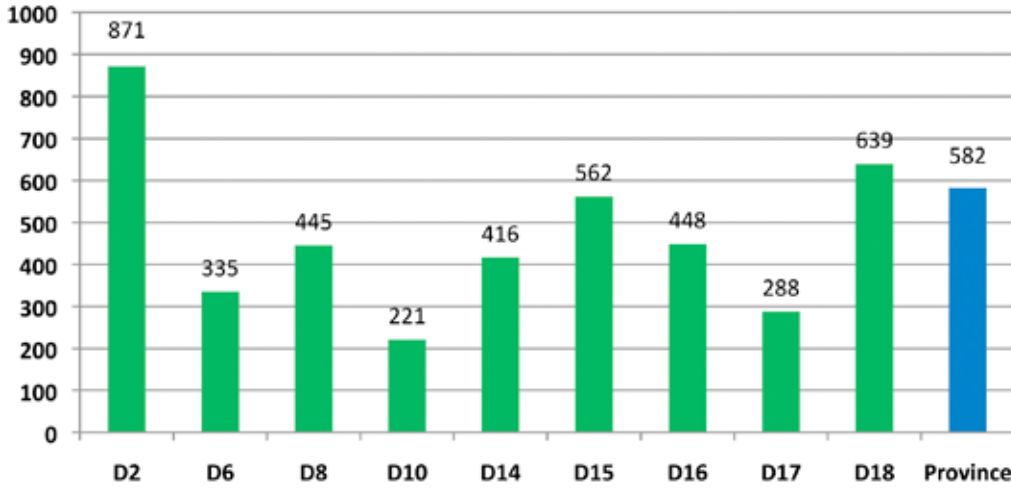


Figure A.7:
Francophone districts: ratio of literacy teachers / student



District spending on Student Services

Districts consistently report spending more funding on Student Services staffing than the funding formula provides. Much of the additional demand is linked to the need to engage more educational assistants to work with students who require significant levels of individual support. The following graphs illustrate the annual district overexpenditures for the most recent reporting period.

Figure A.8:
Anglophone districts – student services budget variance, allocation / expenditures

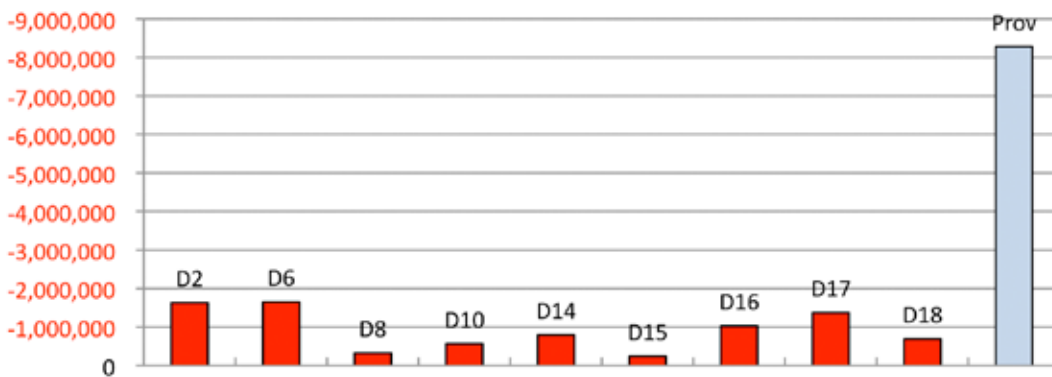
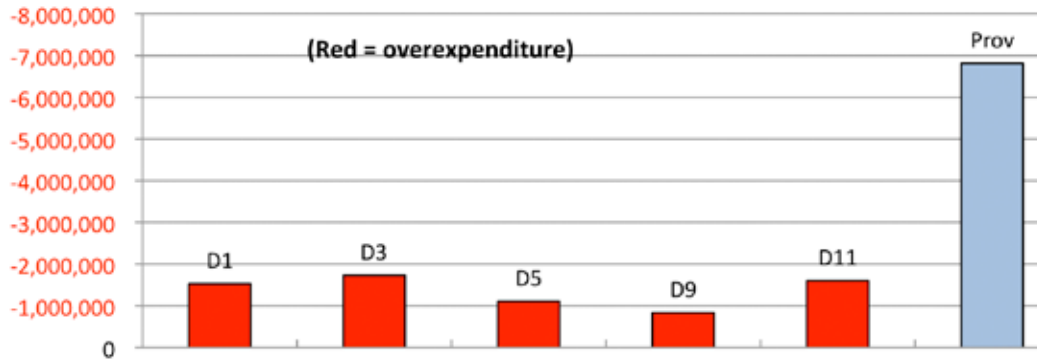


Figure A.9:
Francophone districts – student services budget variance, allocation / expenditures



B. Research on staff time-use

As part of the review, a survey of how the teachers listed below spent their time was conducted during three days in October 2011. The results were compiled and analyzed. The inquiry was initiated based on the observation that the day-to-day practice of these teachers seemed to vary greatly. The graphics below illustrate this point. The pages that follow provide a detailed discussion of this research.

- Francophone districts: resource and methods teachers, Literacy and Francization teachers.
- Anglophone districts: resource and methods teachers, Literacy and Numeracy teachers, guidance counsellors / teachers.

Francophone teachers – time-use information and analysis

To gain a better understanding of the tasks performed by some school staff members working with students who face challenges in the classroom, we asked resource and methods, Literacy and Francization teachers to complete a survey. The tool used to conduct the survey was a timetable divided into 15-minute intervals. (See Appendix 9a.) The participants were asked to complete the timetable during a three-day period.

We will now take a closer look at the results obtained from each of the surveys, starting with the one given to the resource and methods teachers in both sectors.

Resource and methods teachers

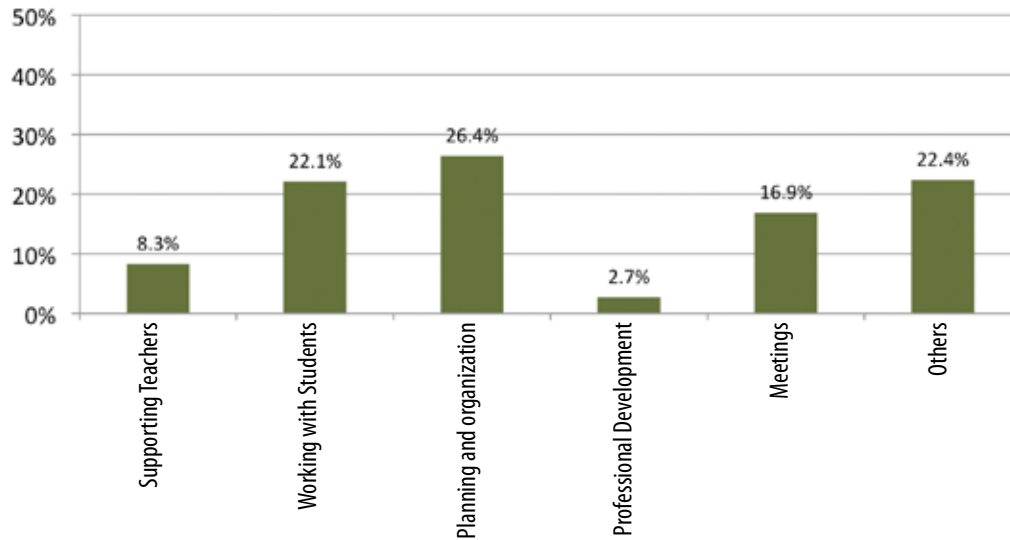
The timetable for the resource and methods teachers contained 24 numbered tasks. For each 15-minute interval, participants were asked to write down the number that represents the specific task performed at that time of day. To facilitate the data analysis, the tasks were divided into categories. Table B.1 shows the list of tasks according to their respective categories.

Table B.1:
Division of resource and methods teacher tasks (six categories)

Categories	Tasks
Working with teachers	Working with teachers in the classroom through modelling and / or co-teaching Working with teachers after modeling or co-teaching a learning activity (feedback, reflection, etc.) Collaborating with classroom teachers on the implementation of special education plans Co-planning various special education plans with teachers and other staff
Working with students	Working with small groups of students inside the classroom Working with small groups of students outside the classroom Working directly (1:1) with students outside the classroom
Planning and organization	Conducting student assessments Analyzing student results, documenting progress and preparing reports (resource teacher records) Developing, assessing and updating special education plans Preparing resource materials to support work with students Working with educational assistants (schedules, meetings, supervision, strategy modelling, etc.)
Professional development	Preparing professional development sessions for teachers (training day, staff meeting, etc.) Researching successful strategies and staying current on instructional methods as a foundation for professional development Participating in professional development sessions organized by the school, the district, the university, the Department, etc.
Meetings	Participating in the school's strategic team meetings Communicating with various professionals in search of information (via email, telephone, letter, etc.) Attending meetings with various professionals outside the school environment (speech language pathologists, occupational therapists, social workers, etc.) Attending school-based meetings (collaborative team, staff meetings, etc.) Communicating with parents (telephone calls, case conferences, emails, letters, etc.)
Other	Classroom teaching (time spent teaching during the day where you are responsible for a class group or prescribed curricula) Working in unexpected situations (injured student, students outside classroom, teacher substitution, etc.) Carrying out administrative tasks related to all teachers (supervision, etc.)

Figures have been prepared by compiling the time spent on various tasks. Figure B.1.1 shows that resource and methods teachers spent the greatest amount of time during the day (average of 26.4 per cent) on the “Planning and Organization” category, and the least amount of time on the “Working with Teachers” (average of 8.3 per cent) and “Professional Development” (average of 2.7 per cent) categories.

Figure B.1.1:
Resource and methods teachers: provincial



A quick look at all of these figures shows that there are significant differences among the districts with respect to the percentage of time spent on each of the above-mentioned categories. Below is a more detailed explanation.

Data analysis results by category

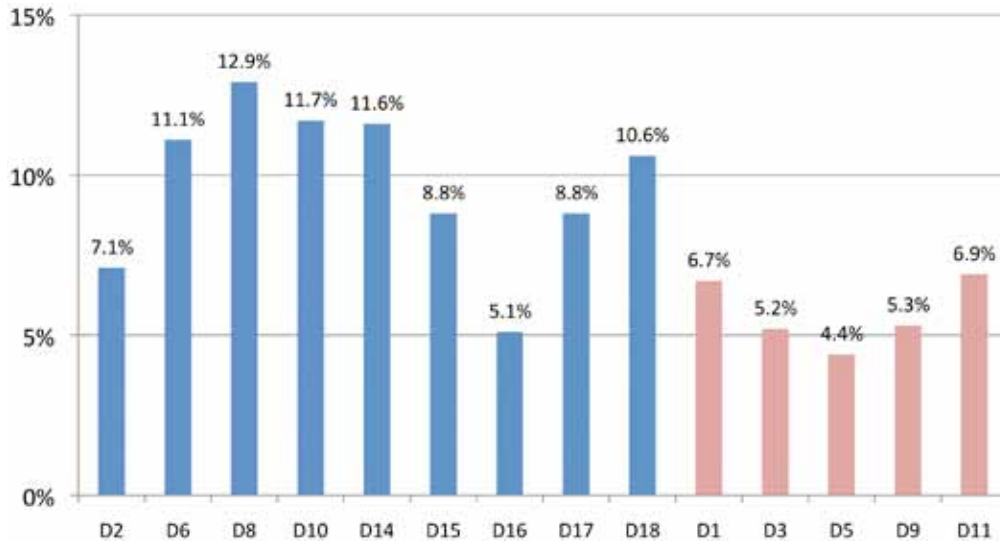
The following six categories represent the numbered tasks in the table distributed to the resource and methods teachers.

Working with teachers

As indicated in Table B.1, the category “Working with Teachers” includes tasks such as co-teaching and modelling in the classroom, follow-ups to these activities, collaborating with teachers on the implementation of special education plans and shared planning of work to be done for students. The data analysis shows that resource and methods teachers spent on average less than 10 per cent of their time on these tasks.

Upon closer examination of Figure B.1.2, which shows the results for all of the districts for the category “Supporting Teachers,” there are major differences. Figure B.1.2 shows that time percentages varied between 4.4 per cent and 12.9 per cent.

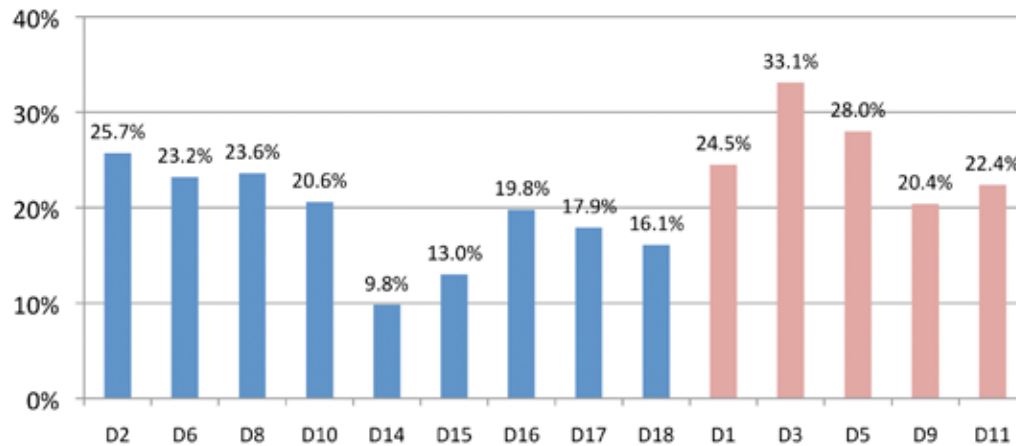
Figure B.1.2:
Resource and methods teachers – provincial analysis of “Working with Teachers”



Working with students

The “Working with Students” category is divided into three subcategories: working with students in the classroom, working with small groups of students outside the classroom and working with students individually outside the classroom. Figure B.1.3 shows a major difference from one district to another with respect to the time dedicated to students. More specifically, resource and methods teachers spent an average of 9.8 per cent to 33.1 per cent of their time working with students.

Figure B.1.3:
Resource and methods teachers – provincial analysis of “Working with Students”



For K-8 (Figure B.1.4), resource and methods teachers from various districts spent between 9.5 per cent and 37.1 per cent of their time working with students. For grades 9-12 (Figure B.1.5), the percentages ranged from 8.8 per cent to 25.6 per cent.

Figure B.1.4:
Resource and methods teachers – provincial analysis of “Working with Students” (K-8)

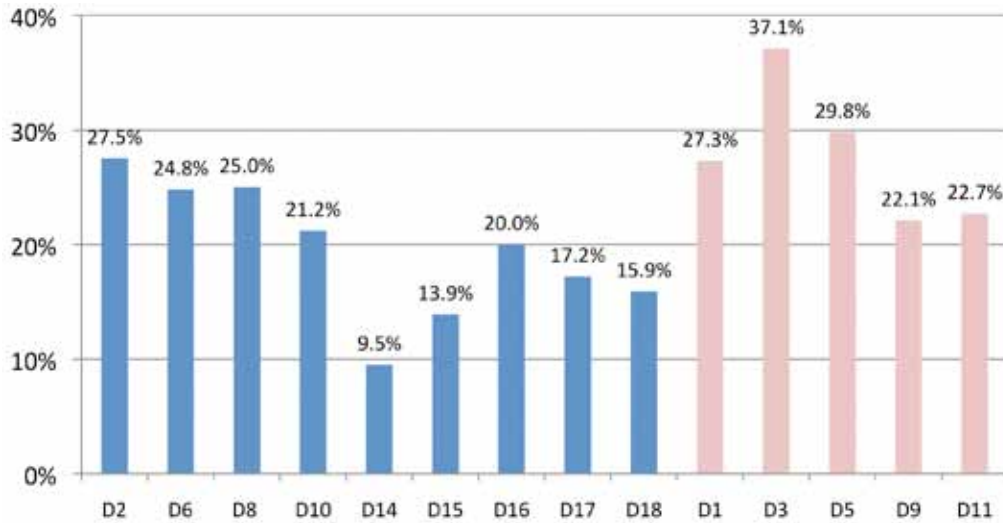
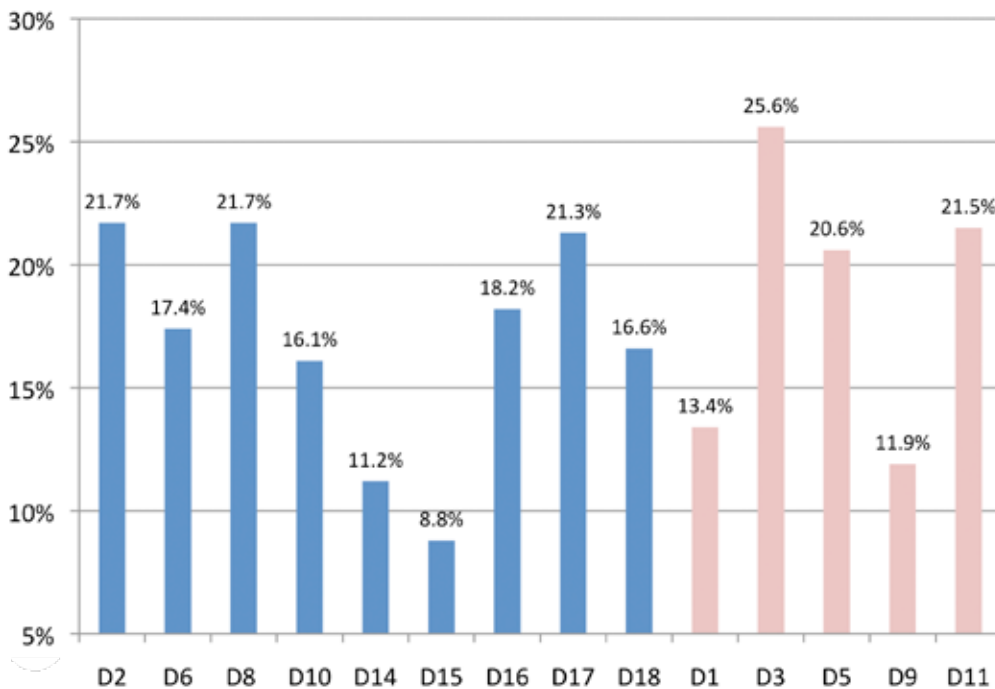


Figure B.1.5:
Resource and methods teachers – provincial analysis of “Working with Students” (grades 9-12)



The above analysis examines the category as a whole. We felt it was important to analyze this category further by taking a look at each of the three components. In general, for both the anglophone and francophone sectors, very little time was spent in the classroom working with students with special needs. In fact, less than 10 per cent of the total time during the day was spent in the classroom. (Figure B.1.6 and Figure B.1.7.) Work was more frequently conducted outside the classroom, either in small groups or on an individual basis with a student. We noted that anywhere from 2.2 per cent to 16.5 per cent of the total time spent during the day on the various types of tasks involved individual work where the resource and methods teacher worked one-on-one with a student outside the common learning environment.

Figure B.1.6:
Resource and methods teachers – detailed analysis of “Working with Students” (anglophone sector)

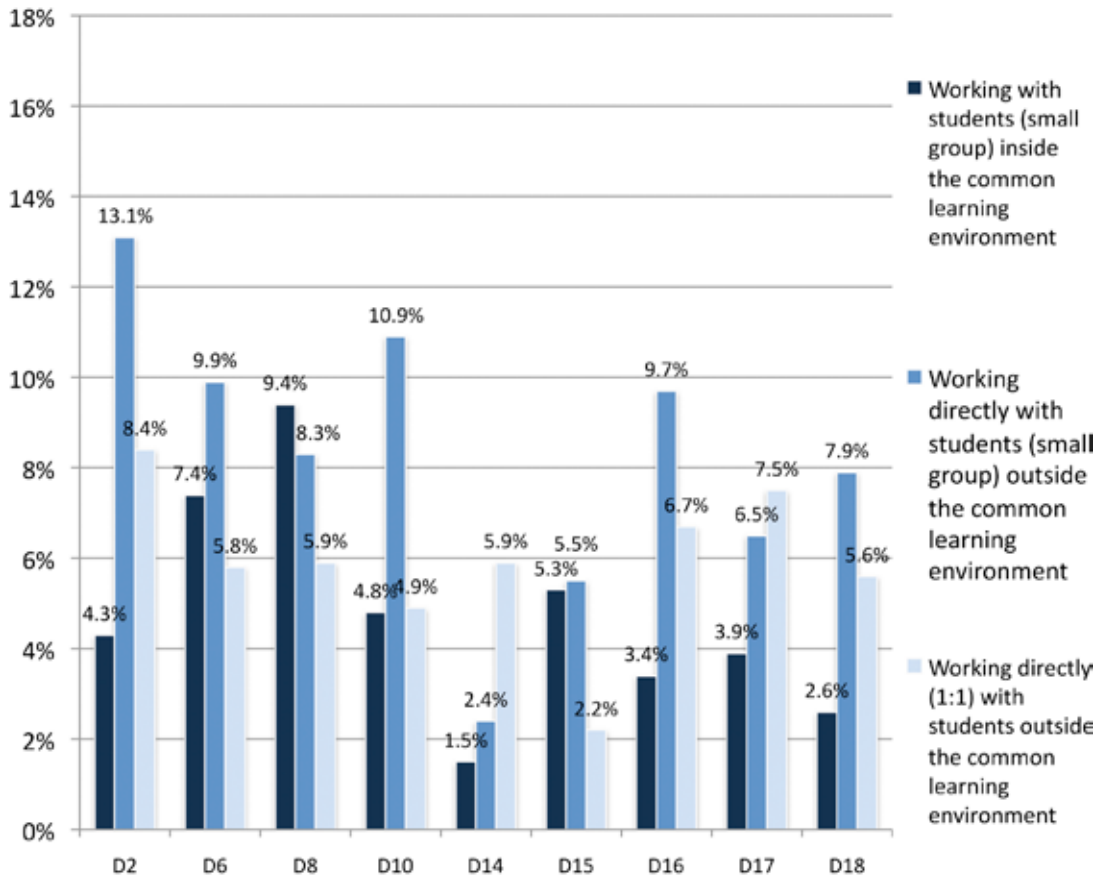
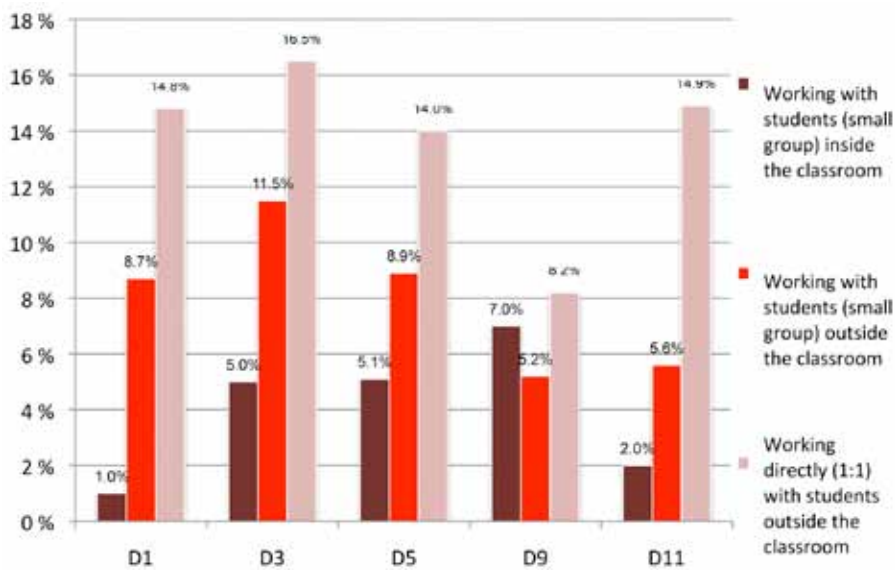


Figure B.1.7:
Resource and methods teachers – detailed analysis of “Working with Students” (francophone sector)



Planning and organization

The tasks under the “Planning and Organization” category include conducting student assessments, documenting student progress, preparing special education plans and resource materials for students, and working with educational assistants. The data analysis for this category shows that the resource and methods teachers in the anglophone and francophone sectors spent up to 35 per cent of their time (for a provincial average of 26.4 per cent) carrying out these types of tasks. (See Figure B.1.8.) A significant portion of their time was spent developing and writing individual plans and preparing material to support teachers and / or educational assistants who work directly with students. (See Figure B.1.9 and Figure B.1.10.)

Professional Development

As indicated in Table 1, the “Professional Development” category includes preparing and facilitating sessions offered to school staff, researching successful instructional methods and participating in sessions organized by others. With respect to this category, there was generally little professional development during the data collection period (Figure B.1.11) with percentages of time accounting for 1.1 per cent to 4.6 per cent for all resource and methods teachers.

Figure B.1.8:
Resource and methods teachers – provincial analysis of “Planning and Organization”

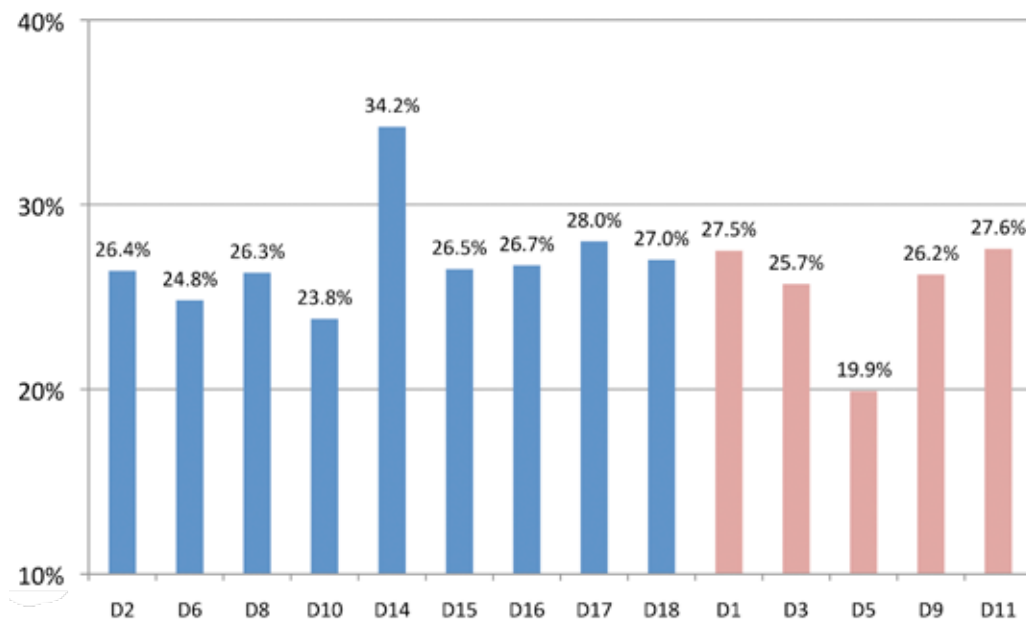


Figure B.1.9:
Resource and methods teachers – detailed analysis of “Planning and Organization” (anglophone sector)

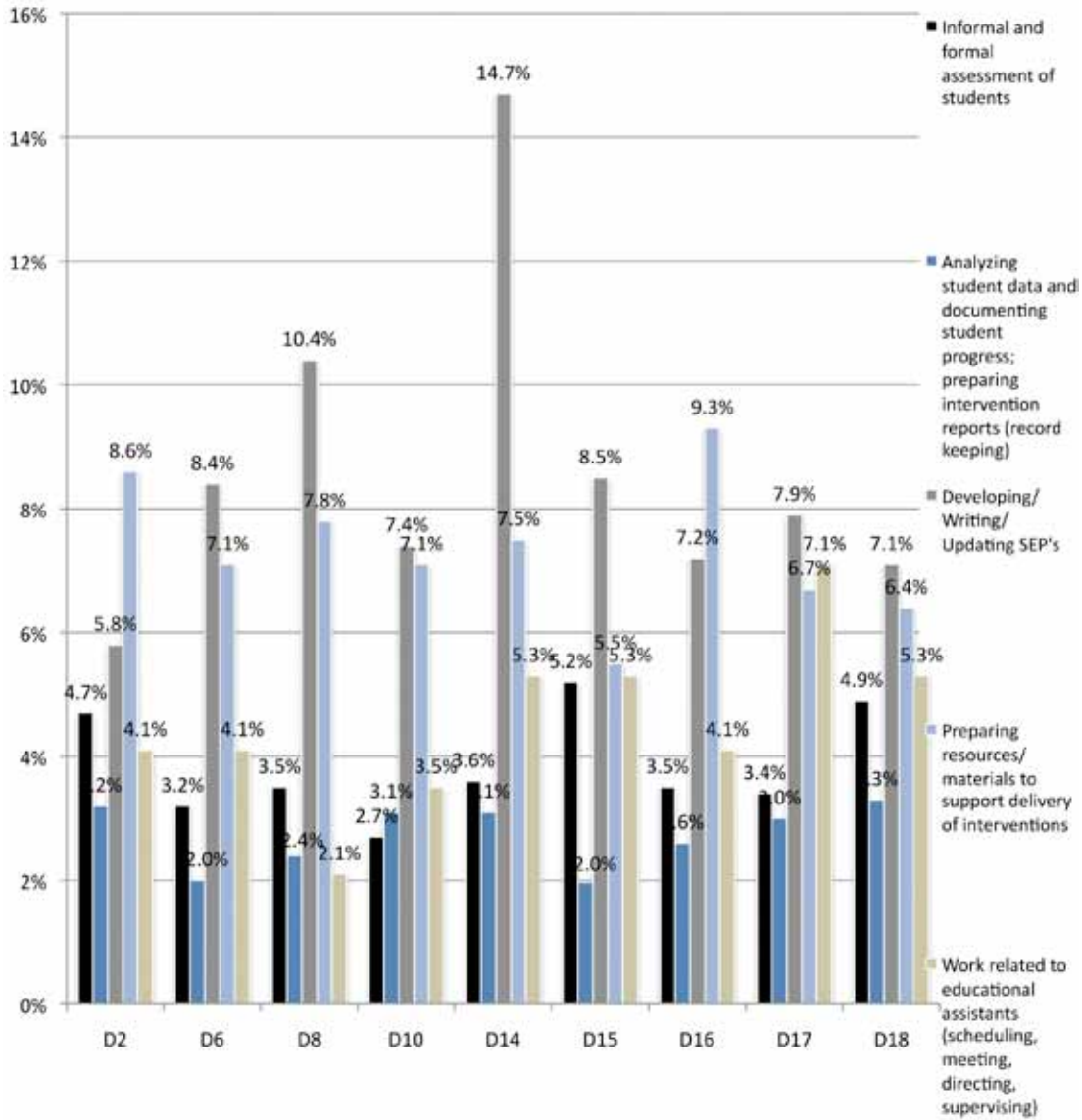


Figure B.1.10:
Resource and methods teachers – detailed analysis of “Planning and Organization” (francophone sector)

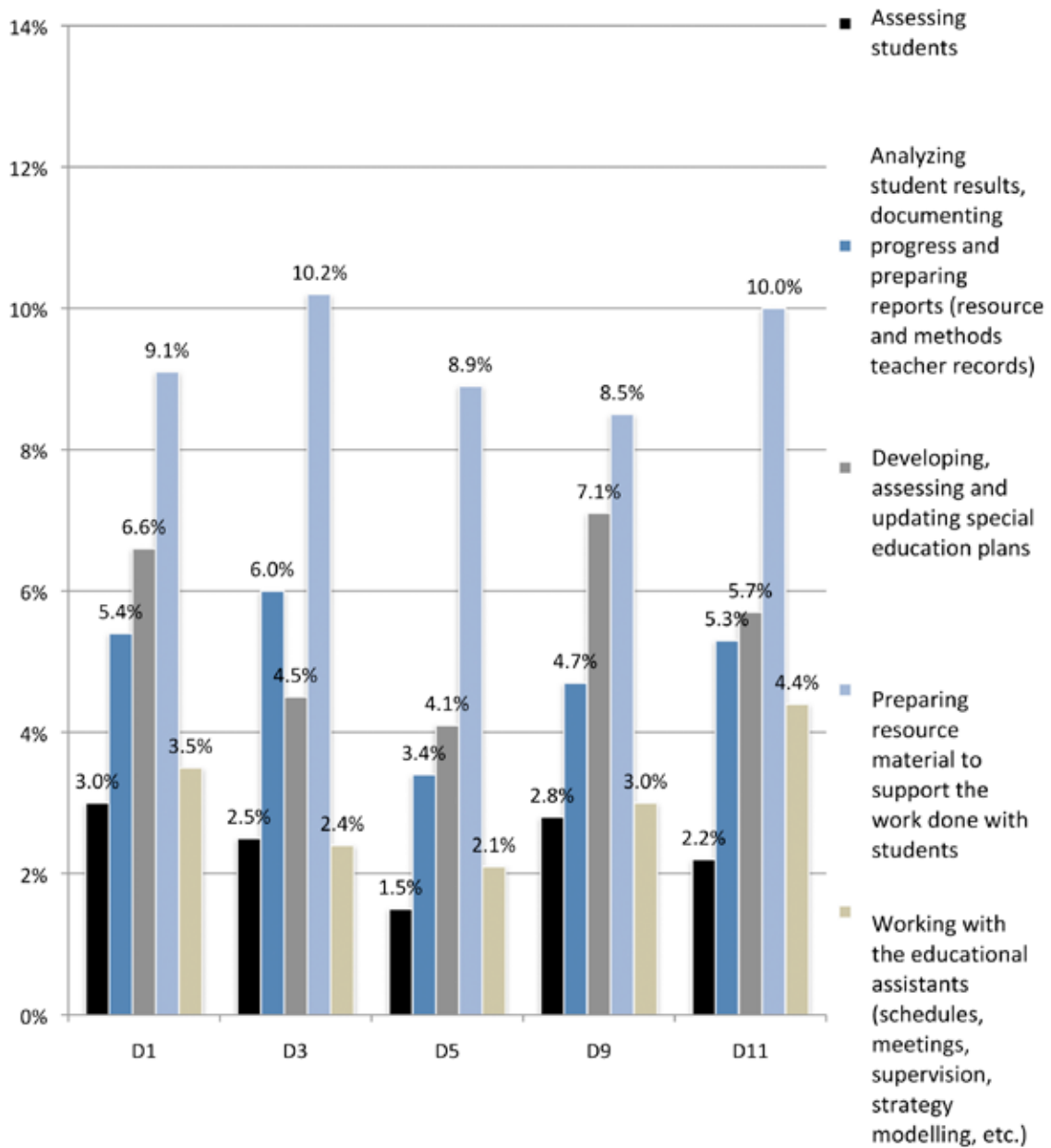
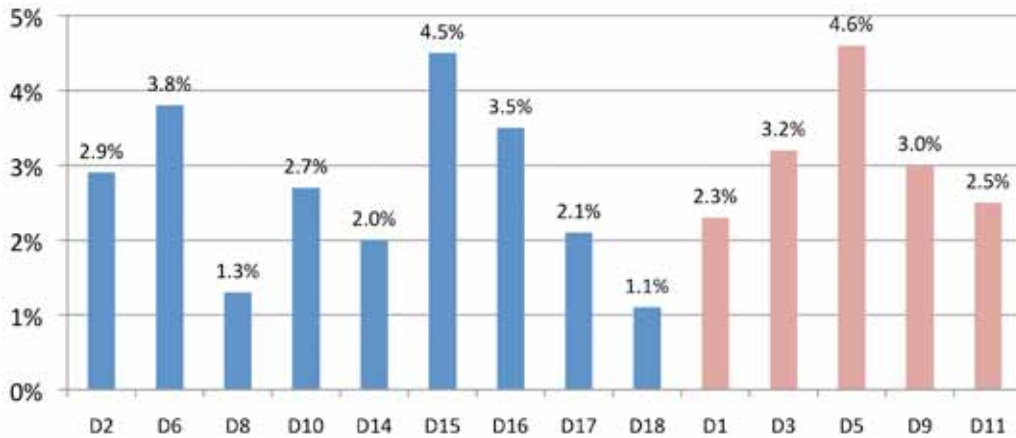


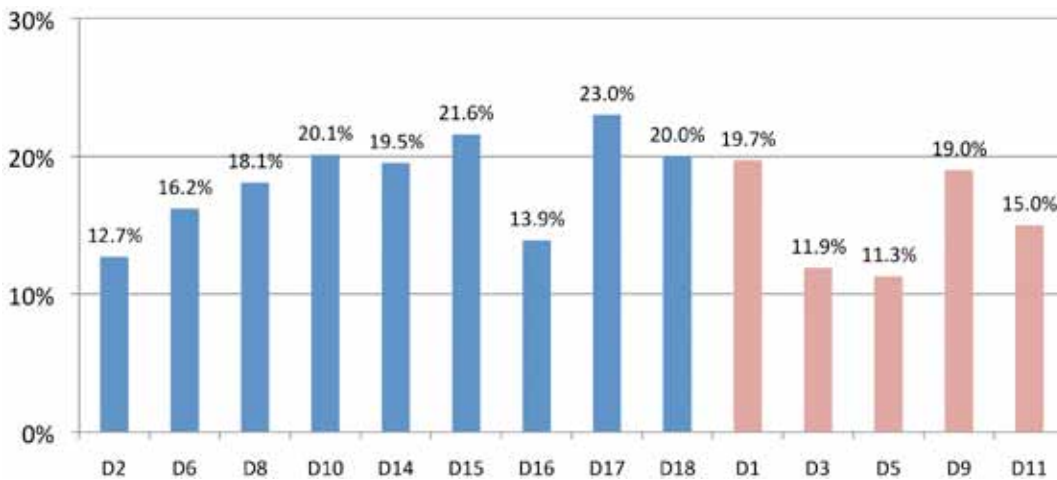
Figure B.1.11:
Resource and methods teachers – provincial analysis of “Professional Development”



Meetings

The “Meetings” category includes various tasks such as communicating with various stakeholders, professionals and parents, and participating in meetings with staff, the strategic team and the collaborative teams. It was noted that resource and methods teachers spent an average of 16.9 per cent of their time on the tasks under this category. (See Figure B.1.1.) More specifically, this represents between 11.3 per cent and 23 per cent of their work time. (See Figure B.1.12.)

Figure B.1.12:
Resource and methods teachers – provincial analysis of “Meetings”



Other

The “Other” category included a variety of tasks such as carrying out a regular teacher’s workload, replacing an absent employee, performing other tasks that can occur in an unexpected situation and doing administrative tasks. The data analysis for this category shows that resource and methods teachers spent from 18 per cent to 32.8 per cent of their time carrying out tasks other than those related to their position. (See Figure B.1.13.) The trends did not vary much between the anglophone sectors and francophone sectors. In the francophone sector, the percentage was highest at the high school level. (See Figure B.1.15.) However, for this category in the anglophone sector, the percentages were fairly similar at the elementary and high school levels. (See Figure B.1.14 and Figure B.1.15.)

Figure B.1.13:
Resource and methods teachers – provincial analysis of “Other”

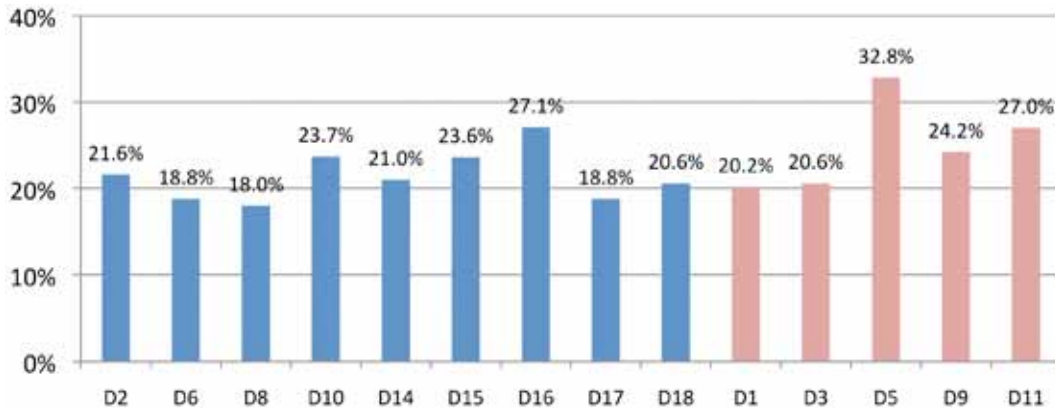


Figure B.1.14:
Resource and methods teachers – provincial analysis of “Other” (K-8)

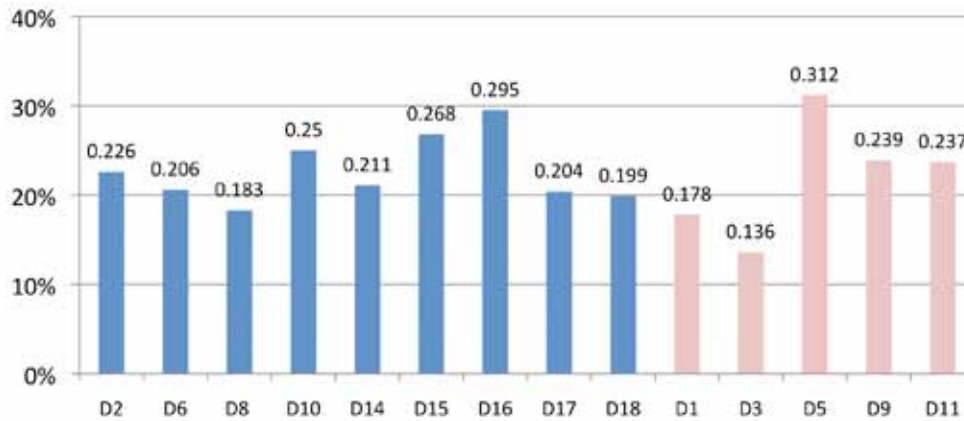
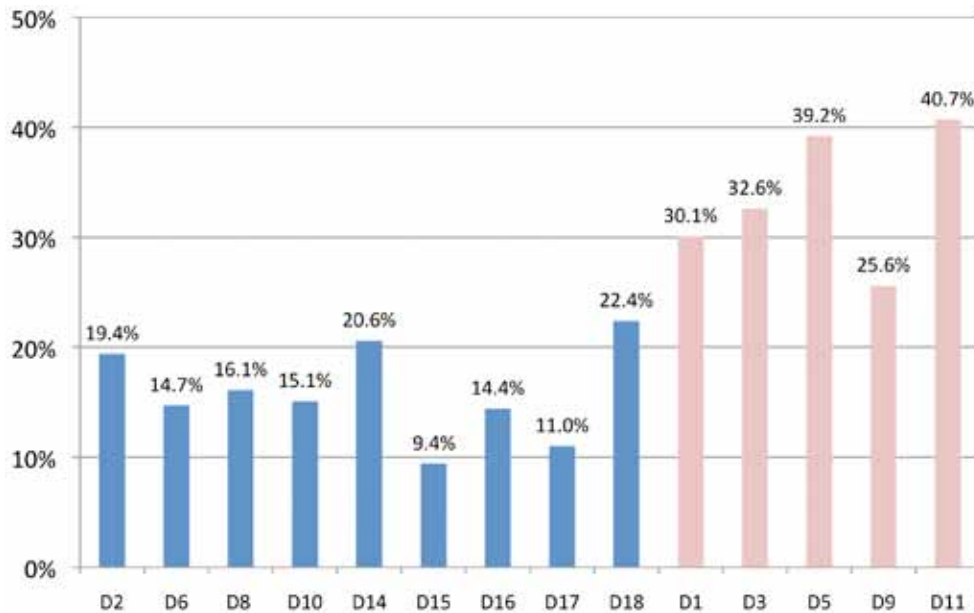


Figure B.1.15:
Resource and methods teachers – provincial analysis of “Other” (grades 9-12)



Conclusion

Data collection was done for all resource and methods teachers. Although we cannot say that the data paint an accurate picture, certain trends are emerging with respect to the tasks they do. Among other things, we see that the practices vary greatly from one region to another and from one school district to another.

Although the resource and methods teachers perform similar tasks from one area to another, the time spent on each of these tasks varies greatly. It is therefore important to question what role these teachers should be playing in an inclusive school. Moreover, we cannot overlook all of the time spent carrying out tasks unrelated to resource and methods teaching. (See “Other” category.)

We are aware that unexpected situations can impact these percentages, but it remains that this time was not available for teaching staff or students to work inside or outside the classroom.

Another point we would like to make is that the resource and methods teacher is rarely present in the regular classroom. Modelling, co-teaching and classroom work with students with special needs are rarely performed by these teachers.

Taking this information into account, we recognize the importance of clearly and accurately defining the role of the resource and methods teacher. This definition will help establish a provincial model for this role with more standardized tasks associated with it. The support that these teachers provide to teaching staff is a cornerstone of the inclusive school system. It is therefore important that the work of the resource and methods teacher be recognized for its true value.

Literacy and Francization teachers

This part of the report deals with the results of the surveys completed by Literacy and Francization teachers.

Because the nature of the work done by Literacy and Francization teachers varies little from that of resource and methods teachers, the list of tasks in the timetable took this into account. The timetable included a list of 20 numbered tasks, and for each 15-minute interval, the participant had to write down the number that represented the specific task being completed at that time of day. To facilitate the data analysis, the tasks were divided into categories. Table B.2 shows these tasks in their respective categories.

Table B.2:
Division of Literacy and Francization teacher tasks (seven categories)

Categories	Tasks
Working with teachers	Working with teachers in the classroom through modelling and / or co-teaching Working with teachers after modeling or co-teaching a learning activity (feedback, reflection, etc.)
Working with students	Working with small groups of students inside the classroom Working with small groups of students outside the classroom Working directly (1:1) with students outside the classroom
Planning and organization	Co-planning various types of educational intervention with students along with teachers and other stakeholders Assessing students to inform or to validate education plans Analyzing student results, documenting progress and preparing reports (resource and methods teacher records) Preparing resource material to support intervention with students
Administrative tasks	Completing administrative tasks related to all teachers (supervision, etc.) Purchasing and distributing educational resources
Professional Development	Preparing teachers' professional development plans Conducting research to find successful strategies and stay current with instructional methods to support one's professional development
Meetings	Communicating with various professionals in search of information (via email, telephone, letters, etc.) Participating in school meetings (collaborative team, staff meetings, etc.) Communicating with parents Working with other Literacy and Francization teachers (school district meetings, meetings in small groups, etc.)
Other	Participating in school meetings (collaborative team, staff meetings, etc.) Other

For analysis purposes, we chose to divide Literacy and Francization staff into two major groups; i.e., one for the schools that cover K-2, K-5, and K-8, which we refer to as K-8 (inclusive), and one for the schools that cover K-12. One figure was used for each of these two categories (K-8 inclusive and K-12) by compiling the time spent on the various tasks under the seven categories described above.

Overall, the two figures are very similar. For both the Literacy and Francization teachers in the K-8 group (Figure B.2.1) and the K-12 group (Figure B.2.2), the percentage of time spent on each of the respective categories is comparable. In other words, there is little difference between the two groups with respect to the time percentages for each category.

The tasks under the “Working with Students” category took up a good portion of the total time (from 28.9 per cent to 36.9 per cent) for these two groups. However, the data do not show whether the time was spent with the students inside or outside the classroom.

It is interesting to see that the amount of time allocated to working with teachers barely surpassed 10 per cent. This means that Literacy and Francization teachers spent little time on modelling and co-teaching. In fact, a significant amount of time was spent on tasks unrelated to Literacy or Francization, whereas the percentage of time spent on the “Other” category was nearly 15 per cent.

Figure B.2.1:
Literacy and Francization teachers – analysis (K-8 inclusive)

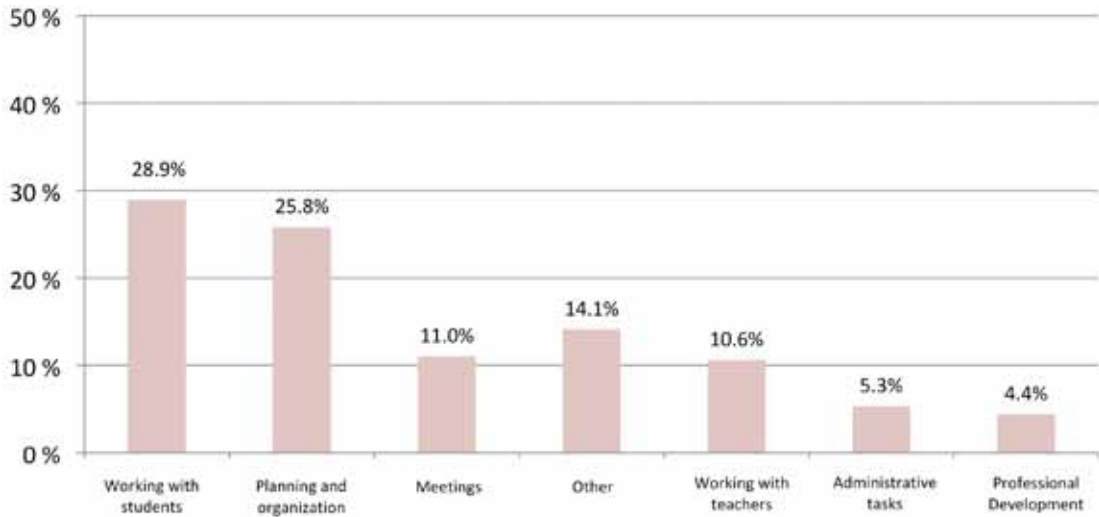
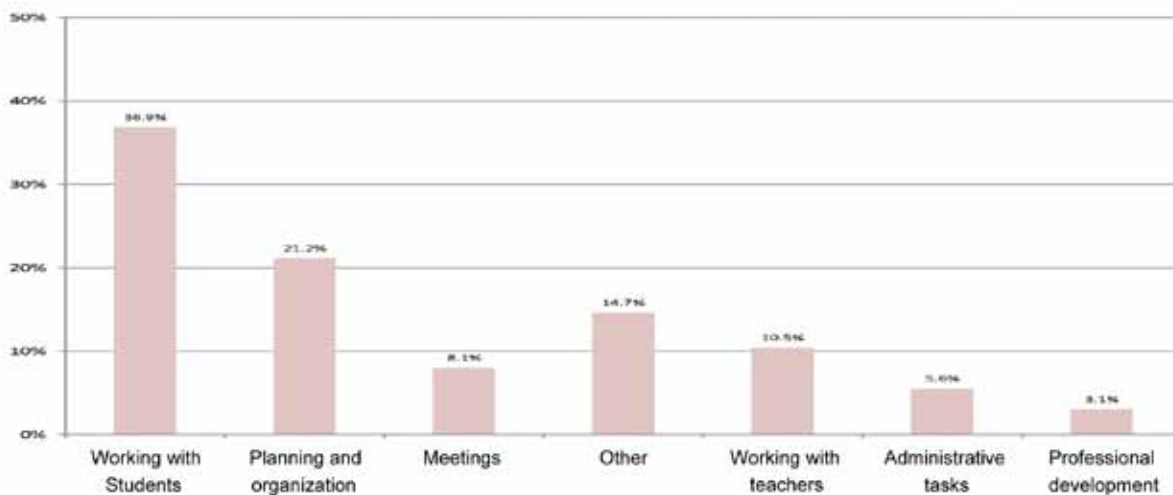


Figure B.2.2:
Literacy and Francization teachers – analysis (grades 9-12)



Conclusion

In comparing the data analysis for the Literacy and Francization teachers with that of the resource and methods teachers, we are able to see similarities. Among other things, Literacy and Francization teachers did not spend more time than resource and methods teachers working with teaching staff. Both groups, i.e., Literacy and Francization teachers and resource and methods teachers, spent a significant amount of time on tasks other than those related to their work. And while the percentage of time for the “Other” category for Literacy and Francization teachers was not as substantial as that of resource and methods teachers (18 per cent versus 32 per cent), this time was still not made available to the teacher or student who may have needed it.

C. Anglophone teachers: time-use information and analysis

Time surveys were prepared by the Inclusive Education Review Team and sent to all schools to gather precise information and gain a better understanding of the daily responsibilities and activities of resource teachers, guidance counsellors and Literacy and Numeracy leads. The following summarizes the results of the analysis of these surveys. The first of these analyses presents the anglophone and francophone time surveys for resource and methods teachers.

Resource and methods teachers

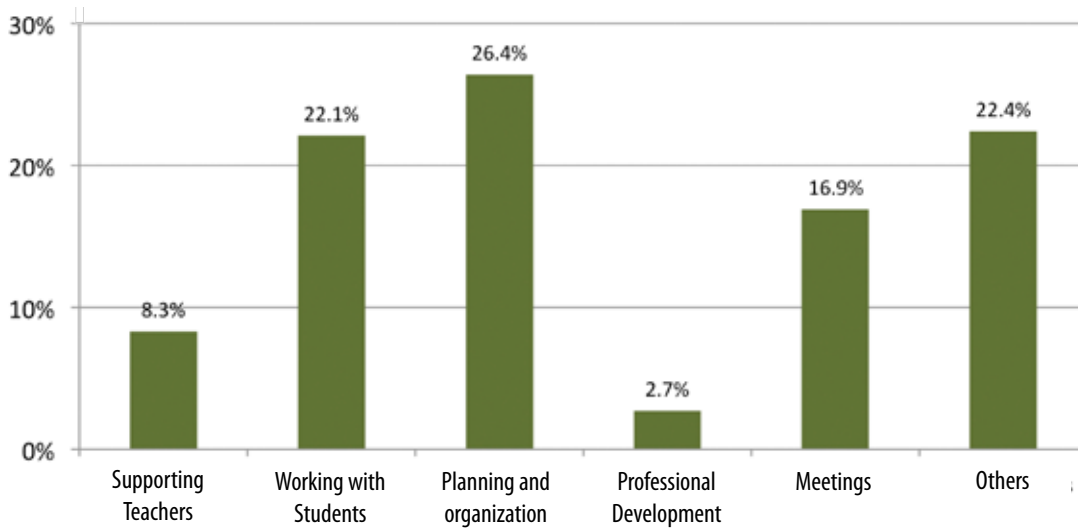
During three full working days, resource and methods teachers of anglophone and francophone schools were asked to complete a time survey. In 15-minute intervals and with the help of a task list provided to them, they needed to indicate the task or activity in which they were involved. (See Appendix 9.) The compilation and analysis of all these tasks and / or activities were then divided into the following six categories. Different figures were prepared to provide a clear understanding of our findings.

Table C.1:
Categories provided in the time surveys sent to resource and methods teachers

Categories	Tasks or activities
Working with teachers	Coaching, mentoring, co-teaching Debriefing or reflecting after co-teaching or demonstrating lessons Meeting with individual teachers to discuss special education plan specifics Collaborating or co-planning around programming for students
Working with students	Working with small groups of students inside the common learning environment Working directly with a small group of students outside the common learning environment Working directly with one student outside the common learning environment
Planning and organization	Informal and formal assessments of students Analyzing student data and documenting student progress Preparing intervention reports (record-keeping) Developing, writing and updating special education plans Preparing resource materials to support delivery of student intervention Work related to educational assistants
Professional Development	Facilitating and preparing seminars or after-school professional development sessions Researching instructional strategies and current pedagogy Participating at Professional Development sessions
Meetings	In school-based student services meetings Completing by telephone or email ongoing professional correspondence External agency staff meetings School-based meetings Parent meetings
Other	Classroom teaching – time NOT included on resource and methods full-time equivalent Unexpected situations Teacher duty – supervision

The time that was spent by resource and methods teachers on these different tasks and / or activities in the three-day period shows that considerable differences existed between all districts and between various teaching levels (K-8 and 9-12). Figure C.1.1 shows that resource and methods teachers spent most of their time (26.4 per cent) “Planning and Organizing.” The same figure shows that they spent the least amount of their time “Working with Teachers” (8.3 per cent) and working on “Professional Development” (2.7 per cent). Let us look more closely at the data collected for each of these categories.

Figure C.1.1:
Resource and methods teachers: provincial



Analyzing results by category

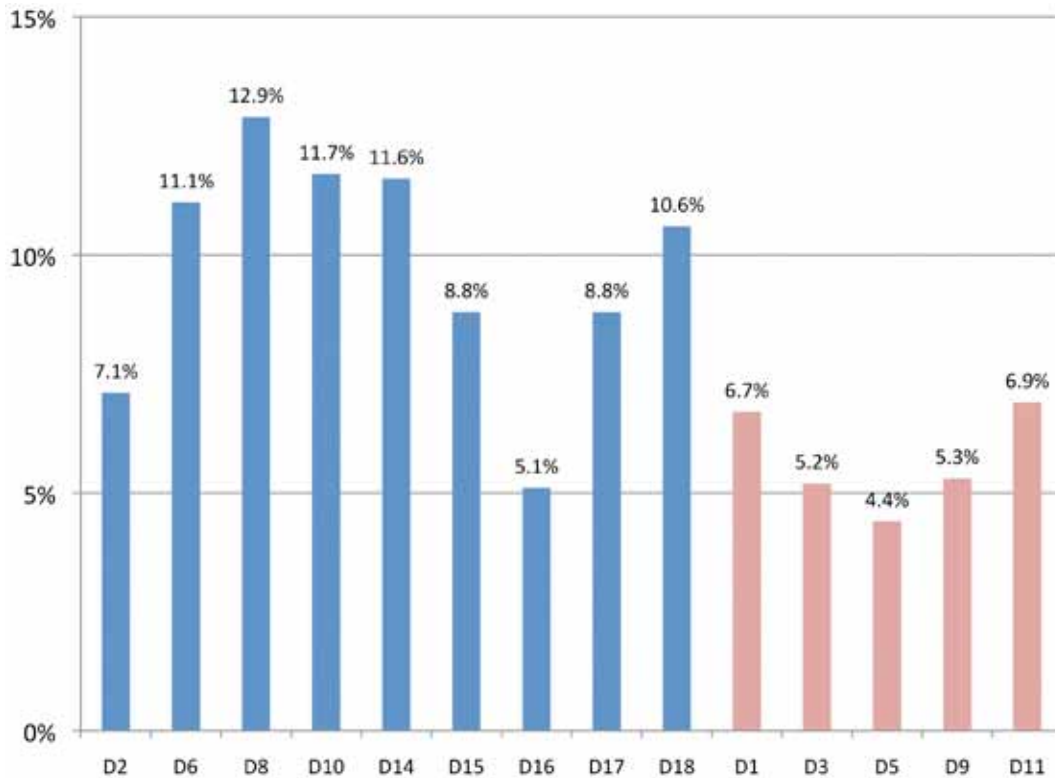
The following six categories cover the 24 tasks listed in the time surveys.

Working with teachers

The first category, “Working with Teachers,” covers the following tasks and / or activities: coaching, mentoring and co-teaching teachers in the common learning environment; meeting with teachers to discuss and plan special education plans and collaborating or co-planning around programming for students. Resource and methods teachers in general spent less than 10 per cent of their day supporting teachers. In other words, they spent less than 10 per cent of their time coaching, mentoring or collaborating directly with classroom teachers, helping them to better accommodate their students.

Figure C.1.2 shows that considerable differences existed between districts when it came time for resource and methods teachers to work directly with teachers. These differences vary from 4.4 per cent to 12.9 per cent of their time.

Figure C.1.2:
Resource and methods teachers – provincial analysis of “Working with Teachers”

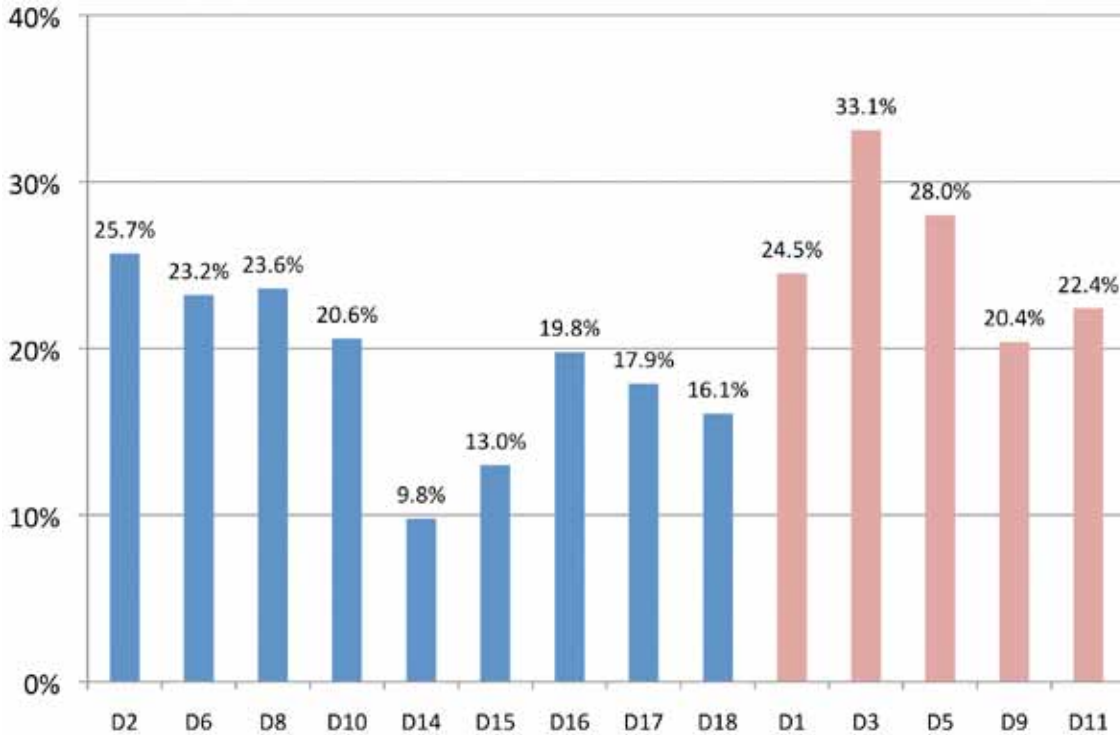


Working with students

The second category reflects the time that resource and methods teachers spent working directly with students. This category has been divided into three parts: resource and methods teachers working with students in the regular classroom, working with a small group of students outside the regular classroom, and working with only one student outside the regular classroom.

Figure C.1.3 indicates an important difference in the time that resource and methods teachers spent working with students between districts. Resource and methods teachers from different districts spent from 9.8 per cent to 33.1 per cent of their time either working individually with a student or in small groups, either in the classroom or elsewhere in the school. At the K-8 level (Figure C.1.3), they spent from 9.5 per cent to 37.1 per cent of their time working with students. At the 9-12 level (Figure C.1.4), these percentages were from 8.8 per cent to 15.6 per cent.

Figure C.1.3:
Resource and methods teachers – provincial analysis of “Working with Students”



In addition to looking at the complete picture, we want to report more precisely on where and how resource and methods teachers worked with students. Both anglophone and francophone resource and methods teachers worked more often outside the regular classroom. More precisely, they spent less than 10 per cent of their time with students inside the regular classroom. (See Figure C.1.4 and Figure C.1.5.) While some of these teachers spent 2.2 per cent of their time working with only one student, others spent as much as 16.5 per cent doing so. Again, this shows a considerable discrepancy in the tasks performed by these teachers.

Figure C.1.4:
Resource and methods teachers – provincial analysis of “Working with Students” (K8)

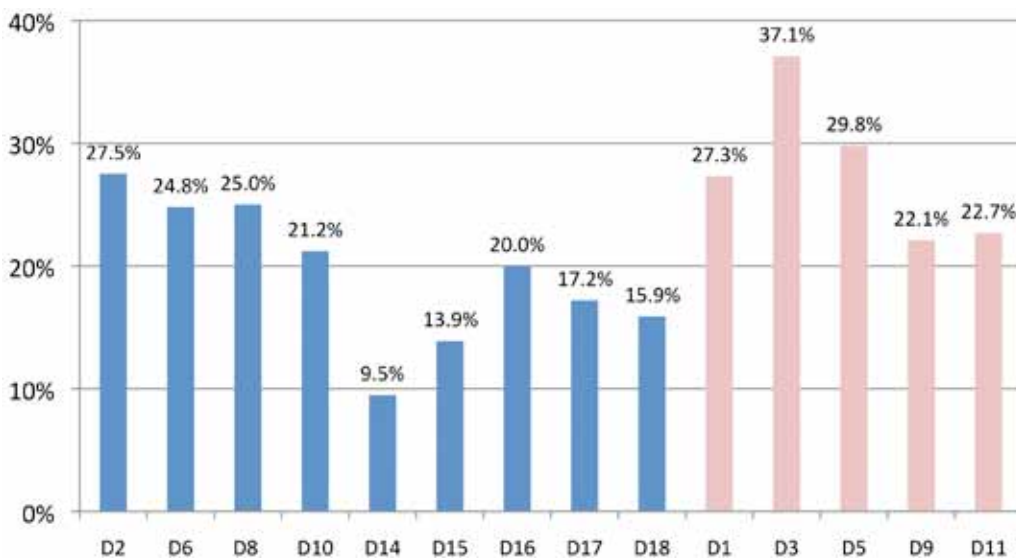


Figure C.1.5:
Resource and methods teachers – provincial analysis of “Working with Students” (grades 9-12)

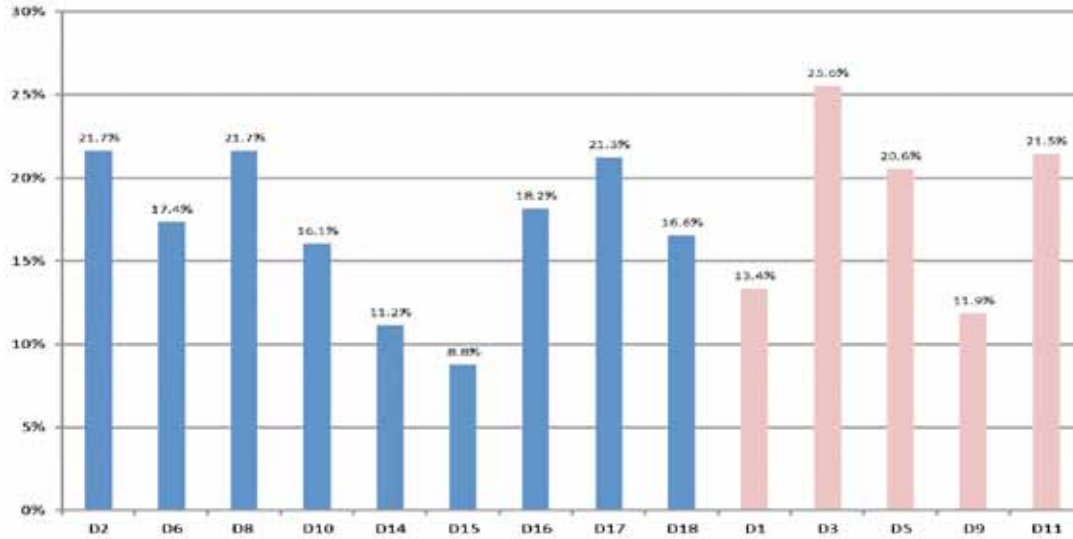


Figure C.1.6:
Resource and methods teachers – detailed analysis of “Working with Students” (anglophone sector)

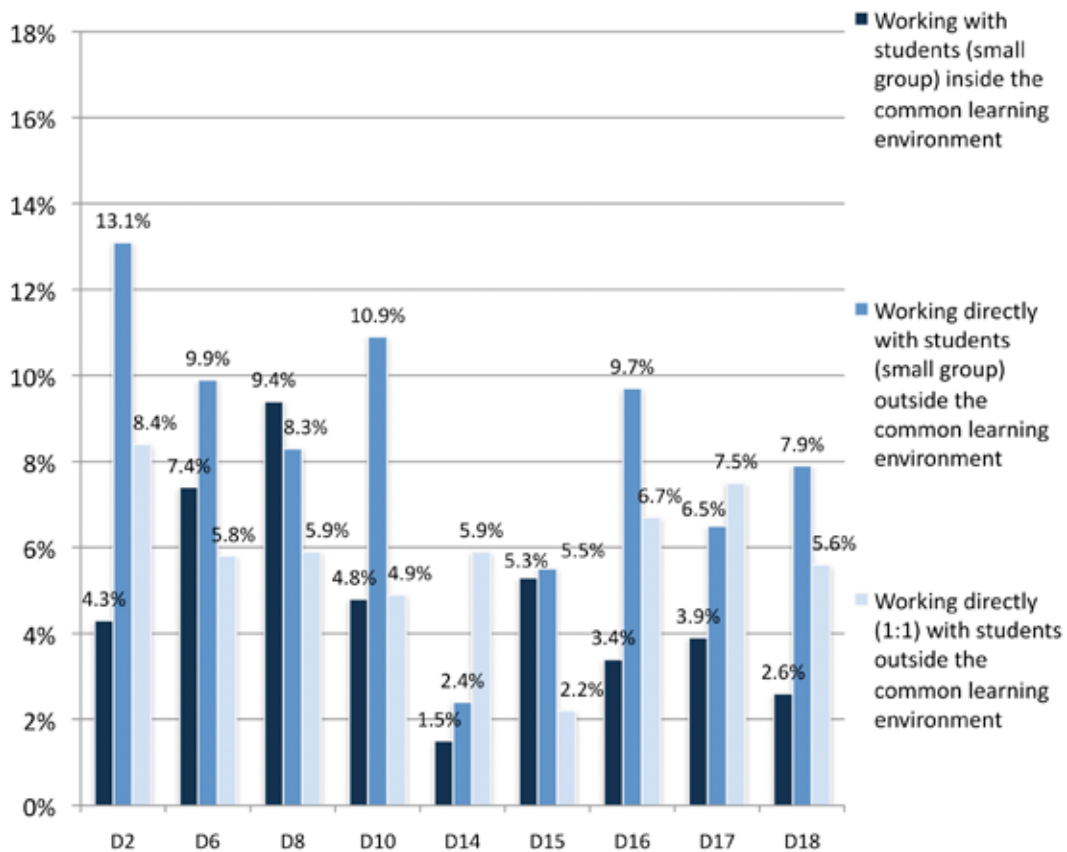
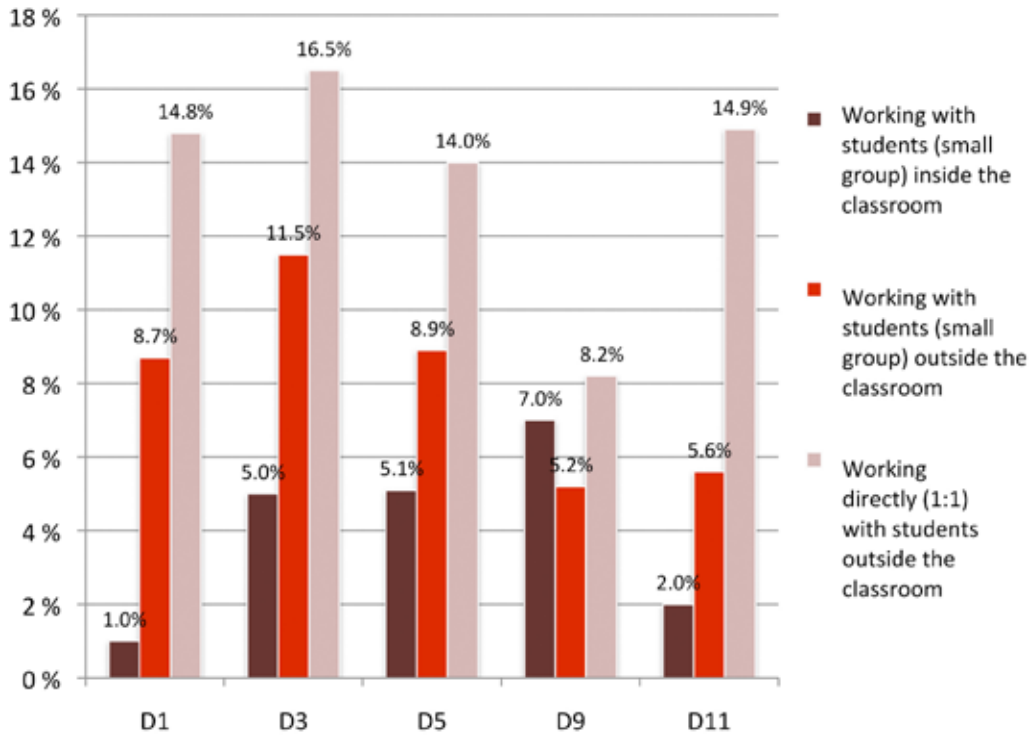


Figure C.1.7:
Resource and methods teachers – detailed analysis of “Working with Students” (francophone sector)



Planning and organization

This category covers tasks related to assessing students, preparing special education plans and preparing educational material. It also includes time spent working with or planning schedules for educational assistants. This category seems to be where the resource and methods teachers spent most of their time. Figure C.1.8 shows that some spent up to 35 per cent of their day planning and organizing. The provincial average for this activity is 26.4 per cent. (See Figure C.1.1.) Figures C.1.9 and C.1.10 show that a significant portion of their time was spent on developing special education plans and preparing material for teachers and educational assistants.

Figure C.1.8:
Resource and methods teachers – provincial analysis of “Planning and Organization”

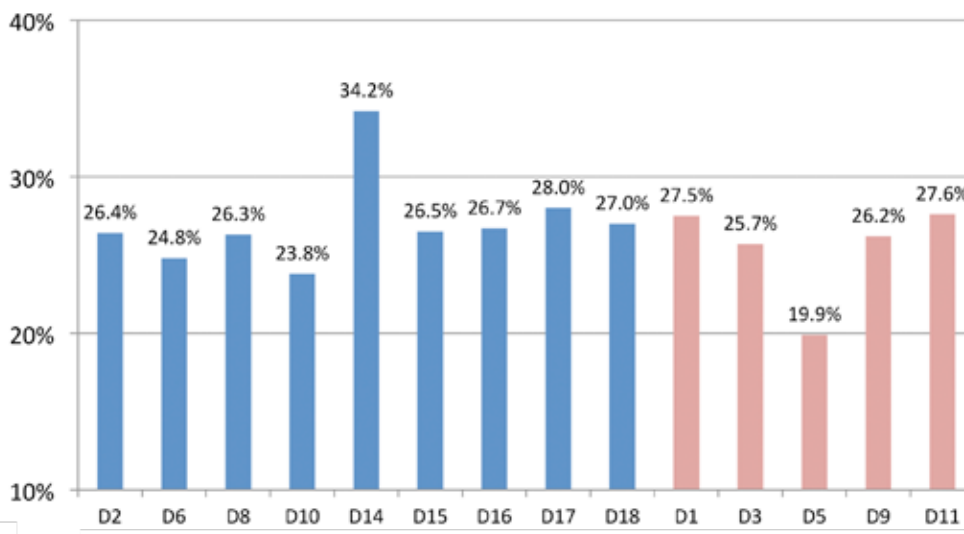


Figure C.1.9:
Resource and methods teachers – detailed analysis of “Planning and Organization” (anglophone sector)

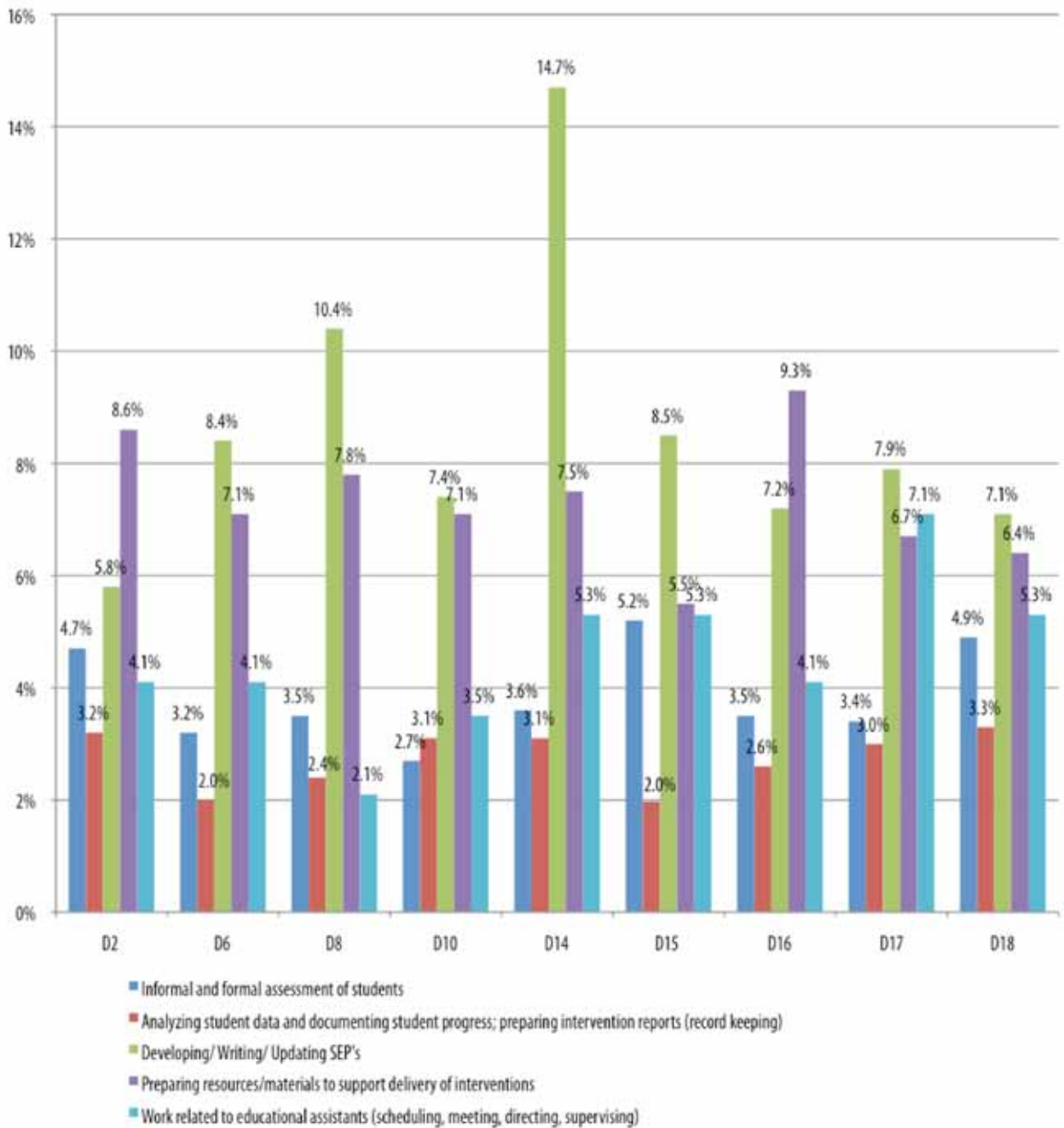
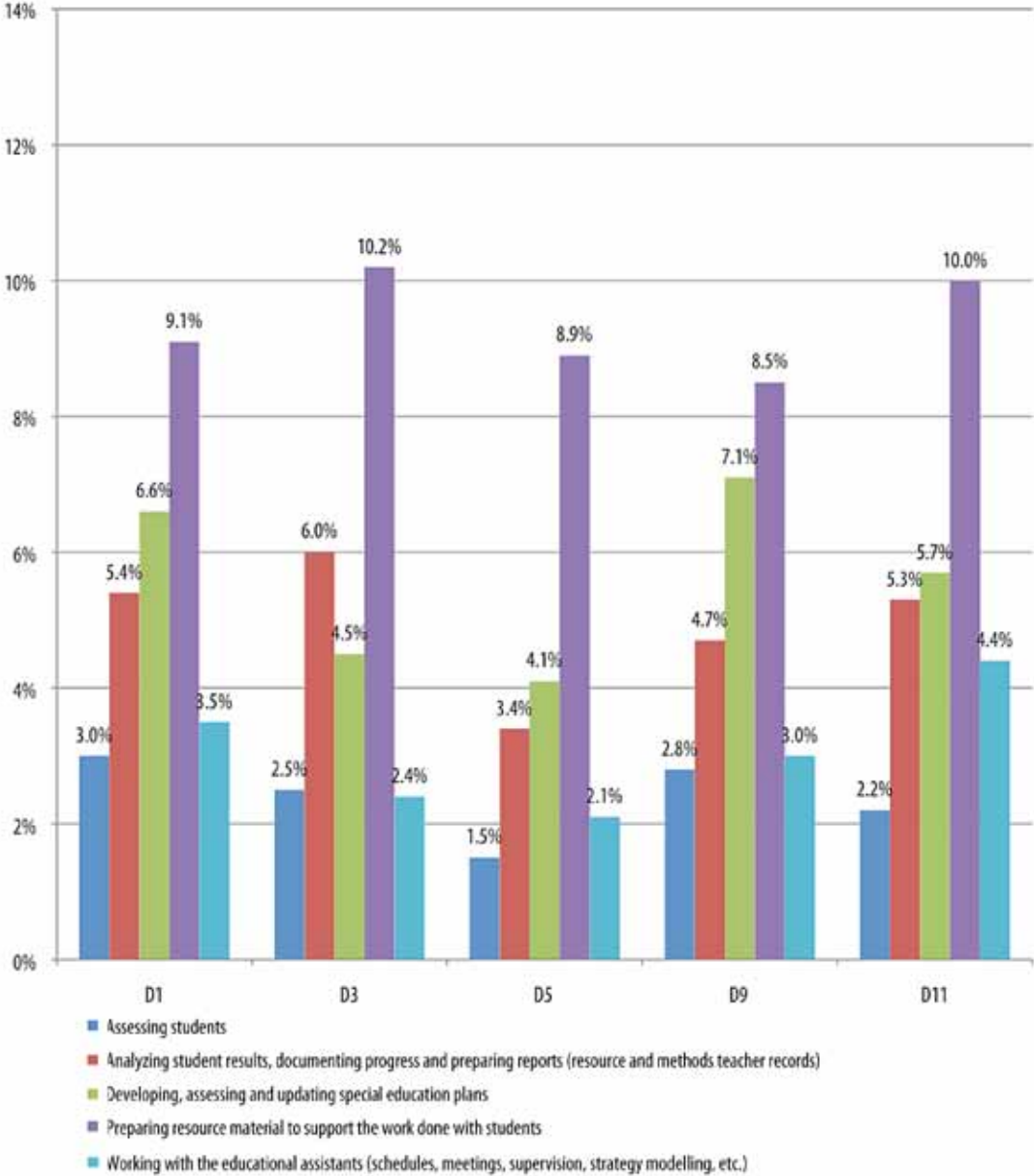


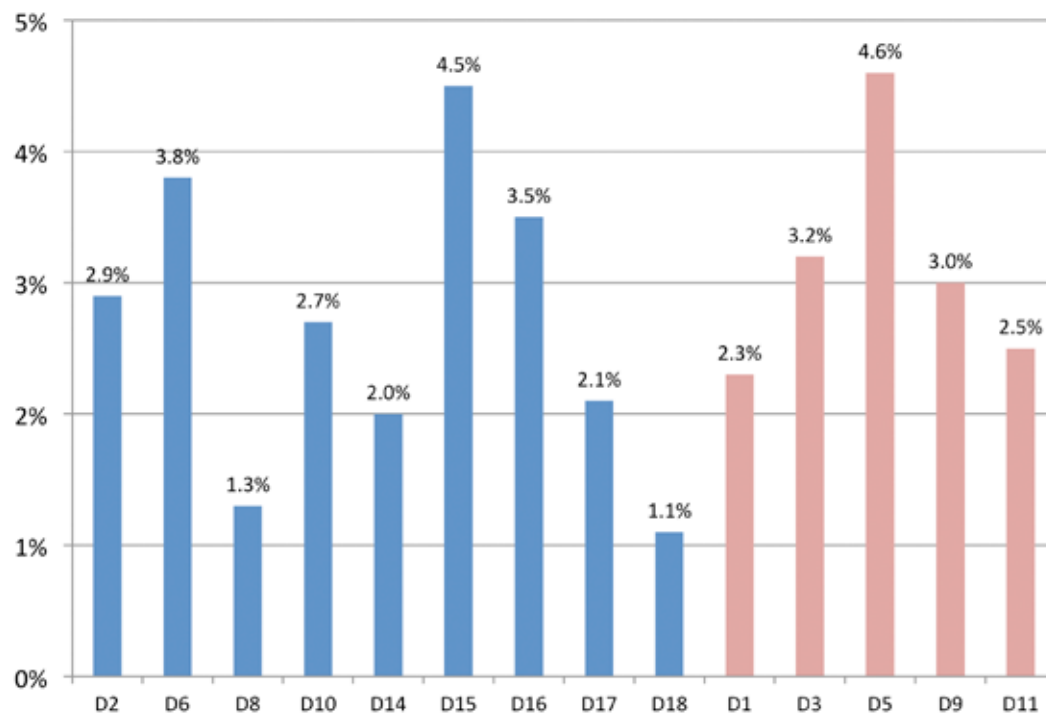
Figure C.1.10:
Resource and methods teachers – detailed analysis of “Planning and Organization” (francophone sector)



Professional Development

Table 1 shows that this category covers the following tasks: facilitating and preparing seminars or after-school Professional Development sessions; researching instructional strategies and instructional methods, and participating in professional development sessions. Our analysis shows that resource and methods teachers spent little of their time working in this category. (See Figure C.1.11.) Time spent on this category ranged from 1.1 per cent to 4.6 per cent.

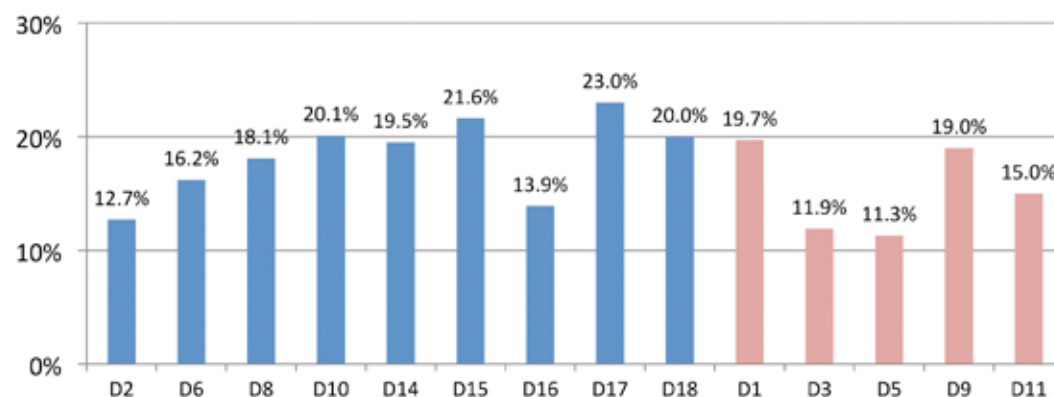
Figure C.1.11:
Resource and methods teachers – provincial analysis of “Professional Development”



Meetings

This category covers activities such as meeting with different partners, school personnel and parents. We concluded that resource and methods teachers in both sectors spent an average of 16.9 per cent of their day in meetings. (See Figure C.1.1.) More specifically, they spent from 11.3 per cent to 23 per cent of their day in meetings or corresponding with different agencies, parents or other school staff. (See Figure C.1.12.)

Figure C.1.12:
Resource and methods teachers – provincial analysis of “Meetings”



Other

This category refers to a variety of resource and methods teacher activities that range from having to teach a regular class as part of their duties (not part of their resource and methods teacher FTD, to having to deal with unexpected situations or helping with administrative tasks. Resource and methods teachers spent from 18 per cent to 32.8 per cent of their time completing tasks that were not necessarily related to their duties. (See Figure C.1.13.) The data provide about the same results for the anglophone and francophone sectors. In the anglophone sector, the amount is similar for both the primary and high school levels. (See Figure C.1.14 and Figure C.1.15.) In the francophone sector, this amount is greater at the high school level. (See Figure C.1.14.)

Figure C.1.13:
Resource and methods teachers – provincial analysis of “Other”

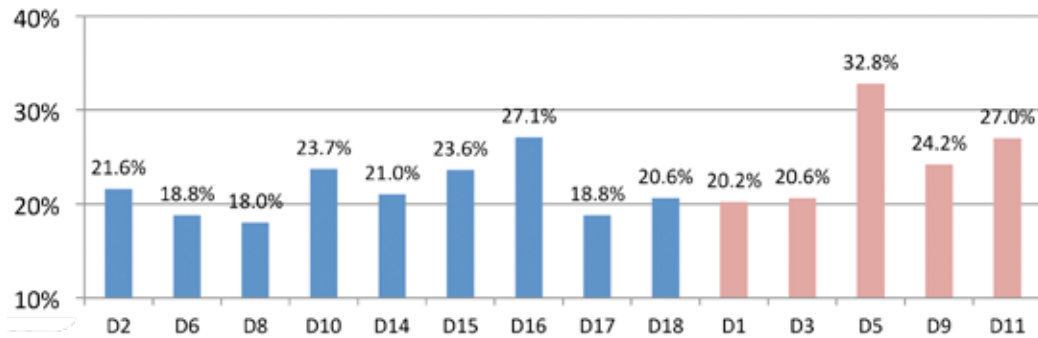


Figure C.1.14:
Resource and methods teachers – provincial analysis of “Other” (K-8)

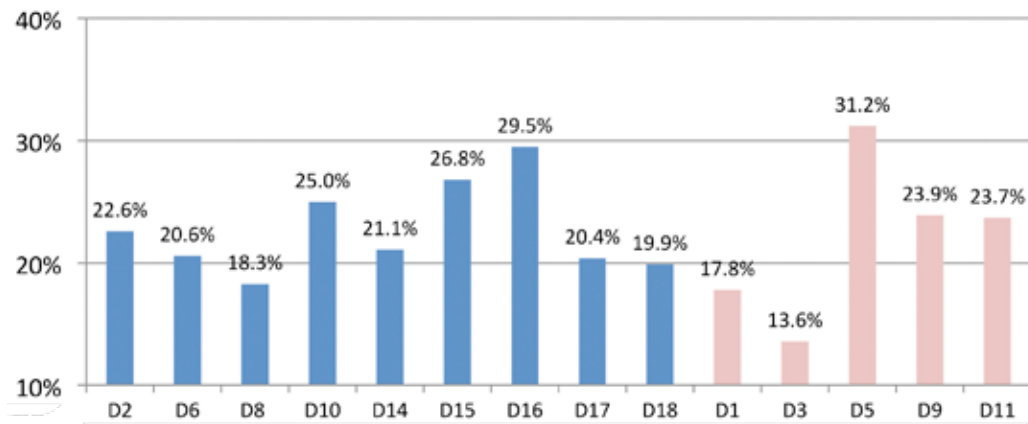


Figure C.1.15:
Resource and methods teachers – provincial analysis of “Other” (grades 9-12)



Conclusion

This three-day survey was sent to all resource and methods teachers. Even though the data do not provide an accurate picture of what these teachers accomplish during a full school year, we can still draw interesting conclusions about their day-to-day tasks and activities in relation to the role that they should be playing alongside teachers of regular classes.

First of all, resource and methods teachers are involved in very different tasks. In other words, there does not seem to be a clear definition of these teachers should be doing. Thus, we need to ask ourselves what they should be doing and how much time should be allowed for each of their tasks. We are aware that unforeseen circumstances might happen during their day, but results of this survey show that they spend up to 35 per cent of their time working on tasks other than those related directly to supporting teachers or working with students.

Secondly, we underscore the fact that resource and methods teachers spend very little of their time directly supporting classroom teachers. Co-teaching and mentoring do not seem to be practices that are well used among teachers.

This data clearly indicate that the role of the resource and methods teacher must be clearly defined by the province. Such a definition would enable classroom teachers and thus students to receive constant support from resource and methods teachers qualified to promote and implement inclusive practices for all students. We think that such a definition would help decrease the disparities between the role and responsibilities of all resource and methods teachers and increase the recognition they deserve.

Literacy and Numeracy teachers

Numeracy and Literacy lead teacher roles differ somewhat between the two subject areas and between school districts. Teachers were seconded from schools to:

- work directly with individual teachers to discuss, plan, co-teach, and debrief lessons;
- work directly with individuals and small groups of students to provide assistance in classrooms;
- meet with school staff, administration, PLCs, and parents, and maintain ongoing communication;
- participate in the development of informal assessments (screenings, common assessments, etc.) and assist with marking. Help schools analyze and interpret assessment results; and
- facilitate ongoing professional development in Mathematics / Literacy for educators.

Funding began for Literacy leads in the primary grades (2003) to focus on students who were not following special education plans but were experiencing difficulties in reading. This role was expanded over several years to include middle and high schools. The roles for Numeracy leads have been re-defined over the past 10 years. The department has funded 14.5 full-time equivalent Mathematics mentor positions to work primarily with teachers since around 2000. In 2007, 30 new Mathematics coach positions were funded to work more directly with students. Both groups are now collectively called Numeracy leads and share responsibilities. The funding for staffing is shared between the department and districts. The following data are for the 2011-12 school year.

Figure C.2.1:
Ratio of Numeracy leads to students,
by school district

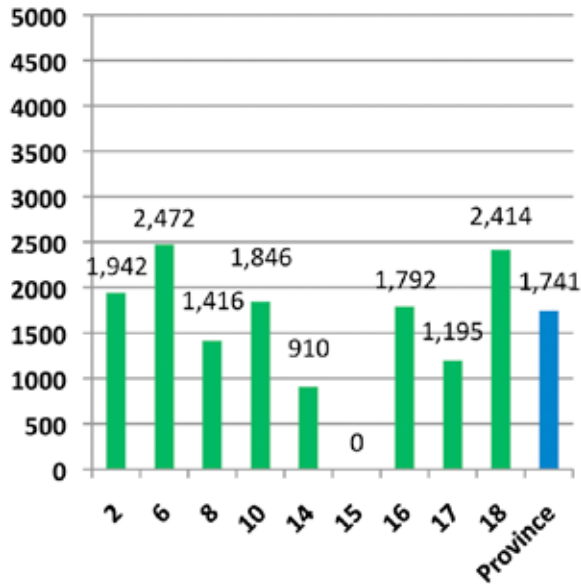
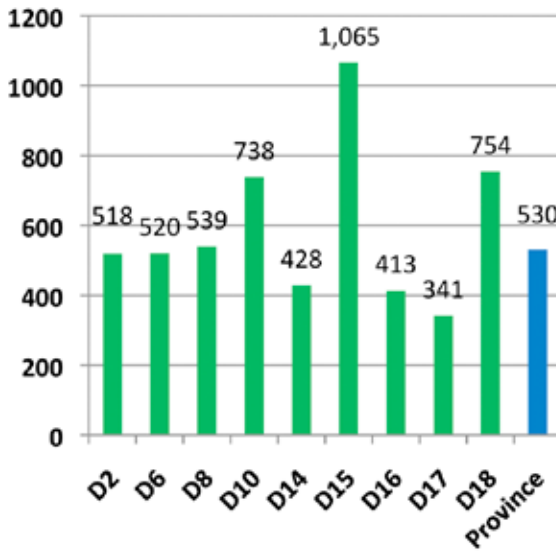


Figure C.2.2:
Ratio of Literacy leads to students,
by anglophone school district



The surveys were completed by Literacy and Numeracy lead teachers, who were given a list of tasks (see Appendix 9) and asked to record the number representing the specific task completed every 15 minutes during the day. To facilitate the data analysis, the tasks have been divided into categories. Table C.2 shows the tasks according to their respective categories.

Table C.2:
Categories provided in the time surveys sent to Literacy / Numeracy leads

Categories	Tasks
Working with teachers	Coaching, co-teaching with or modelling demonstration lessons for classroom teachers Debriefing or reflecting after co-teaching or demonstration lessons
Working with students	Working directly with students outside classroom (small group) Working directly with individual students (1:1) Assessing students to inform or evaluate work Working directly with students inside the classroom (small group)
Planning and organization	Collaborating or co-planning with classroom teachers and other staff concerning instructional and program decisions for students Analyzing student data and documenting student progress; preparing work reports Preparing for Professional Development presentations or PLC [spell out] discussions
Administrative tasks	Performing teacher duties – supervision, etc. Ordering and distributing resource materials

Categories	Tasks
Meetings	Meeting or communicating with parents Collaborating with other literacy or numeracy leads (e.g., district-based or small group meetings) Attending school-based meetings (e.g., PLC, staff meetings) Completing ongoing professional correspondence (e.g., telephone messages, emails); seeking and providing information
Professional Development	Facilitating seminars or after school Professional Development sessions Researching instructional strategies and instructional methods to support professional growth Preparing resources / materials to support the delivery of services
Other	Assisting with the development and / or marking of district or school-based common grade level assessments Other

The following charts show the percentage of time Literacy / Numeracy lead teachers spent in the seven categories. The role definition is different between Literacy and Numeracy, as well as the priority set by the district to supplement the positions funded by the Department of Education and Early Childhood Development. We have included both Numeracy and Literacy in this analysis, even though the focus would tend to vary based on the role.

Figure C.2.3:
Literacy / Numeracy leads, by grade configuration

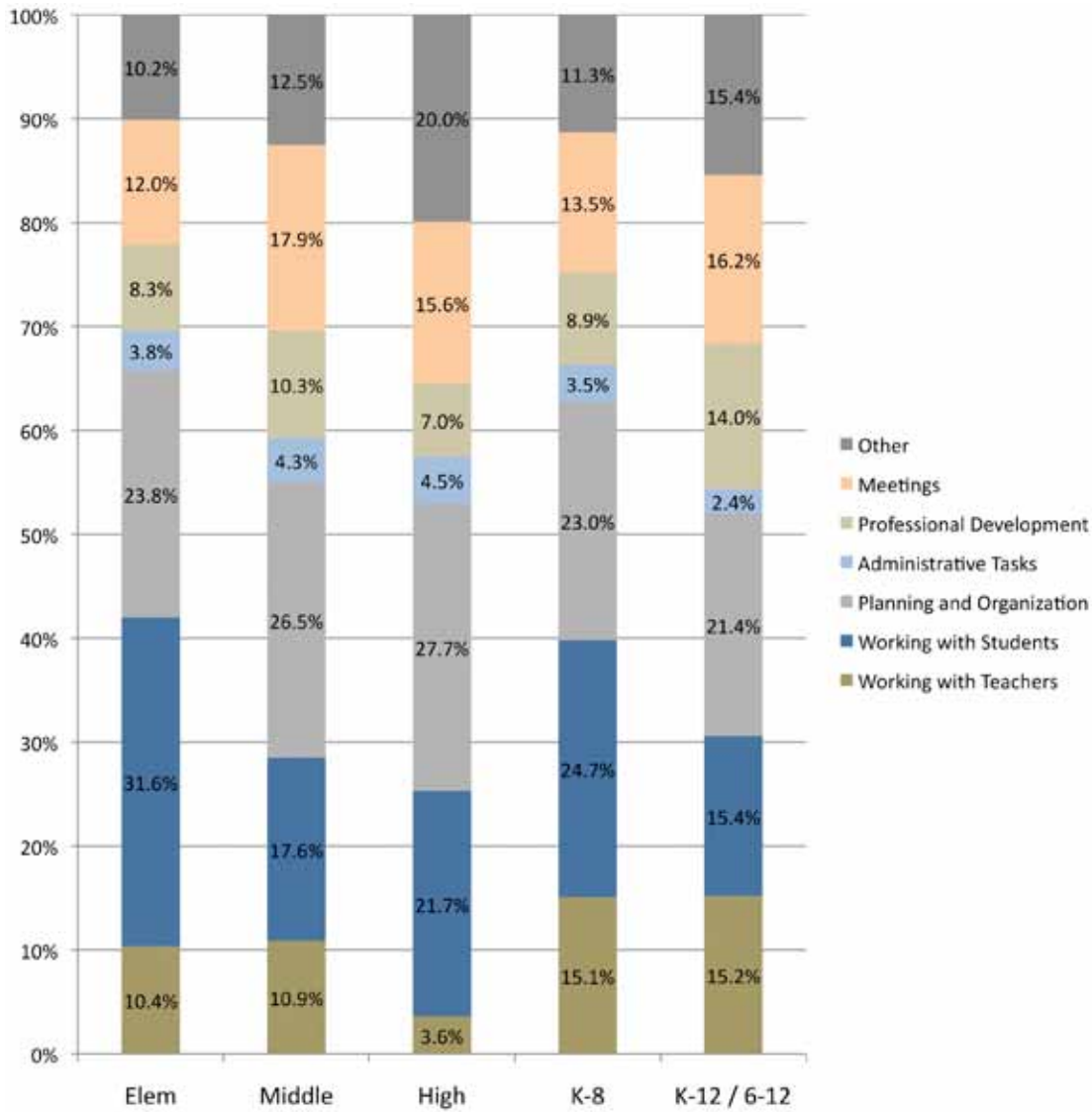
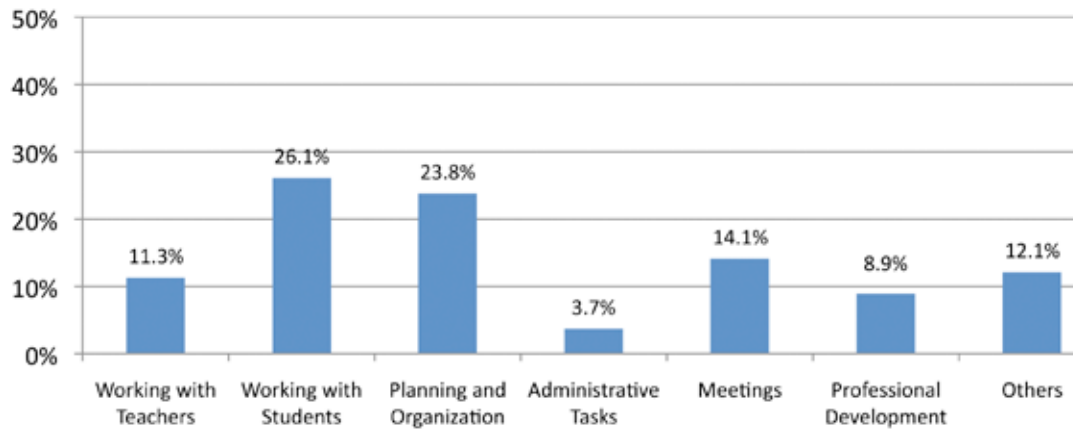


Figure C.2.4:
Literacy / Numeracy leads, by survey results

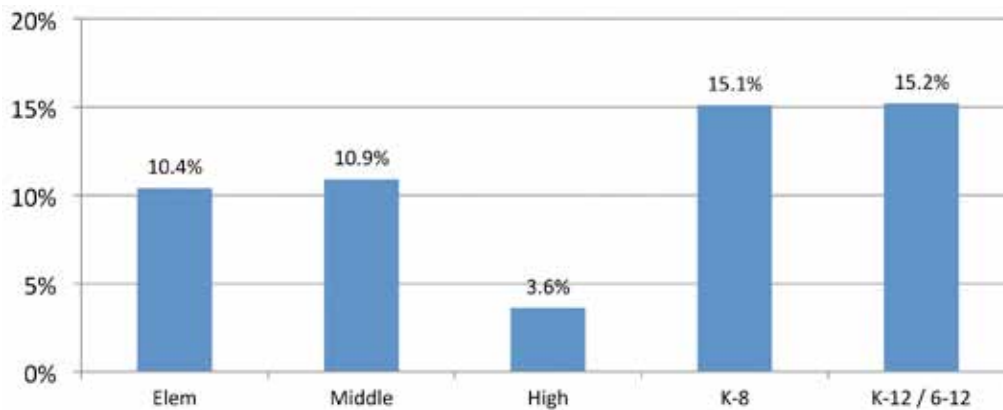


We observed that about half (49.9 per cent) of the time was spent working directly with students or planning this work. “Working with Students” accounted for 26.1 per cent. However, the data do not clarify if the time spent with the students was spent inside or outside the classroom.

It is interesting to note that the time allowed for “Working with Teachers” is 11.3 per cent. This means that Numeracy and Literacy teachers were spending a small percentage of their time modelling, co-teaching or coaching.

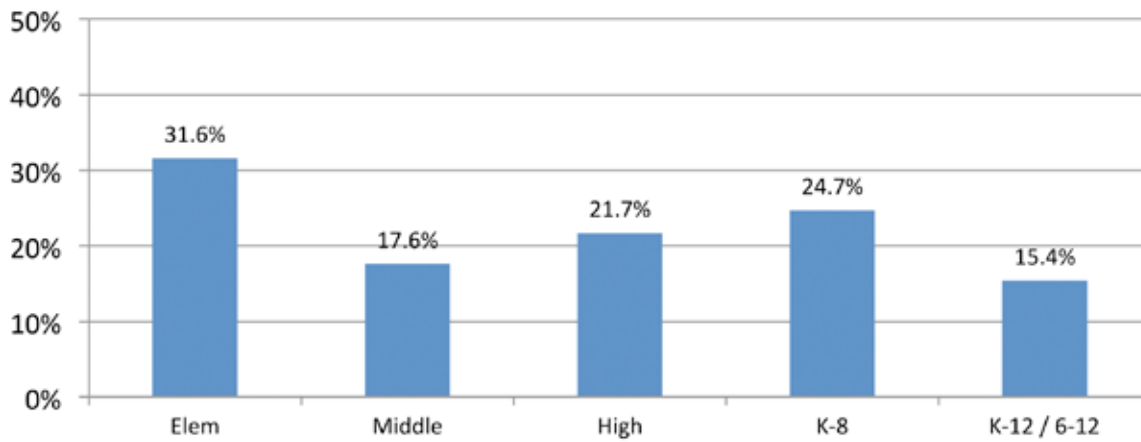
Finally, we note that there is a significant percentage of time spent on tasks not related to Literacy or Numeracy. The time spent on the “Other” category was about 12 per cent, more than that for “Working with Teachers.”

Figure C.2.5:
Literacy / Numeracy: “Working with Teachers,” by grade



There was a sharp decline in the number of reports from the high school leads with respect to working with teachers. This appears to be seen as more of a role with the elementary and middle school teachers. This is consistent with our findings in the schools that high school teachers and teaching assistants do not tend to work as much with others on instructional planning. There is a strong need for literacy support, however, as many teachers at the high school level indicate, they do not feel they have the skills to teach Literacy as well as their curricula.

Figure C.2.6:
Literacy / Numeracy: “Working with Students,” by grade configuration



The program for Literacy / Numeracy leads has been operating for the longest time in the elementary schools. This may explain the greater focus on working with students at this level. The middle school lead teachers appear to spend more of their time on planning, professional development and working with teachers.

About 50 per cent of the lead teacher’s time is spent on work not directly related to teachers and students.

Figure C.2.7:
Literacy / Numeracy: “Planning and Organization,” by grade configuration

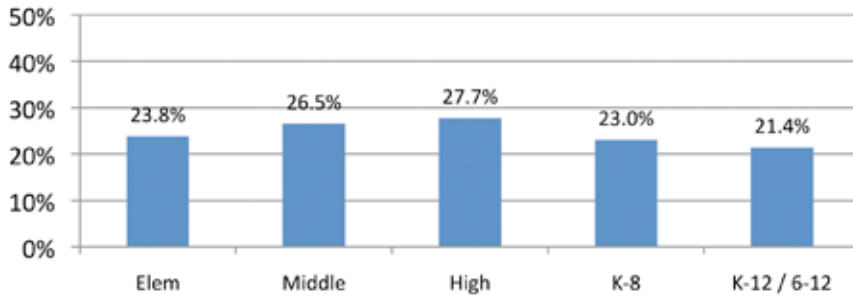


Figure C.2.8:
Literacy / Numeracy: “Administrative Tasks,” by grade configuration

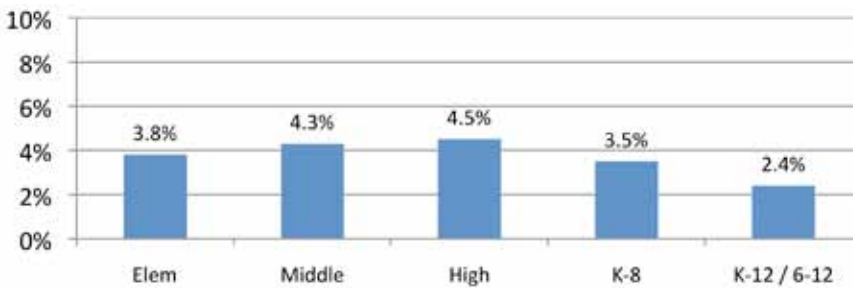


Figure C.2.9:
Literacy / Numeracy: “Meetings,” by grade configuration

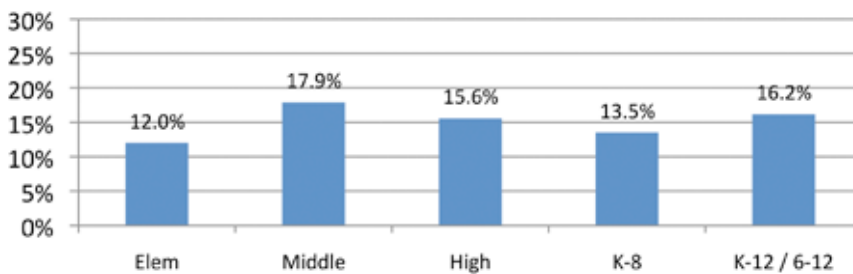
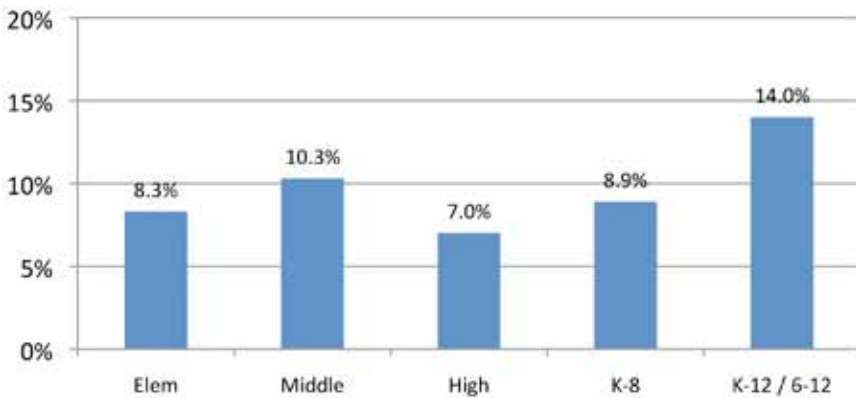


Figure C.2.10:
Literacy / Numeracy: “Professional Development,” by grade configuration



There is a substantial amount of time spent on the “Other” category, especially at the high school level. A small portion of this time is spent on the development of common assessment for grade levels. The remainder is unspecified.

Figure C.2.11:
Literacy / Numeracy: "Other," by grade configuration

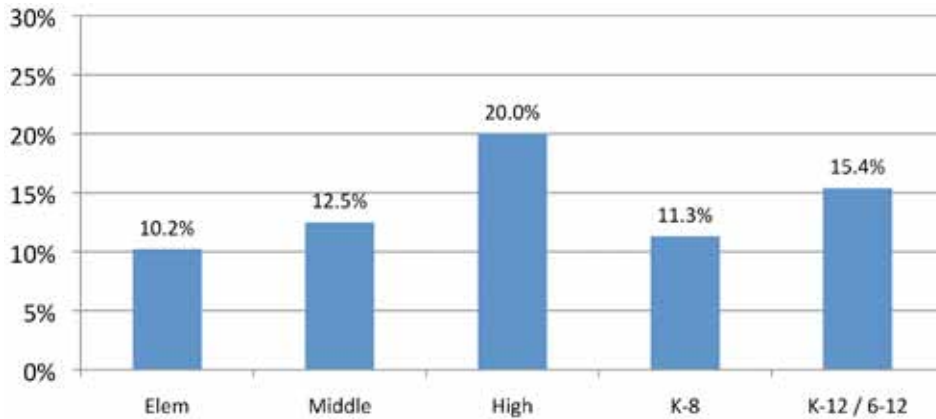
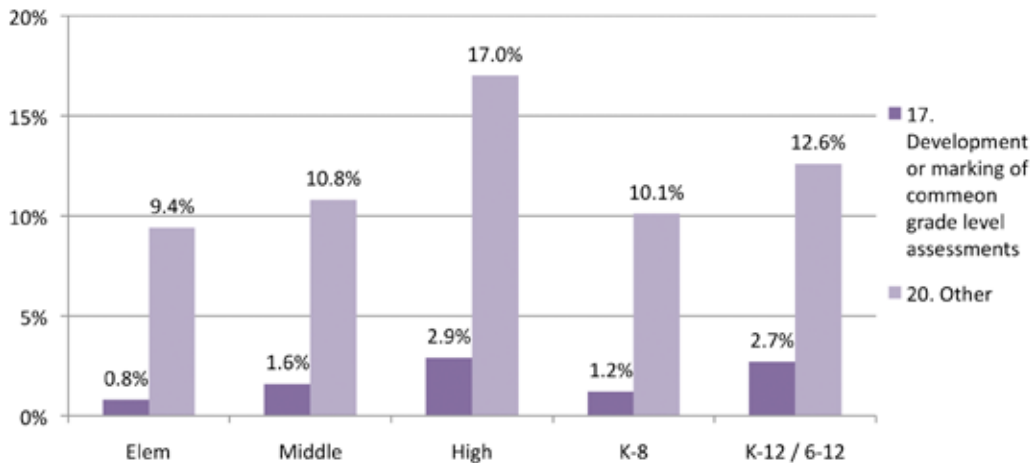


Figure C.2.12:
Literacy / Numeracy: "Other," by grade configuration (detailed)



There was tremendous support for the work Literacy and Numeracy lead teachers accomplish with students and teachers when we visited schools and districts. Two of the reasons for the success of the Literacy focus were the trained professional staff and the well-articulated program for lead teachers. Because of the difference in the roles of Literacy and Numeracy leads, it is difficult to make generalizations. There appears to be less consistency for the Numeracy roles throughout the province. It is clear, however, that leadership is imperative in defining the role for these two positions and the accountability for provincial consistency. The amount of time spent that does not relate directly to teachers and students needs to be examined, while the work of co-planning, modelling and co-planning needs to be expanded.

Guidance counsellors / teachers

A survey completed in October 2011 by all New Brunswick school guidance staff is recognized as being representative of a three-day period in an entire year of the life of a guidance counsellor. Although tasks fluctuate during the school year as time-sensitive demands such as university applications or community tragedies may cause one area to be more of a focus than another, the information is consistent with what school and district staff members have told us. Staff completed a time survey of 15-minute intervals based on a list of tasks under the four components of the Comprehensive and Developmental Guidance Program. The results were then compiled and analyzed.

Table C.3.1:
Categories of tasks / activities

Categories	Tasks or activities
Guidance curriculum	Classroom and large group instruction Small group activities Parent education and support Informational activities
Individual planning	Individual appraisal and / or assessment Consultation and / or educational advising Student placement Career exploration
Responsive services	Personal counselling Crisis intervention Making referrals Meeting or communicating with parents
Program support	Professional Development Consultation with teachers Serving on community-based committees Serving on multidisciplinary teams
Other	Attending school-based team meetings Duty / supervision Record-keeping Other

“The primary goal of a school counselling program is to enhance and promote student learning through three broad and interrelated domains: academic development, career development and personal / social development.”

Implementing a Comprehensive and Developmental School Counselling Program,
 New Brunswick Department of Education, 2002

The recommended percentage of time usage for guidance staff is as follows for the four key components:

Table C.3.2:
Recommended percentage of time usage for guidance staff

School level	Guidance curriculum	Individual planning	Responsive services	Other
Elementary	35 per cent – 40 per cent	Five per cent – 10 per cent	30 per cent – 40 per cent	
Middle	25 per cent – 35 per cent	15 per cent – 25 per cent	30 per cent – 40 per cent	
High	15 per cent – 25 per cent	25 per cent – 35 per cent	25 per cent – 35 per cent	
Survey results	18.6 per cent	10.9 per cent	27.4 per cent	30.8 per cent

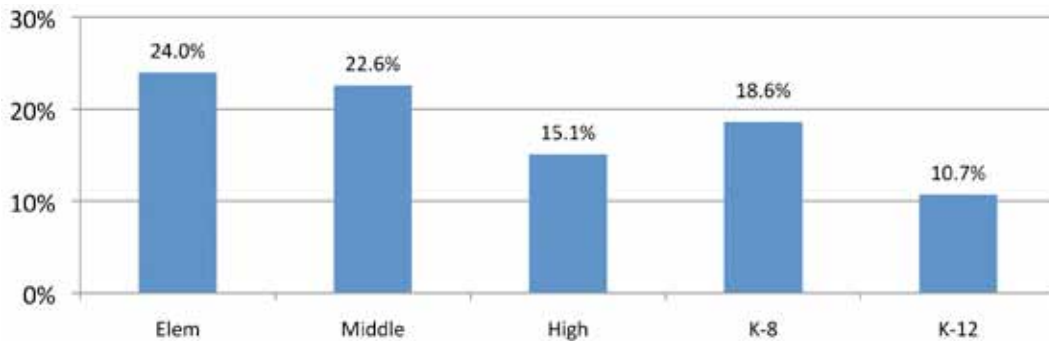
1. The guidance curriculum (*Personal Development and Career Planning, K-12*) consists of structured developmental experiences presented systematically through classroom and group activities from kindergarten through Grade 12. The

purpose of this curriculum is to provide all students with knowledge of normal growth and development, to promote their positive mental health and to assist them in acquiring and using life skills. Guidance counsellors take leadership in the organization and implementation of the curriculum to serve as a resource for teachers for classroom implementation. This is a proactive and preventative role aimed at supporting a positive learning environment. Guidance staff members report that they are spending from 11 per cent to 30 per cent of their time on these activities, depending on the district. There is a wide range within districts, levels and even within schools with respect to the amount of energy and focus put into this programming.

Table C.3.3:
Guidance curriculum

	Province	School District								
		2	6	8	10	14	15	16	17	18
Guidance curriculum	18.6 per cent	11.6 per cent	23.9 per cent	19.9 per cent	28.2 per cent	16.1 per cent	29.4 per cent	15.4 per cent	18.8 per cent	17.4 per cent
School level	Guidance curriculum recommendation									
Elementary	35 per cent – 40 per cent									
Middle	25 per cent – 35 per cent									
High	15 per cent – 25 per cent									
Survey results	18.6 per cent									

Figure C.3.1:
Guidance curriculum survey results

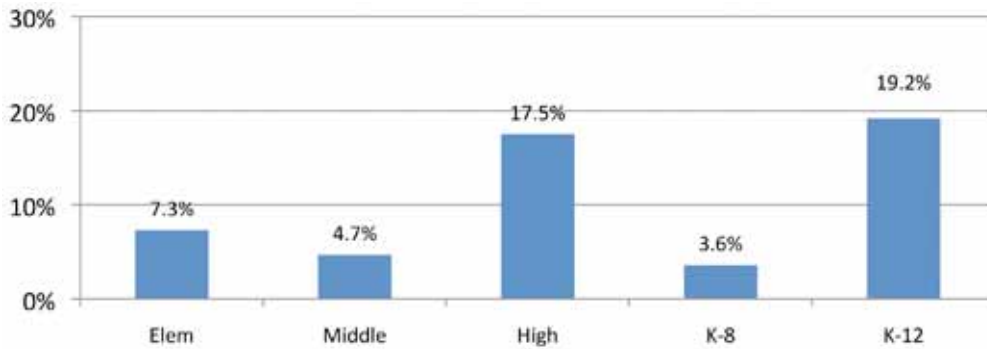


2. Individual planning consists of activities that help all students plan, monitor and manage their learning as well as their personal and career development. Within this component, students evaluate their educational, occupational and personal goals. These activities are generally delivered on an individual basis, or by working in small groups. Guidance staff members reported spending from eight per cent to 14 per cent of their time on this area.

Table C.3.4:
Individual planning

	Province	School District								
		2	6	8	10	14	15	16	17	D18
Individual planning	10.9 per cent	8.5 per cent	10.7 per cent	11.9 per cent	10.9 per cent	13.9 per cent	7.2 per cent	10.2 per cent	8.2 per cent	15.3 per cent
School level	Individual planning recommendation									
Elementary	Five per cent – 10 per cent									
Middle	15 per cent – 25 per cent									
High	25 per cent – 35 per cent									
Survey results	10.9 per cent									

Figure C.3.2:
Individual planning survey results

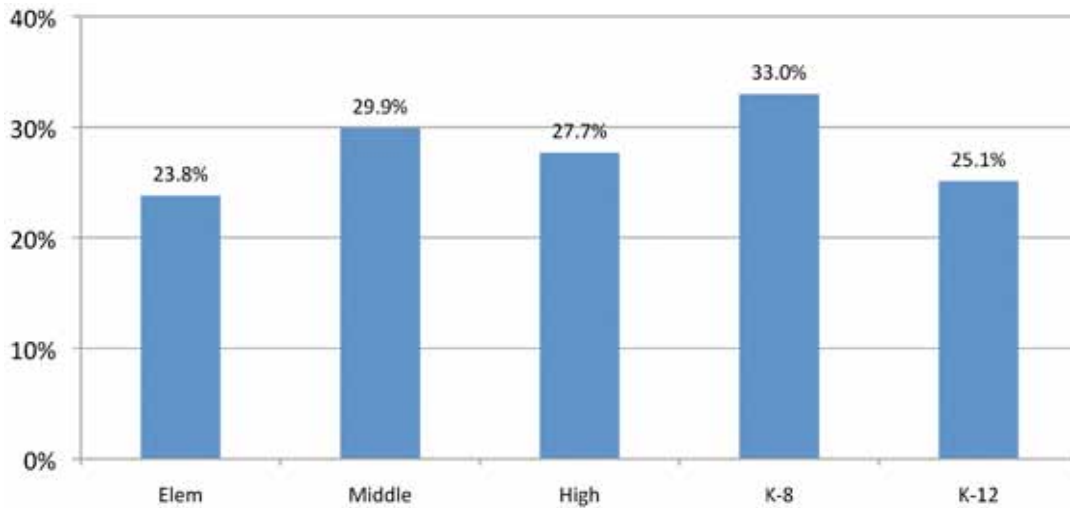


3. Guidance staff meet the immediate needs and concerns of students through responsive services whether these needs or concerns require counselling, consultation, referral or information. This component is available to all students and is often student-initiated. While guidance counsellors have special training and skills to respond to these needs and concerns, they work with teachers, paraprofessionals, parents and community professionals to support the students. Reported time usage for students was from 19 per cent to 34 per cent in the districts.

Table C.3.5:
Responsive services

	Province	School District								
		2	6	8	10	14	15	16	17	18
Responsive services	27.4 per cent	34.1 per cent	20.4 per cent	24.7 per cent	22.2 per cent	25.0 per cent	19.3 per cent	32 per cent	31.3 per cent	29 per cent
School level	Responsive services recommendation									
Elementary	30 – 40 per cent									
Middle	30 – 40 per cent									
High	25 – 35 per cent									
Survey results	27.4 per cent									

Figure C.3.3:
Responsive services survey results



4. Program support involves activities such as professional development, research, community outreach, advisory councils and program management to support the guidance program. Guidance staff members reported using 12.3 per cent provincially and from 6.8 per cent to 15.5 per cent of their time on this component.

In the survey, the other section of tasks involved school-based team meetings, duty / supervision, record-keeping and “other-not identified.” If we remove meetings from this data, guidance staff report spending four per cent to six per cent on supervision and 10 per cent to 15 per cent on “Other-not identified” activities. Add this “Other” section to program support, and we have guidance staff with 43.1 per cent of their time not directly involved with teachers or students.

Table C.3.6:
Program support

School level	Program support recommended
Elementary	10 per cent – 15 per cent
Middle	10 per cent – 15 per cent
High	15 per cent – 20 per cent
Survey results	12.3 per cent

Figure C.3.4:
Guidance: school-based meetings

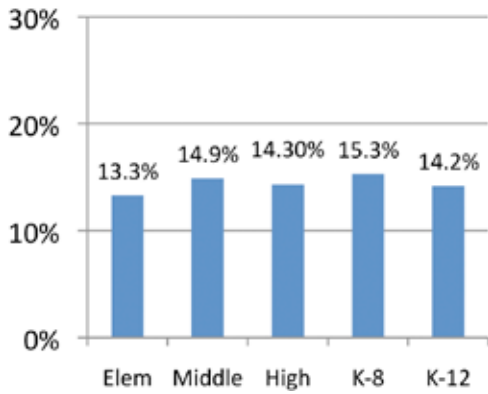


Figure C.3.5:
Guidance: duty / supervision and other

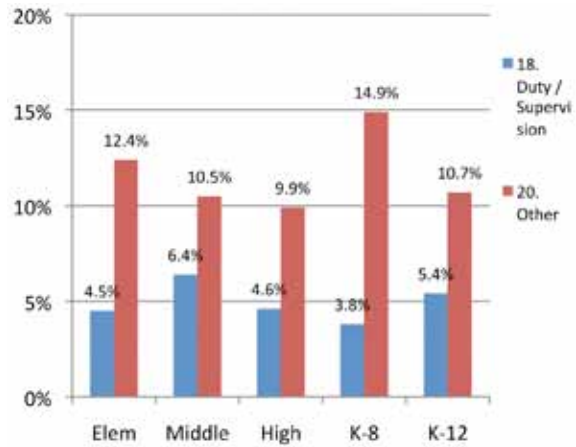
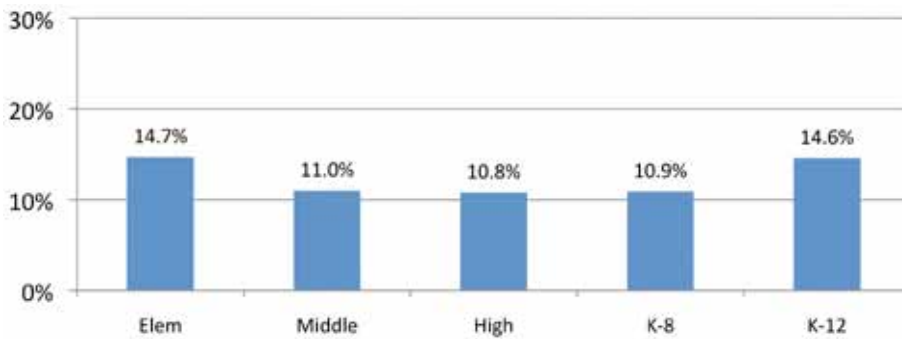
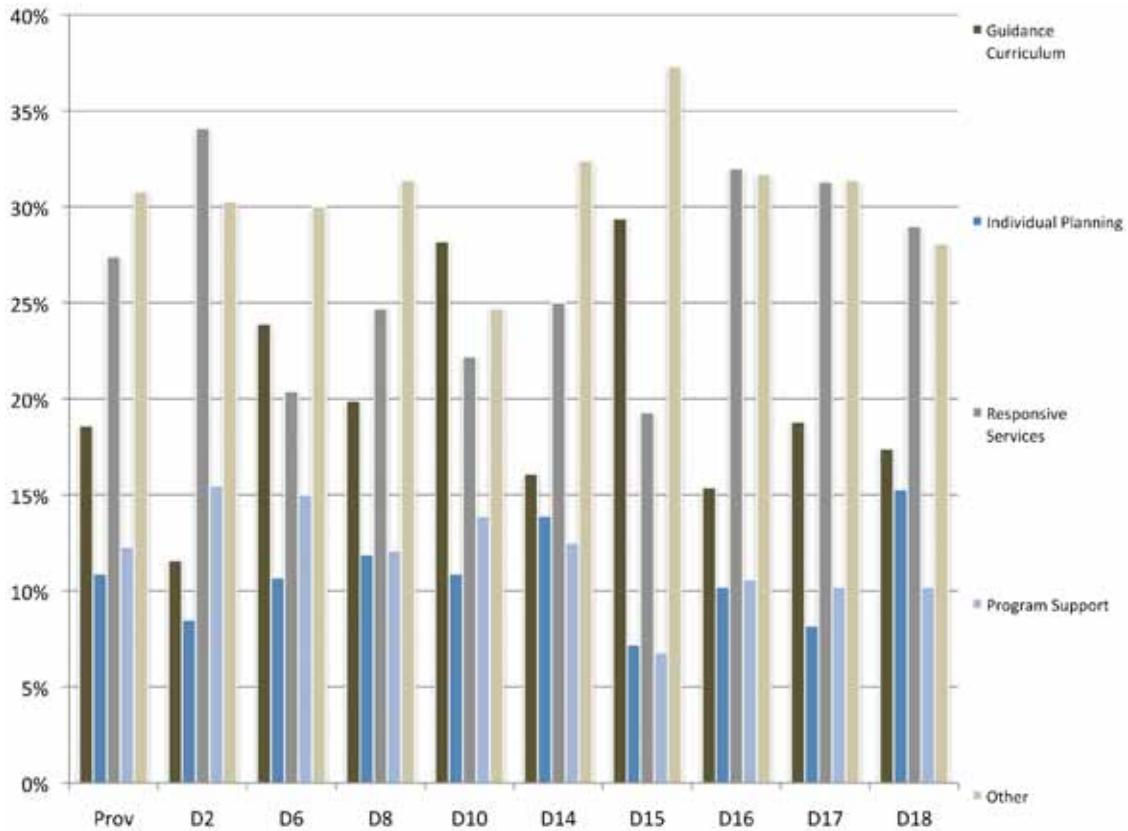


Figure C.3.6:
Program support survey results



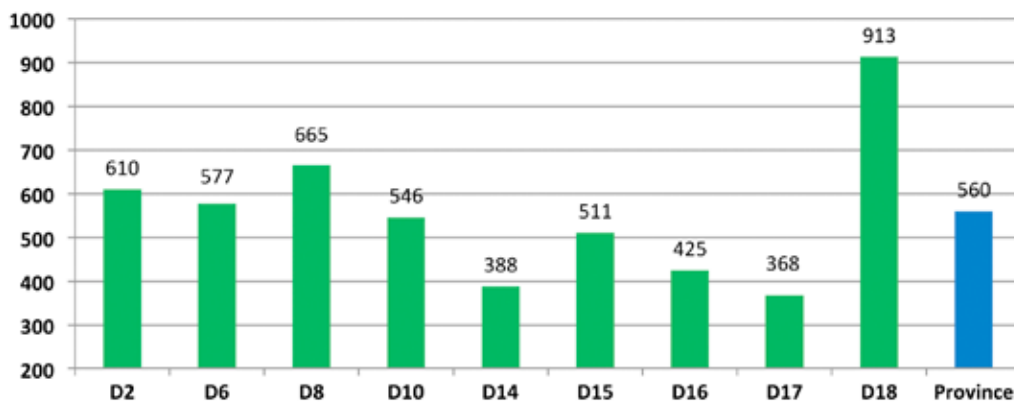
In conclusion, although the work in schools varies from elementary to high school, qualified guidance counsellors have the skills and training in the area of mental-health issues to provide support to students, teachers and parents. Classroom teachers, administrators and district staff list behavioural issues as the number one concern. There appears to be a disconnect between the skills of professionals and the work being done.

Figure C.3.7:
Guidance staff survey results



The MacKay Report recommended a ratio of 1:500. This has not been realized. The number of guidance counsellors has been reduced in the past few years in most districts. Instead of investing in stronger school guidance supports, there has been a gradual reduction in services.

Figure C.3.8:
Ratio of students to guidance staff, by school district



This may account for the shift of preventative and supportive work to the more bureaucratic office work or trying to keep up with paperwork. There is a clear provincial definition of the guidance role in *Implementing a Comprehensive and Developmental School Counselling Program*.

The variance in guidance programs and the manner in which they are delivered appears to be dependent upon fluctuating provincial and district priorities. For guidance staff to be effective in supporting students and teachers, there must be an appropriate allocation of positions for them to fulfil the mandate they have been given. At the same time, we need to have clear standards and accountability mechanisms to ensure positive outcomes for students.

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The context for an action plan to realize the promise of an inclusive education system: transforming the thinking of leaders

In this section, we set out some specific actions that we think will strengthen inclusion in New Brunswick schools. Some of them are what you would expect: clarify mandates and roles; invest in more training and capacity-building among school staff; provide improved funding mechanisms and more accountability; strengthen the capacity of the Department of Education and Early Childhood Development to lead the development of a coherent and effective education system where inclusion is an accepted principle that guides what happens in our schools in a practical day-to-day manner.

Our action plan – outlined below – addresses these issues.

BUT... it is not enough.

There have been three previous reviews of inclusive education in New Brunswick. They were good reports. They were thorough. They identified things to be done that would make a difference. The provincial governments of the day dutifully made commitments to work on the recommendations and things moved on. Despite this effort, we have yet to see the implementation of inclusive education on a systemic basis across the province.

It is what has **not** happened that we wish to comment on.

New Brunswick has failed to use the its 25-year commitment to inclusive education as a tool that can help us transform and improve our educational system. There are now more than 1,000 teachers and other professionals working as support teachers in New Brunswick schools. There are an additional 2,400 educational assistants and para-professionals. That makes a total of about 3,400 staff members who are in our schools to address the challenges of teaching a diverse student population. These professionals represent a tremendous resource to improve our schools and strengthen learning in the classroom if we make them an integral part of the educational team.

Unfortunately, in many schools, they are focused on accommodating the students with identified special needs. They work with them directly, they work less with the regular classroom teachers, and they do a variety of tasks that are worthy enough, the target is the child with a learning challenge, a behaviour problem, a reading impairment or a specific disability.

Simply stated, we need educational and school leaders who will see these staff members who work in Student Services and associated areas as a means to raise the quality of education in New Brunswick, not only by dealing with students with challenges, but by working as part of the core school team to ensure the success of every student.

When we do, the investment we make in this area will pay the dividends for which we are looking. It has not happened to date. After 25 years of official inclusion in our schools, the time for this kind of leadership has come. The following action plan is intended to help make that happen.

Recommendations

The following recommendations constitute the elements of an action plan to strengthen and enhance strategies that should ensure that schools can be highly effective and inclusive. They apply to both sectors of the province's school system, with differences identified for the anglophone and francophone sectors where appropriate. The Definition of Inclusion adopted in November 2009 has served as a guide to establish the action plan, and thus relates to inclusion and quality for all students.

1. Leadership

There is a direct correlation between the strength of inclusive education in schools and the values held by its leaders. In other words, the more inclusive education is held in high regard by leaders in the Department of Education and Early Childhood Development, districts and principals, the better students are included and teachers are supported in their efforts. Thus, principled and effective leadership is an essential for the success of students, teachers and schools.

- 1.1 The minister of education and early childhood development should issue **an official policy statement based on the province's commitment to inclusive education** articulated in the *Education Act* as well as the *Definition of Inclusive Education*, approved in November 2009. The *Inclusive Education Policy* should address all matters related to ensuring appropriate and effective programs and practices in new Brunswick's education system and in provincial schools. This should be completed by May 1, 2012.
- 1.2 Core requisites for individuals holding leadership positions in the New Brunswick school system are the attitudes, knowledge and skills required for inclusive educational practice. The Department of Education and Early Childhood Development must make this a mandatory requirement for school and district leadership positions as well as department staff with responsibilities in curriculum, assessment and other related areas. Evidence of such knowledge and skill must be a component of the recruitment and appointment process.
- 1.3 What is now called Student Services should be renamed **Education Support Services**. Student Services now includes resource and methods teachers, guidance counsellors, educational assistants, school intervention workers, behaviour mentors, psychologists and those who support teachers with diverse learners or provide interventions services. **See Recommendation 2.1.**
- 1.4 The Education Support Services team within the school should be expanded to include all of the positions cited in Recommendation 1.2, as well as other staff members whose primary role is to provide intervention or support to classroom teachers and students. This would include Literacy teachers, Numeracy teachers, Francization teachers (in francophone schools) and First Nations education workers.
- 1.5 Within each district, a **director of education support services** should be appointed to provide leadership for this critical program area. This director should report directly to the superintendent and should be at the same level as all other directors on the district administrative team.
- 1.6 The Department of Education and Early Childhood Development should amend Policy 610 – *Principal Certification Requirements* be to include a mandatory module (Section 6.2 – b) called *Inclusive Education: Leadership Practices and Strategies*. The content of the module should be based on the identified skills and knowledge developed through collaboration between the department and districts, with reference made to the standards suggested by the Council for Exceptional Children. It is recommended this be completed by Dec. 31, 2012.
- 1.7 The Department of Education and Early Childhood Development should negotiate an agreement with provincial universities to ensure that Graduate / Master's programs in school leadership / administration include one or more mandatory courses relating to student diversity and school inclusion. It is recommended that this needs to be accomplished for December 2012.
- 1.8 The Department of Education and Early Childhood Development and districts should provide leadership by ensuring that all teachers obtain and use standards of practice that reflect New Brunswick's commitment to inclusive education. The training required to reach the necessary level of skill proficiency would need to be ongoing and continuous, based on a three- to five-year cycle of training. It should be accessed through such avenues as planned school-based planning days, beginning teacher mentorship program and similar approaches.
- 1.9 The provincial improvement plan, district improvement plans and school improvement plans should be required to include and have clearly evident actions to support, reinforce and elevate the capacity of all schools to be inclusive and to accommodate student diversity and differing student learning needs.
- 1.10 The Department of Education and Early Childhood Development should support leadership development in the educational support services teams by establishing a supplementary position of responsibility position (known as an SPR) assigned to at least one education support teacher – a resource in a school with at least one full-time position. The professional holding this designation would provide a clear leadership role not facilitated by current practice. The SPR, in co-operation with the principal, should be responsible for scheduling educational assistants, among

other duties. Several schools – usually high schools – already use an SPR for this purpose. However, this has usually been the decision of the principal and has not been a systemic approach. In situations where it has been used, it was reported to work well by providing recognition of the leadership and shared school-wide responsibility that SPRs have provided for delivering teacher support as well as promoting student learning and instructional improvement.

See Recommendation 2.1

2. Roles and responsibilities

There is a need to revisit the roles and responsibilities of teachers who support and work with classroom teachers. There is significant disparity from district to district and from school to school in the selection of teachers to fill these positions.

Clarifying the experience and training needed as well as role definition should be a priority if these staff members are to make a real difference in student and teacher success. In addition, there is considerable role overlap between different positions.

2.1 Student services teams should be renamed **Education Support Teams** reflecting that the primary role of the team members is to provide coaching, mentoring, training and support to the classroom teacher in accommodations, instructional strategies and other related classroom practices to ensure the provision of inclusive services to all students; and, to provide such personalized services as may be required to meet the needs of individual students. As such, Education Support Team members would be involved in all programs, initiatives and curriculum development at the department, district and school levels. Education support team members should include those named in Recommendation 2.2 along with administrators. Others would include:

- school psychologists;
- support services to education social workers;
- First Nations support workers;
- school intervention / behaviour mentors; and
- others – such as speech-language pathologists.

See Recommendation 5.3

2.2 Staff members whose primary role is to provide support to classroom teachers in a variety of capacities should be designated **education support teachers**, to replace the existing discrete titles such as: resource and methods teacher; guidance counsellor; guidance teacher; Literacy lead; and Numeracy lead. These should be allocated specific areas of responsibility:

- Education support teacher – resource (currently, resource and methods teacher);
- Education support teacher – guidance¹;
- Education support teacher – Literacy (currently, Literacy teachers²)
- Education support teacher – Francization; and
- Education support teacher – Numeracy (currently, Numeracy teacher³).

It is hoped that the integration of the education support teachers as a team would improve and contribute to teacher and student success. The roles should be primarily to support the classroom teacher through coaching, co-teaching, co-planning instructional and intervention methodologies and consultation. Individual team members could have specific assignments for their work, but they should function as a team with a shared vision, a focus on collaboration, peer support, joint problem-solving and strategies / practices that would result in teacher and student success.

1 Anglophone sector – refer to role description relevant to the Comprehensive and Developmental Guidance Program; Francophone sector – refer to role description for high school guidance counsellor / career counselling.

2 Roles and responsibilities should be defined by department and district curriculum and education support services learning specialists.

3 Roles and responsibilities should be defined by department and district curriculum and education support services learning specialists.

At the departmental level, there should be the same level of integration, collaboration and collegiality. Given the provincial emphasis on student literacy competencies and intervention, one position should be shared between the Curriculum Branch and the Educational Support Services Branch (Student Services) to focus on intervention.

- 2.3 The Department of Education and Early Childhood Development, in collaboration with districts, should develop standards of knowledge and skills for the education support teachers. These standards should be used to certify an individual teacher to fill this role. This would include a combination of factors: education, experience, other training, coaching and collaboration skills, and practical applications of inclusion strategies.
 - 2.3.1 Teachers who would serve in these positions would need to have at least three years (five years preferred), of successful classroom teaching experience verified by the principal and superintendent.
 - 2.3.2 A Masters level or equivalent training in the relevant area should be required and / or a plan to acquire this with a three-year plan submitted to the superintendent.

See Recommendations 7.10.1 and 7.10.3

- 2.4 The Department of Education and Early Childhood Development and districts should put in place a comprehensive and sustained effort to have qualified personnel in all education support teacher roles. This would be particularly urgent for those designated as education support teachers – resource (in some districts, it would also be true for those designated as education support teachers – guidance). It is hoped that this strategy would attract, recruit, train and retain those in the education support teacher roles. The initiative would focus on an ongoing search for teachers who have an interest in this work and have the potential to be a success in this role. Once candidates are identified, they would participate in an induction process whereby they would be given the orientation, training and coaching needed to carry out this role. Training sessions would be held regionally on a two-year cyclical basis to develop a cadre of trained and skilled teachers.

See Recommendation 4.4

- 2.5 Current job descriptions should be revised to provide clarity and specificity for the roles and responsibilities associated with the education support teacher positions. This should be reflected in a common job description used by districts and their human resources staff for posting / advertising vacant positions. It is recommended this be completed by September 2012.
- 2.6 The provincial government should negotiate with the New Brunswick Teachers' Federation to remove from the collective agreement the requirement to use substitute teachers for teachers who do not have classroom teaching assignments. Educational support teachers and school administrators should only be replaced when they have classroom teaching duties when they are out of the school. Participating in professional meetings consistent with their roles and responsibilities is part of their ongoing work and is required for effective program development and implementation.
- 2.7 The Department of Education and Early Childhood Development should develop a plan to de-couple the position of school psychologist from the College of Psychologists of New Brunswick. This would address the recruitment and retention of trained school psychologists. There is a current shortage of psychologists with Master's level training available for district positions. Last year districts reported substantial waiting lists for services from a psychologist. The college's pending requirement that all future members – psychologists – must have a Ph.D. is expected to make filling the school system's needs even more difficult than has been the case.
 - 2.7.1 The qualifications and licensing of school psychologists should be internalized to the department. It should be necessary to legislate a new professional designation to accomplish this.
 - 2.7.2 The department would need to negotiate the development of a Master's level school psychologist program with provincial universities.
- 2.8 The role of educational assistant should be clearly defined with attention to the range of duties for the position elaborated.
 - 2.8.1 The provincial document *Teacher Assistant Guidelines for Standards and Evaluation* (May 1994) should be updated to reflect current realities and needs. Such a revision should be undertaken with consideration for

the educational and classroom supports to be provided by these employees. This would need to be done with reference to the collective agreement with the Canadian Union of Public Employees, Local 2745.

- 2.8.2 The revised guideline should address the need for clarity of role and issues of allocation of positions. Additional priorities would include matching qualified staff with appropriate positions, skills training, auditing processes, flexibility of assignments and other related areas.
 - 2.8.3 The results of the time-use study for resource and methods teachers completed in October 2011 suggest that many of the teachers who would belong to Educational Support Services Teams would spend a substantial portion of their time on administrative duties. These duties are detrimental to their prime role of working on teaching and learning with students and teachers. The department should include a framework for allocating selected administrative tasks as part of the duties of one or more educational assistants assigned to a school so the educational support teachers could focus on working with teachers and students as much as possible.
- 2.9 A communication strategy to inform the public about the functions and responsibilities of the Educational Support Team for individual student programming should be developed. This strategy should inform parents, partners and stakeholders through the Department of Education and Early Childhood Development's website, pamphlets, media releases, association meetings and similar actions. There would need to be broad understanding among parents, teachers and professionals in health and social work that meeting the diverse needs of students is a collaborative effort of the school staff as a whole. *

See Recommendation 5.8

3. Instruction and learning

A solid and common understanding of the philosophy and best practices related to inclusion is essential throughout the education system. Best practices for inclusive education need to influence decisions surrounding professional development, curriculum development and pedagogy. Empirically based research on what is best for the student must be the filter for all pedagogical planning. There needs to be a paradigm shift and accountability about traditional methods of teaching and streaming. The department, districts and schools need to provide opportunities for teachers and administrators to examine and reflect on pedagogy for best practices to become everyday practice. Teachers who embrace inclusive practices should be able to support students to learn in their common learning environment with age-appropriate peers and assure that personalized learning needs are met. While this would not be an easy task, it would be necessary that each teacher develop his or her approach to attain this goal.

- 3.1 The Department of Education and Early Childhood Development should develop standards related to **effective inclusive practices** based on the *Definition of Inclusion* by June 2012. This would help establish a clear sense of what inclusive education is and it is not.
 - 3.1.1 The department should ensure these standards are integrated with indicators associated with school improvement.
 - 3.1.2 School administrators should engage in ongoing observation and debriefing with staff members to foster effective inclusive practices and on the values associated with an inclusive education philosophy.
 - 3.1.3 The department and districts should jointly establish relevant standards for classroom-based inclusive practices. School administrators should use these standards to assess effectively classroom practice. Among other tools, Danielson's Group's *Framework for Teaching* that might be useful for this purpose.
- 3.2 The Department of Education and Early Childhood Development should ensure that staff whose roles include curriculum development, assessment, professional learning and associated areas would have, and would make use of, a solid understanding of inclusive educational practices, differentiation and universal design for learning. Developmental information would need to be embedded into K-12 curriculum guidelines.
- 3.3 The Department of Education and Early Childhood Development and districts should develop a joint strategy to validate personalization for students in middle and high school classrooms as a legitimate practice. This would be a significant challenge since the prevailing perspective is often curriculum-focused rather than student-focused.

During our consultations, many individuals observed that this change would require a paradigm shift that has not been achieved to the degree needed in schools.

See Recommendation 10

3.3.1 Middle and high school administrators should ensure that the focus in classroom lesson planning involves pedagogy that allows for student engagement and hands-on, dynamic learning activities in **all** classes and **all** courses.

3.3.2 The department and districts should ensure that all students could make course selections in high school based on their individual goals and interests. Course development would need to accommodate this reality and provide teachers and students with pathways to success in an inclusive framework.

3.4 Enrichment activities stimulate and enhance learning experiences. For this reason, they should be provided to **all** students through differentiated instruction. Programming that uses such foundations as the Enrichment Triad Model could be used to allow for all students to learn to their best ability. Meeting the needs of gifted and talented students should be done in a common learning environment and be accessible for all. Personalized learning plans should be developed for students exceeding the regular curricular outcomes to the point where formal planning is needed. There should not be an additional cost for students associated with any programs during the school hours associated with enrichment.

See Recommendation 8.1

3.5 A well-developed coaching and mentoring model should be developed to enable all classroom teachers, education support teachers and school administrators at all levels to receive training and support to implement inclusive practices for all students successfully and confidently. Such a model should focus both on acquiring knowledge, skills and strategies as well as effective coaching so that teachers could implement them in the classroom. This would need to include specific and explicit teaching of the values associated with inclusive education. The process would also involve intentional planning and, as required, specific funding. This is considered most critical at the high school level.

See Recommendation 10.1

3.6 The Department of Education and Early Childhood Development should establish a policy on retention. Research does not support retention. It is ineffective, and often counterproductive, in improving student success. If retention is considered necessary in a few selected cases, a clear plan should be established to set out the rationale, goals and accountability measure for the action.

3.6.1 In lieu of retention, therefore, for students in grades K-10, there should be multiple and ongoing opportunities for intervention and support, with frequent progress monitoring and appropriate adjustments, with the focus on building skill as the student progresses. There should be no form of retention for any students in grades K-10 (anglophone) and grades K-9 (francophone). This approach should include students who are on personal learning plans – individualized.

3.6.2 In grades 11-12 (anglophone) and grades 10-12 (francophone), the credit system should allow for tailoring of the number of courses and amount of work at any one time to the student’s individual learning needs and ability to manage the material.

See Appendix 11a Ben Levin (2011) on Retention

3.7 The Department of Education and Early Childhood Development, districts and schools should provide extensive interventions for students in grades K-3 to acquire literacy skills successfully. Schools have had substantial success with this effort in the last few years. This is consistent with research, which shows that the transition from “learning to read” (K-3), to “reading to learn” (Grade 4 +) is crucial. A continued focus on early literacy strategies is recommended.

3.8 The concern about struggling readers in grades 4-12 needs to be addressed through evidence-based strategies and interventions that could be carried out in the common learning environment.

- 3.8.1 Teachers in grades 4-12 need extensive training with literacy strategies to help monitor, assess and guide students who are still struggling with reading.
- 3.8.2 In-class support from the educational support teachers should guide pedagogical practice in differentiating instruction.

4. Professional learning

Professional learning opportunities for staff members are a vital element in building a successful education system. It is particularly needed to support schools and teachers to meet the needs of the ever-evolving needs of a diverse student population. Professional learning goals for all staff must reflect inclusive education philosophy embedded within the school context, with a focus on collaborative teams. The actions below are focused on this area.

- 4.1 The Department of Education and Early Childhood Development should monitor **university teacher training programs** to ensure that they adequately prepare their students for the challenge of teaching in an inclusive school. The Minister's Advisory Committee on Teacher Certification should report annually on progress toward this goal.
- 4.2 The Department of Education and Early Childhood Development and districts should require focused training on the implications of inclusive education in their areas of responsibility; this would include staff in: curriculum development, assessment, school review, transportation, finance and community schools. The inclusivity of all services should be an explicit element in the work plans and portfolios of the various branches.
- 4.3 The Department of Education and Early Childhood Development, in collaboration with districts, should develop and implement a school-to-school networking and partnering initiative both within and across districts. Investing in structures to support collaboration among groups of three to five schools is highly recommended, with an explicit focus on strengthening the standards of practice identified in the *Inclusive Education Policy / Definition of Inclusion*. Recommended steps in implementing this strategy:
 - use the Professional Learning Community model;
 - establish networking teams, considering each school's strengths and needs so as to maximize the benefits of the collaborative process for all parties;
 - provide funding to cover essential costs for each school / network;
 - establish at least one network per district; and
 - use this approach for professional growth for school leaders and high schools staff.
- 4.4 The Department of Education and Early Childhood Development and districts should organize a provincially developed and regionally delivered recruitment and training program for recommended position of education support teacher – resource. Teachers with a minimum of five years successful teaching experience would be eligible to apply for participation in a 12-month training program. It is recommended this be developed in 14 to 16 modules as follows:
 - four modules over two days in July / August (Summer No. 1);
 - six to eight modules during the school year; and
 - four modules over two days in July / August (Summer No. 2).

The modules would be developed by the department in collaboration with districts, and the components would be carried out provincially or regionally as appropriate with use of online options included. Teachers who successfully complete the training would be eligible for appointment as an educational support teacher – resource. This model could be adapted for educational support teachers – Literacy and Numeracy.
- 4.5 The Department of Education and Early Childhood Development and districts should provide training and skill development opportunities for several groups of employees in a specific manner to meet their needs related to inclusive education practice:
 - 4.5.1 Collaborate with the Canadian Union of Public Employees, Local 2475, to establish and implement a plan for personal growth and skill enhancement for educational assistants and other members of this group who work

with students. School and district options would need to be provided, as well as specifically designed online courses. Some core training themes would include:

- the educational assistant and classroom teacher: collaboration and teamwork;
- key inclusion strategies;
- understanding mental-health issues;
- working with behaviourally challenging children; and
- promoting student independence.

4.5.2 School psychologists, social workers and other professional support staff, working under the department, should require designated funding and time allocated to support their professional growth and skill development.

See Recommendation 5.3

4.5.3 Districts should schedule a minimum of four training sessions per semester (eight per school year) for educational support teachers. This would facilitate a robust schedule of knowledge and skill development sessions to assure professional growth. In our consultation meetings with schools and districts, officials told us they have not been able to provide as much training and support to teachers in these positions as they feel is needed. Several factors make this an important priority:

- ongoing staff turnover with the resulting need for orientation and coaching;
- new skill areas to respond to school, classroom teacher and student need;
- a need to maintain a focus on key role responsibilities and assure effective delivery of support; and
- learning and sharing with peers, doing the same work in different schools, and providing support in problem-solving.

5. Structures for collaboration

The composition of New Brunswick classrooms has changed during the last 25 years, reflecting a greater degree of student diversity. To better meet the needs of all students in the common learning environment, the classroom teacher works with a variety of people. Members of the school team bring their specific skills and knowledge to support the teacher and his or her students. Every school needs a well-defined process for collaboration and teamwork.

5.1 School-based education support teams should use a **clear process relating to planning and problem-solving** with classroom teachers and educational assistants. The Pyramid of Interventions (both academic and behavioural) would be an effective basis for analyzing necessary supports. The Department of Education and Early Childhood Development and districts should ensure that, during a three-year period, all school-based educational support teams be trained in problem-solving.

5.2 Effective collaborative strategies between different agencies and departments that intervene with students for education, health, mental-health and social services issues should be ensured to eliminate unreasonable waiting periods to provide services to students. The **Integrated Service Delivery** program is directed at this need. This project was approved in June 2010 and, following a year of planning and organization, services were initiated in School District 10 in September 2011 and School District 9 in November 2011. The project is planned as a pilot in these two districts for two-years, followed by formal evaluation that would occur in the fall of 2013. There was considerable concern about this during our consultation with school officials. There is no projection or information on when or how the program might be extended to the other districts. To address these concerns, the following actions are recommended:

- the department should conduct a program audit in July 2012 to establish if the pilots are achieving their goals;
- if they are doing so, the pilots should be maintained for the second year (2012-13) while developing a plan for provincewide implementation;
- preparations to implement the Integrated Service Delivery model provincewide should begin in September 2013;
- the program should be fully implemented throughout New Brunswick in September 2014; and

- if this initiative does not meet its objectives, a new framework should be developed, piloted and implemented to meet student and school system needs within one year.

Note: An implementation time-frame longer than this is not consistent with research on system change (Fullan, 2010) and risks program success by extending over a period where it is subject to changing policy, financial and political priorities.

- 5.3 Support services to education** staff members, now located in the Department of Social Development (i.e., psychologists, social workers) and the funding to support these positions should be transferred immediately to the Department of Education and Early Childhood Development. This would provide focus and clarity to their role in supporting school-age children and the teachers in the schools they attend.
- 5.3.1** This transition should be completed as soon as possible, no later than April 1, 2013.
- 5.3.2** Speech-language pathologists whose positions are targeted for service to school-age children and are now part of the Department of Health and New Brunswick's two regional health authorities should be moved to Education Support Services and, thus, to the Department of Education and Early Childhood Development. This transfer of positions and funding should be completed by April 1, 2013. Additionally, this should include the speech-language pathologists and support workers who carry out the *Talk with Me* early language program as part of the New Brunswick Extra-Mural Hospital.
- 5.3.3** The Department of Education and Early Childhood Development should work with the Department of Health to ensure that other professionals, assigned to the health sector, but who work with children in school – occupational therapists, physiotherapists, and speech-language pathologists (New Brunswick Extra-Mural Hospital; audiologists (hospital sector) Healthy Learner nurses / school nurses (Public Health) – are accessible and responsive to the needs of children, their families and teachers, and that they provide professional service as needed by referral.
- 5.3.4** The Department of Education and Early Childhood Development should specifically collaborate with the Department of Health concerning perceived gaps that exist in service by nurses to school-age children through the Healthy Learner Nurse program and school nurse programs through Public Health. Schools identified this as a critical issue in a number of areas, including complex medical needs, medication issues, diabetes management, sexual health and more. School officials want a clear description of the role of these nurses and for the positions to be filled for an appropriate complement of nurses be assigned to fulfil the mandate they may be given.
- 5.4** In the anglophone sector, a review and re-evaluation by the Department of Education and Early Childhood Development is required of the services provided by the Atlantic Provinces Special Education Authority through grants from the department. Through the authority, New Brunswick provides services to children and youth who are deaf, deaf-blind, hard of hearing, blind or visually impaired. It is critical to maintain the high level of service; however, programs and delivery options should be looked at in the current context. To this end, any review should focus on the following:
- identifying the most effective mechanism for maintaining services to students, families and teachers, and
 - ensuring maximum efficacy of funding for these services.
- 5.4.1** New Brunswick-based itinerant teachers or New Brunswick-based staff for the blind and visually impaired and the deaf and hard of hearing should be employed by the department and be assigned to duties in schools as required and thus become members of the New Brunswick Teachers' Association, just as the equivalent francophone sector teachers are employed by the department and are members of the Association des enseignantes et des enseignants francophones du Nouveau-Brunswick.
- 5.4.2** The department should revise the present block funding approach for services provided by the Atlantic Provinces Special Education Authority and instead use an approach to buy specific services required from the authority, for example, specialized assessment, curriculum, and instructional resource-related services.
- 5.5** The Department of Education and Early Childhood Development should develop a plan to help the educational support teachers – resource with the highly intensive health procedures required by some students. District officials and principals expressed considerable discomfort that teachers and educational assistants are now expected to do

tasks more appropriately carried out by health-care professionals. This plan should be developed collaboratively between the Department of Education and Early Childhood Development and the Department of Health and be completed by September 2013.

- 5.6 The Department of Education and Early Childhood Development should ensure that the Canadian National Institute for the Blind is recognized by districts and schools as a significant partner in ongoing efforts to provide appropriate services for blind and visually impaired students. This collaboration would allow for a better transition for the student once he or she completes high school and moves to life in the community. While the Canadian National Institute for the Blind specifically identified this concern, a collaborative relationship needs to be maintained with all parent, disability rights and service agencies and associations.
- 5.7 The Department of Education and Early Childhood Development should support the continuation of training initiatives for **autism** in both linguistic sectors. This training should focus on best inclusive practices and be provided to education support teachers – resource, educational assistants as well as other staff as needed, to ensure quality support with evidence-based strategies and practices.

See Appendix 7 – Anglophone autism update

- 5.8 The Department of Education and Early Childhood Development should establish an inter-departmental marketing plan to inform our communities about inclusive initiatives in schools. A *Brag about Inclusion** campaign would endorse and enhance the understanding and support parents and partners in education provide to school staff to make this program a success. The proposed target date is May 20, 2013.

**Note: Brag about inclusion – a web-based initiative to get students, teachers and others to describe and show pride in school or classroom practices that promote accommodating diversity and inclusion. Short blogs or YouTube videos would be a cost effective way to do this.*

See Recommendation 2.9

6. Equity

The New Brunswick curriculum is provided equitably to all students and this is done in an inclusive, common learning environment shared among age-appropriate, neighbourhood peers. All students regardless of socio-economic status, sexual orientation, culture, residence, strengths and challenges have the right to an appropriate education.

- 6.1 The Department of Education and Early Childhood Development, districts and schools should demonstrate a **shared value for multicultural diversity** through policies, programs and practices.
 - 6.1.1 New Brunswick's school curriculum should develop and enhance student sensitivity and appreciation for the three major foundation cultures as well as other enriching ethnicities.
 - 6.1.2 The department should appoint a representative from First Nations communities and the New Brunswick Multicultural Council to the Provincial Curriculum Advisory Committee to ensure that the perspectives of these persons are represented.
 - 6.1.3 The department, through the work provincial curriculum advisory committee, should strengthen and promote diversity as an asset in all schools. This should be expressed in curriculum as well as by providing resources including books and other materials in the library and classrooms that portray a wide array of cultures, family / sexual orientations and people with physical and intellectual disabilities. Strengthening partnerships with families, cultural associations and community organizations should be a priority.
 - 6.1.4 Representatives of both the First Nations and multicultural communities that we met in focus groups, identified racism as a continuing issue for children in our schools. The department, districts and schools should provide greater opportunity for teachers and other school staff to develop knowledge and strategies to combat racism and create a welcoming and supportive school environment for students from all cultural backgrounds. Strategies that engage leaders and elders from these communities are recommended. Partnership with the Population Growth Secretariat of the Department of Post-Secondary Education and Training on this matter should also be explored.

- 6.1.5 The department should assign one or more staff positions for an educator of Aboriginal descent to work in the anglophone and francophone sectors to advocate for effective programs and strategies for First Nations students. They should be responsible to provide appropriate input to the Curriculum, Assessment and Educational Support Services (Student Services) units.
- 6.1.6 The department, working with First Nations communities and multicultural associations, should develop a comprehensive transition process for students from these communities into the provincial school system. This plan should provide a structure for First Nations students who move from their schools to provincial schools. It should also provide a context for the transition of students who are new to New Brunswick and come from other cultural and language backgrounds. A team approach that includes school staff as well as community representatives should be used.
- 6.2 **Gay, lesbian, bisexual, and transgendered students** represent a segment of the student population that has traditionally been impacted by equity issues, including harassment, bullying, mental intimidation and on occasion, physical assault. The Department of Education and Early Childhood Development, districts and schools should ensure policies and practices are in place that enhance understanding and acceptance of these students and should provide these students with equitable proactive support and fair treatment in schools.
- 6.3 Schools reflect an increasingly diverse student population. This includes students who represent diverse multicultural communities where language may be a challenge to school success. Effective efforts to support these students are required.
- 6.3.1 School and district improvement plans should address these issues according to the needs of their student population.
- 6.3.2 The department should ensure that adequate funding is being provided to support immigrant children who need instruction to learn English or French – depending on the language of their school. The current funding formula provides \$600 for this support regardless of the student’s needs. District and school staff told us this amount is frequently insufficient to provide the personalized instruction the student requires to gain proficiency in a second language. The funding available for each child should be increased to provide a range of support. It is recommended that the program provide a minimum of \$600 and a maximum of \$2,000 per child. Districts and schools should enhance assistance from volunteers and community organizations in this effort.
- 6.3.3 The department should examine second-language instruction for First Nations students for both appropriateness and effectiveness. Districts and schools should ensure additional support when First Nations students transfer from schools where they have not had prior second-language education. The problem is that First Nations students who transition from band-operated schools to public schools are placed in second-language classes, but in many cases have had no previous instruction in the language.
- 6.3.4 The department should mandate that, in every high school that has a substantial number of First Nations students, there should be one Mi’kmaq or Maliseet language course available each semester. These students should have the option of taking instruction either in their own language, English or French as a second language.
- 6.3.5 In the anglophone sector, professional development and training in English as a second language should be provided to the proposed education support teachers who work with teachers who have students in their class for whom English is a second language.
- 6.3.6 The department and districts – anglophone sector – should develop a strategy to ensure that, in three to five years, an appropriate proportion of educational support teachers – resource is bilingual. This would facilitate effective support to French Immersion teachers with students who have learning challenges. This would enhance French Immersion programs as well as help make inclusion more successful.
- 6.3.7 In the anglophone sector, supporting students in French Immersion is a high priority. The federally provided Official Languages budget should be used to enhance the supports to students who need extra assistance.
- 6.3.8 In the francophone sector, professional development and training should be provided to the proposed educational support teachers – resource who support students with learning challenges in Francization (programmes de Francisation) or students with languages other than French or English.
- 6.4 **Accessibility in public schools** is a provincial government priority.

- 6.4.1 The Department of Education and Early Childhood Development should examine the facilities upgrade and repair list for each district to determine how many requests relate to accessibility and where these specific requests rank by comparison to other types of requests. Ranking needs to acknowledge the legal obligation of the province to accommodate students with disabilities.
- 6.4.2 The department should focus targeted resources on school facility upgrading for accessibility. A dedicated provincial fund of \$3 million to \$5 million should be available to districts on application based on student specific need; that is, when needs are known and / or anticipated.
- 6.5 The Department of Education and Early Childhood Development should conduct a review of the current process for allocating **assistive technology** for learning to students. The role and prevalence of assistive technology for learning is increasing as educational professionals see increasing ways to help students access learning through low and high technology. Most notably, this is being demonstrated through the universal design for learning paradigm. The current level of funding for technology requests in districts is grossly underfunded. Districts are requested to prioritize assistive technology requests. This indicates that the system is not accommodating every student in an equitable fashion and that only the most complex or needy students receive the necessary technology support.

There is a need for a system to ensure students who need such supports are granted equitable access to assistive technologies that would support them to access the curriculum or to demonstrate their learning with the maximum level of independence and success.

- 6.5.1 The department should continue to support the Dialogue in Assistive Technology Roundtable, led by Easter Seals and the Neil Squires Foundation, so that stakeholders could provide input for an assistive technology for learning strategy that looks at the preferred practices in assessment, training and supplying students with the necessary technology.
- 6.5.2 Funding for assistive technology should more closely reflect the actual costs of verified requests from districts and other stakeholders. Based on the number and dollar amount requested for assistive technology grants, the current level of funding is less than half of what is required.
- 6.5.3 Technology accommodations should be clearly connected to curricular outcomes and indicated on the student's personalized learning plan to ensure that equipment transitions from school to school along with the student.
- 6.5.4 Districts and schools should provide training annually to teachers whose students need this technology, on how to use it effectively and connected to pedagogy.
- 6.5.5 There should also be an electronic provincial mechanism accessible to districts to track the technology in schools. There should be a shared responsibility between the Department of Education and Early Childhood Development, the Department of Social Development and parents to use assistive technology for learning at school and home.
- 6.6 Districts and schools should sustain a focus on aligning core activities with the need to provide equitable opportunities for all students, and do this without exclusion. This should ensure students' access to courses, school outings and special events. This should also include equitable access to extracurricular activities without obstacles that may be associated with physical, cognitive or socioeconomic barriers. The education support teacher – resource should act as an advocate for students on these issues.
- 6.7 The director of education support services at the department and in each district should act as an equity advocate within the educational system. An important part of their role should be to work with district and school staff as well as families and community groups to support equitable educational programs and services for all students. To support them, the department should provide ongoing training in mediation, negotiation and conflict resolution processes.
- 6.8 **Transportation for all students** should be arranged so it does not compromise the student's school day. The expectation should be that all children travel on buses with their peers. Districts should demonstrate that all viable options that would allow a student to travel on a bus with his or her peers have been explored and exhausted prior to arranging for alternative transportation options. Specialized options should be used only in those cases where high levels of support and / or assistance are needed.

- 6.9 Standards of service and support for provincially funded educational and intervention centres should be clearly defined with accountability mechanisms built in. These should include:
- the Stan Cassidy Centre for Rehabilitation;
 - the Pierre Caissie Centre;
 - Portage Atlantic;
 - the Child and Adolescent Psychiatric Unit; and
 - the New Brunswick Youth Centre.

The Department of Education and Early Childhood Development should develop and implement a mechanism to track wait times and program outcomes for students.

- 6.9.1 The department should examine ways to ensure timely service to all students in the province who need these services, whether they live in rural or urban areas. Financial / transportation barriers should not determine the level of service a child receives.
- 6.9.2 The department should assure equitable access for anglophone and francophone students to these provincially funded centres.
- 6.10 The Department of Education and Early Childhood Development should collaborate with other departments to provide high-quality service in rural areas by professionals such as Mental Health counsellors, Public Health nurses, Addictions counsellors, occupational and physical therapists and others. These services should be delivered in the student's language. The department should consider offering office facilities for these workers if doing so would improve service to children.

7. Funding and accountability

Funding

- 7.1 The Department of Education and Early Childhood Development should establish a funding formula for educational support services that maintains the basic structure of the current block grant system. However, the review substantiates the urgent need to complete a major revision of funding practices and allocation of financial resources to districts and schools. **A new approach should provide effectively for departmental-identified priorities** and to ensure that actual expenditures are aligned with program commitments.

There is also a need to assure clarity on funding provided by the department to districts and how that funding is spent. Currently all but one of the 14 districts report spending more on student services than they receive from the department. This is reported as something that happens frequently – it is not a one-year occurrence. Transparency is urgently needed in this area.

- 7.1.1 The department should provide each district with a block grant for educational support services. Districts should have reasonable discretion to allocate this funding to provide educational support services staff to schools and to fund other services and programs needed to deliver quality inclusive education.
- 7.1.2 The department should integrate funding allocations provided to districts through several designated funds established to meet specific needs by governments during the last few decades. These funds include but may not be limited to allocations for the “Excellence in Education” Initiative (Downey & Landry, 1992). This provided funding for programs in areas such as enrichment, learning disabilities, tutoring and behaviour. Another example is Positive Learning Environment Program funding. The use of these funds has evolved. Individual districts use the funds allocated to their budgets from this source in very different ways. It is time to bring this to an end.
- 7.1.3 The department should adjust budgets for education support services to take into account the expenditures districts have been making from other program and budget areas and thus eliminate the re-allocation of funding that they have been doing on their own. This should increase accountability and transparency and facilitate better management of programs, practices and budgets.

- 7.2 The Department of Education and Early Childhood Development should fund the proposed education support teachers – resource on the following basis to bring student / teacher ratios in line with needs and Atlantic Canada patterns:
- Current: one education support teacher – resource (methods and resource teacher) per 206 students; anglophone sector = 221; francophone sector = 177.
 - Year 1 – School year 2012-13 – one education support teacher – resource per 160 students.
 - Year 2 – School year 2013-14 – one education support teacher – resource per 140 students.
 - Year 3 – School year 2014-15 – one education support teacher – resource per 120 students.
- 7.3 The Department of Education and Early Childhood Development should fund guidance counsellors, Literacy teachers, Numeracy teachers, and Francization teachers (francophone sector), through the block funding allocation to educational support services.
- 7.3.1 Funding provided through the established staffing norms should be moved to the educational support services account.
- 7.3.2 Funding norms for these positions should be reviewed and established at levels required to achieve program goals.
- 7.4 The Department of Education and Early Childhood Development should allocate funding for education support services within the following framework. Adjustments should take into account equitable support for the provision of core services through districts, schools and teachers; and requirements for accommodation of individual student needs.
- 7.4.1 The department should reserve five per cent of the funds allocated for services to be held in reserve and allocated as appropriate by it to meet student needs in unanticipated situations, complex cases and crises that could not be determined prior to the start of the school year.
- 7.4.2 The department would mandate that districts reserve 10 per cent of the funds allocated to them for education support services to meet student needs that could not be identified prior to the school year. This funding should be reserved for unanticipated situations, newly enrolled students and crisis situations. This funding would not be committed until after Sept. 30 each year.
- 7.5 The Department of Education and Early Childhood Development should establish a research-based strategy for identifying about 50 schools that could be considered vulnerable in the sense that they serve a disproportionate number of children who have special learning needs or are from low socio-economic communities or neighbourhoods.

Lisa Wolff, director, advocacy and education, UNICEF Canada, noted the following in an article on the Canadian Education Association website in December 2011:

“The growing income gap in Canada may soon begin to diminish the degree of equality our education system sustains. While children themselves pay the heaviest cost of inequality, society also pays through increased costs for remedial schooling, health services, welfare and the justice system, and the loss to economic competitiveness resulting from a large number of children failing to develop to their potential.” See Bibliography.

- 7.5.1 The department should draw on its own data and data from the Early Years Evaluation – Direct Assessment as well as a predictive model developed in Alberta and Ontario to identify the number and percentage of vulnerable children in each school, and determine which schools can be deemed vulnerable. Statistics Canada information on per capita income of communities is part of the formula.
- 7.5.2 The department should use these results to allocate additional funding for the 50 schools. The list of schools would be updated annually based on the most recent data available.
- 7.5.3 Schools identified would be eligible to develop a student learning equity plan that would provide funding for an improvement and growth plan to address learning needs and target increased student success in learning.

- 7.5.4 The department should develop criteria for allocating funds and a prescribed set of conditions for their use. The focus should be on addressing student needs through approaches that develop school capacity and that are linked to sustainability.
- 7.5.5 The department and districts should partner with eligible schools to develop school proposals. The proposals would be linked to school improvement plans and be tied in with school review processes where possible.
- 7.5.6 Partnerships with community groups, agencies and companies should be an important element of the program.
- 7.5.7 The schools participating in the program would have three to five years to implement their plan, with the possibility of an extension if deemed appropriate.

Accountability

- 7.6 The Department of Education and Early Childhood Development should establish a **director of educational support services for each district**. This position should ensure adequate and effective leadership in the following areas: resource, guidance, autism, behaviour (or Positive Learning Environment), Literacy, Numeracy and other teacher- and student-support initiatives. This role is now carried out by one or more learning specialists; however, both the range and cope of activities in this area would require a director-level designation.
- 7.7 The Department of Education and Early Childhood Development should establish a **job role description for education support teachers – resource** that would detail their priority work assignments. This process should be completed and with results published by September 2012. It should become effective no later than Feb. 1, 2013.
 - 7.7.1 The guide for professional practice for teachers in this position should be as follows:
 - A **minimum** of 60 per cent of time should be allocated to direct support to and collaboration with classroom teachers. Examples would include classroom observation, joint or co-planning, co-teaching, strategy development, problem solving, modelling, coaching and associated activities.
 - A **maximum** of 25 per cent for direct instruction or intervention with small groups of children, and on select occasions, with individual students, but in all cases with specific entry and exit criteria, and documentation of outcomes achieved.
 - A **maximum** of 15 per cent for role-related administrative duties directly associated with supporting teachers and students. Examples would include work on personalized learning plans, working with educational assistants, consulting with other professionals, meetings and performing other related functions.
 - 7.7.2 Time allocation should carefully monitor and ratios maintained to maximize the effectiveness of the role of education support teacher – resource. A review was conducted in the October 2011 to gather baseline data on division of work, and ongoing analysis of the data will continue in the coming months.
 - 7.7.3 The department should conduct a similar research survey yearly for next five years to document progress and growth.
- 7.8 Principals should ensure that **educational assistants carry out tasks under the direction of the classroom teacher**, as they assist in the implementation of instructional plans established daily by the classroom teacher. No single plan, strategy, or intervention for a student and carried out by an educational assistant should continue for more than six to eight days without being specifically reviewed, revised and clarified as necessary by the responsible teacher.
- 7.9 Educational assistants should not be assigned to work with any one student more than one year. The student should continue to be the responsibility of the classroom teacher, and any support staff should work with the teacher and support teacher to meet the needs of the student. Effective practice would prevent students from developing over-reliance on one individual, except in cases where parents and teachers identify and document the need for an ongoing assignment.

- 7.10 The Department of Education and Early Childhood Development and districts should fill the education support teacher positions with candidates considered to be highly skilled and effective teachers within their respective districts and / or schools.
- 7.10.1 Teachers appointed to a position of education support teacher should have a minimum of three years of successful classroom teaching experience although preference should be given to teachers with five years of experience.
- 7.10.2 Teachers appointed to be these positions should have demonstrated competency in areas related to the assignment, for example, successful accommodation of students with diverse learning needs, expertise in literacy or numeracy instruction, student behaviour, strategies related to autism and related areas.
- 7.10.3 Teachers who would want to be appointed to these positions should participate in an orientation, training and certification process, and on, successful completion, would be eligible for appointment.
- 7.10.4 Teachers appointed to these positions should have a Master's level degree in areas related to the duties of the position. Candidates who could not meet this requirement should be granted up to three years to do so.
- 7.11 The Department of Education and Early Childhood Development should **develop a framework for accountability for autism intervention** in schools. This should include mechanisms for ensuring the following:
- 7.11.1 That educational personnel trained in evidence-based practices for working with students with an autism spectrum disorder should, to the degree possible, actually working with the students who need this level of intervention;
- 7.11.2 That the instructional plans for children with an autism spectrum disorder should be developed, based on the individual needs of each student, with input from education support teachers who have the appropriate level of training in evidence-based interventions for autism; and
- 7.11.3 That when educational assistants provide support to students with an autism spectrum disorder, the necessary level of oversight of students' programs by an education support teacher or classroom teacher trained in evidence-based practices for autism intervention should be in place to ensure appropriate implementation and ongoing treatment fidelity.
- 7.12 The Department of Education and Early Childhood Development should ensure that all guidelines relevant to inclusive education practice and educational support services programs be updated regularly, at least every four years. Current documents that are out of date should be revised and published by September 2013.
- 7.13 The Department of Education and Early Childhood Development should establish a school review process for the anglophone and francophone sectors that results in internal and external assessment of each school's compliance with policies and practices for inclusion education.
- Each school should participate in a review at least once every four years.
 - The review should be based on indicators established by the department in co-operation with districts.
 - The review process should begin in September 2012.
 - This process could be a component or part of a school review process with a broader mandate if that is appropriate, providing that does not negatively affect the quality of the review of inclusive education.
- 7.14 The Department of Education and Early Childhood Development and districts should ensure that all teacher performance appraisal programs reflect attention to a teacher's success in providing effective instruction to students with diverse learning needs consistent with the provincial government's commitment to inclusive education.
- 7.15 The minister of Education and Early Childhood Development should appoint a Minister's Inclusive Education Implementation Working Group to provide support and assistance to department staff as well as districts and schools to implement the action plan as approved by him or her. This working group should have two co-chairs, an anglophone and a francophone, as well as appropriate officials from the department. The working group should develop an implementation plan and monitor progress, clarify and focus specific strategies where required, provide the minister with quarterly updates and recommend adjustments to the plan when needed.

8. Personalized learning plans

Pedagogical planning for students who are experiencing difficulty needs to be collaborative, professional and designed such that the classroom teacher finds it meaningful for daily planning.

- *In the anglophone sector, the current special education plan is excessively complex, labour-intensive and unrealistic for classroom teachers, and therefore, does not always meet the student's needs.*
- *In the francophone sector, although the special education plan is labour-intensive, it is functional at the primary level. It can however, be cumbersome and misused at the middle and high school level.*

- 8.1 The term special education plan in the *Education Act* should be changed to **personalized learning plan**.
- 8.2 In the anglophone sector, there should be two parts to the personalized learning plan:
 - 8.2.1 Personalized learning plan – modified – would reflect modifications to the core curriculum; and
 - 8.2.2 Personalized learning plan – individualized – would reflect extensive personalization of strategies and outcomes.
- 8.3 The francophone sector of the Department of Education and Early Childhood Development should establish clear criteria to identify students who need to be placed on personalized learning plans.
- 8.4 The personalized learning plan should contain the following components:
 - 8.4.1 A clear statement of justification for developing it, including pertinent information on the developmental history of the student;
 - 8.4.2 A statement of the student's strengths and needs and a description of the overall goals for future personal development and growth, that should be reviewed and updated regularly, at a minimum of every four months;
 - 8.4.3 A detailed description of the specific evidence-based strategies recommended for the student's success in learning; these strategies would be more specific than universal accommodations that might be considered;
 - 8.4.4 These critical strategies for the student's success should be well-articulated and detailed in a short (one-two page) instructional plan followed by the child's teachers;
 - 8.4.5 The department should identify essential learning outcomes;
 - 8.4.6 The specific outcomes for the student in each subject area / course on a day-to-day basis should be reflected in the teachers' lesson plans;
 - 8.4.7 The student's progress on learning outcomes identified in the plan should be noted on the provincial report card at common assessment times, consistent with procedures for other students;
 - 8.4.8 The parent / guardian and the student (when appropriate) as well as the classroom teachers, education support teacher and other relevant professionals should be required to be part of the personalized learning plan process. Minutes documenting parent / guardian collaboration should be maintained; and
 - 8.4.9 The department should establish through policy that classroom teachers are primarily responsible for the implementation of the personalized learning plan goals in the common learning environment. Evaluations of teacher performance should include demonstration of effective and competent consultation, planning, implementation and evaluation of the individual student's plan.
- 8.5 Personalized learning plans should be changed as follows:
 - 8.5.1 The anglophone sector of the department should engage stakeholders in developing a revision of the current special education plan format to simplify both the process and product and make it more useful to classroom teachers. The personalized learning plan should be developed:
 - to identify key pedagogical strategies for the teacher to use with the student;

- to provide a simple, clear plan to support the instruction for a student whose learning outcomes are other than those prescribed by the provincial curriculum; and
- to maintain the computer-based electronic model now being used but change those elements that need to be amended to enhance the usefulness and effectiveness of the plan.

8.5.2 The francophone sector of the department should develop a computer-based electronic personalized learning plan to allow for ease of documentation, transfer and accountability at the school, district and department level.

8.6 The *Education Act* should be amended to provide a mandate for providing a personalized learning plan for students who exceed the regular curricular outcomes and may be described as gifted or talented. Districts and schools should ensure that the needs of these students be addressed in an intentional and systematic manner through the development and implementation of the plans as needed. A plan based on the individual student's area(s) of talent and interest would be an appropriate method to develop the enhancements and modifications to curriculum outcomes needed by these students.

9. Positive Learning Environment

In an inclusive setting, teachers help students develop and engage in socially desirable behaviours in a positive common learning environment. Strategies to anticipate and prevent discipline problems are part of an effective teacher's skills set. "An ounce of prevention is worth a great deal of intervention." (Jordan, 2007). Nonetheless, when the teacher needs additional support to manage problem behaviours, trained personnel collaborate with the teacher to elaborate, implement and evaluate a behavioural support plan.

9.1 Districts should establish a **Pyramid of Intervention for behaviour in each school** as a key component for guiding administrators, teachers and school personnel in behaviour management. They should ensure the use of the pyramid by September 2012.

9.2 The Department of Education and Early Childhood Development and districts should plan and deliver an ongoing stream of training for classroom teachers in classroom management.

9.3 The **personalized learning plan should become the provincially defined document** used to teach social desirable behaviours and prevent discipline problems. Thus, a single document should be used to develop and implement academic and / or behavioural intervention plans.

See Recommendation 8.2

9.4 Districts should ensure short-term focused support to schools and teachers be based on the personalized learning plan for students described as extremely aggressive and / or who present violent behaviour.

9.5 In the anglophone sector, there should be services from an education support teacher – guidance, to deal with social-emotional issues and student behaviour in each school, K-12. In schools with limited enrolment, this could be delivered on an itinerant basis. This professional should have distinct knowledge, skills and practices to support understanding of mental health and other issues surrounding the planning for children with behavioural needs. This professional's roles should be to support staff, students and parents, and to ensure that evidence-based behaviour intervention and skill-development models are being followed. The education support teacher – guidance, should also provide the *Comprehensive and Developmental Guidance Program*. The recommended target ratio is 1:400.

9.6 In the francophone sector, the Education Support Services team should address behavioural issues. In these instances, school-based staff should be guided by the school psychologist. The psychologist's role should guide the members of the team, and directly or indirectly, support teachers, students and parents. Since the role of the psychologist is directly linked to the success and effectiveness of intervention plans for behaviour, we recommend that the ratio of psychologists be increased to 1:1000 (MacKay, 2006).

See Recommendation 2.7

- 9.7 The Department of Education and Early Childhood Development should establish the position of **school intervention worker** as the paraprofessionals who support students with behavioural issues. In the anglophone and francophone sectors, supervision of personnel who would fill these roles should remain the responsibility of the principal. Staffing allocations for each school from year-to-year should be on needs as determined by the superintendent and director of educational support services based on an assessment of need.
- 9.7.1 In the anglophone sector, their work should be conducted under the guidance of the education support teacher – guidance. Issues and the classroom teachers and they will be accountable to the personalized learning plan.
- 9.7.2 In the francophone sector, their work should be under the guidance of the Education Support Services team.
- 9.7.3 A targeted funding ratio should be established for these positions on a district level. The recommended ratio for district positions is one position for every 550 students, an increase from the 1 : 785 ratio reported effective Sept. 30, 2011.
- 9.8 The Department of Education and Early Childhood Development and districts should provide paraprofessionals and members of the Education Support Services team **periodical training in evidence-based behaviour intervention strategies** such as the Non-Violent Crisis Intervention Training Program and / or the Mandt System.
- 9.9 The Department of Education and Early Childhood Development and partners in education should establish a provincial strategic initiative on mental health. The departments of Health and Social Development would be essential partners in this effort. This initiative should define a common vision of mental health for students and address the need for coaching and mentoring for school personnel; they should be informed and trained on mental-health issues that are related to effective classroom practices and the maintenance of a positive learning environment.

See Recommendation 5.2

10. High schools

High schools are seen as the capstone institutions of our educational system. For an individual student's schooling to be successful, success in high school is essential. Failure in high school sours even the most positive prior school experience. High schools have made considerable progress since Bill 85 was passed in 1986 and the era of "inclusive education" began. However, feedback from parents, teachers, district leaders and students is clear – we have to raise the bar on inclusive practice and the results achieved for students with special needs. Many efforts have been made to change the traditional teaching model. There must be an intentional, collaborative plan to meet the needs of all our students in high schools.

- 10.1 The minister of Education and Early Childhood Development should convene a summit on high school education with a major focus on the challenge of student diversity and achieving high level learning outcomes in an inclusive context. This would enable teachers and educational leaders to examine practices and programs and develop priorities for improvement.
- 10.1.1 The department and districts should establish a three- to five-year plan to make high schools inclusive. Such a plan should include training for administrators and teachers as well as a coaching / mentoring strategy for all high school teachers. It should also include strategies for leadership development for administrators and education support teachers, recognizing that buy-in and support from school leadership would be critical elements in this process.
- 10.1.2 The department and districts should provide training around issues of diversity for all school staff. High schools need to broaden their mandate to include curriculum / graduation requirements to promote the development of social and peer relationships and the attendant benefits; for example, Robert Putnam's concept of social capital. These goals should balance and enhance the traditional focus on academic achievement. The high school curriculum should maintain a high focus on academic outcomes, but it should also ensure similar efforts to meet the personalized learning needs of every student. Teachers have the capacity to achieve this, but they need the mandate and the day-to-day coaching on effective practice from their school leaders and educational support teachers to do it.

See Recommendation 3.3

- 10.1.3 The department and districts should develop a tool for assessing the attitude, knowledge and skill of high school teachers to meet diverse student needs. Essential competencies should be identified and a self-assessment process used to establish a personalized professional growth and enhancement plan for each teacher. A three- to five-year training initiative should be established and supported by a variety of development opportunities. These should include school and district strategies, workshops, planning sessions, online learning, networking with teachers in other schools, co-operative work with community agencies and more. Teachers should be engaged in this effort. The New Brunswick Teachers' Association and the Association des enseignantes et des enseignants francophone du Nouveau-Brunswick would be critical partners.
- 10.1.4 Districts should identify high school staff who have demonstrated the skills and competencies necessary to be leaders in this initiative with their peers in their schools. Providing time for them to work with their peers would be essential.
- 10.2 A systematic and intentional provincial plan is required to support students at the Grade 9 level. This is a critical point in the educational path for many students. Many of the concepts and strategies found within the Foundation Years program and the 21st Century Learning models should be reviewed for applicability.
- 10.2.1 The structure for Grade 9 education should be examined with an emphasis on smaller classes and nurturing stronger relationships between teachers and students that can result in higher levels of student engagement and student learning.
- 10.2.2 Transitioning from Grade 8 to Grade 9 results in a break in interventions for many students. This should be diminished and academic and social intervention plans developed in Grade 8 should be sustained in Grade 9 with appropriate adjustments and enhancements based on circumstances and student needs. They cannot be simply disregarded without potential negative effect on the student.
- 10.3 High school leaders need to change the perception that resource and methods teachers are there to solely serve the needs of students with special needs.
- 10.3.1 Districts must mandate and make clear that the role of the education support teacher – resource, must be supporting classroom teachers through mentoring, coaching and co-teaching and to balance academic demands of the curriculum and the personalized learning needs of the student.
- 10.3.2 Principals should ensure that teachers collaborate with education support staff concerning the learning needs of individual students for effective planning.
- 10.3.3 Principals should ensure that teachers take ownership for all their students and therefore be engaged in planning and decision-making.
- 10.4 The Department of Education and Early Childhood Development and districts should ensure that **information technology** initiatives in high schools make personalizing instruction for students with diverse a critical element of the program. These best practices could enable the use of technology to be linked effectively to specific goals in a students' personalized learning plan within the common learning environment.
- 10.5 The Department and Education and Early Childhood Development should establish a mandate for community engagement and collaboration at the provincial, district and school level to provide supports for students with special needs as they transition from high school to life in the community.
- 10.5.1 Each high school should have at least a half-time teacher assigned to work with external agencies to design opportunities and programs for students as they leave the school system. In some cases, this would connect effectively with co-operative education programs. In other cases it might be a stand-alone initiative.
- 10.5.2 Any student with exceptionality, who is following a personalized learning plan, should have a transition plan beginning in Grade 9 and revised annually to allow for successful graduation with his or her peers.
- 10.5.3 Students should be eligible for a maximum of 15 years in school (K-12 = 13 years), with the additional one or two years spent only at the Grade 11 and / or 12 level. Where it is determined that a fifth or sixth year in high school is appropriate for a student, that determination should be based on the student's transition plan and

should be implemented in collaboration with community supports. These extra years should not be used for retention in elementary or middle school.

- 10.5.4** For students who have diverse needs that significantly impact on their long-term development and present considerable challenges to success, it should be considered appropriate that a portion of the student's day include community-based educational opportunities:
- this balance of school-based and community-based educational opportunities should be determined through a detailed and intentional plan that will support and enhance a smooth and successful transition at the completion of high school;
 - family, parents and the student should be engaged in the planning process;
 - the implementation of the plan should not negatively impact on the student's need to be part of the school community and the peer group to which he or she belongs;
 - the focus on each student's individual should be maintained; and
 - students with diverse needs enrolled in the co-operative education program should be required to participate in all components, including the curriculum classes, and be supported with appropriate staff if needed.
- 10.6** The Department of Education and Early Childhood Development should ensure that all students in high schools in the anglophone and francophone **sectors receive the same diploma**. It is recognized that high school graduation requirements may vary for those students who have personalized learning plans. Variations in programs should be documented on the transcript of the student.
- 10.7** Schools should ensure collaboration regarding the transfer of information from high school personalized learning plans to post-secondary institutions to support students after graduation. This information sharing should have student and / or parental / guardian permission.

11. Alternative education

The term alternative education refers to a program for youth of high school age (grades 9-12) who require an alternative to the standard in educational programs offered in high schools. A program may be offered for students considered at risk of school failure or dropping out of school. Issues connected with personal and family circumstances, socio-economic, substance addiction, legal, behavioural and other related factors. Alternative education is NOT an alternative for students now defined as exceptional or who have specific disabilities that cause obstacles to learning. Alternative education is not traditional special education by another name.

- 11.1** High schools have success with most students. In some communities and in some schools, there are students who may not be able to attend in a regular school setting. This may be for students with a variety of medical, social and family circumstances that make participation in an alternative setting the only option for their high school program given the capacity of the regular school to accommodate their needs. This may be a short-term or long-term placement as the student's needs require. It may be carried out in a regular school building or at an alternative site. The defining feature of alternative education is that students in this program are excluded from the common learning environment.
- 11.1.1** The Department of Education and Early Childhood Development should establish policies such that in any situation in which a school or district determines that a student in grades K-8 requires extensive out-of-class instruction, the alternative should involve detailed, organized, personalized, individually-supported instruction *encompassing the regular hours of instruction* of the school day within the child's community school. **Alternative education programs should not be an option for students in grades K-8.**
- 11.1.2** The department should direct that alternative education programs are not designed for students with exceptionalities or long-term behavioural issues. Segregated, self-contained classes and life skills programs for students with exceptionalities should not be an option at any grade level, K-12. Where an exceptional pupil is unable to participate in the common learning environment due to fragile health, hospitalization or convalescence, or a condition or need that requires a level of care that cannot be provided effectively in a school

setting, the superintendent concerned should be able to deliver the program or service in the pupil's home or at another appropriate location on an individual basis.

- 11.1.3** The department should ensure there is an evaluation process for monitoring the effectiveness and efficiency of district alternative education services. This should be included in the school educational review process.
- 11.2** The Department of Education and Early Childhood Development should establish a policy and clear criteria for alternative education for circumstances where school and district capacity are unable to make a personalized program work effectively for students in grades 9-12 in their community school.
- 11.2.1** An alternative home-based or community-based plan should be developed that would meet rigorous criteria established by the department:
- guided by clear and consistent criteria and only used for the clear advantage of the student;
 - accountability requirements should be high, with frequent monitoring protocol;
 - specific criteria for entry and exit should be required; and
 - any exceptions should be subject to approval by the minister of Education and Early Childhood Development.
- 11.2.2** The department should develop a document on alternative education outlining policy, guidelines and practices such as entry and exit criteria, maintenance of high school connection, duration, curriculum planning, accreditation, graduation and record-keeping. Recommendations from reports completed in 2008-09 for the anglophone and francophone sectors of the department should be reviewed. (*Service Review and Consultation: Alternative Education Services In New Brunswick: Selected Findings and Recommendations; Rapport d'évaluation : Sites alternatifs francophone.*).
- 11.2.3** Districts should document prior efforts to support the student including relevant files such as minutes of case conferences / meetings, intervention plans and strategies for support, results of intervention efforts, any personalized learning plan, if one would be used, and similar items. Access to alternative education should not be considered until it has been demonstrated that all other viable options to ensure success in the regular classroom using evidence-based best practices have been tried.
- 11.2.4** Districts should provide appropriate staff needed to make the personalized educational plans of students in alternative education effective, in those cases when it is considered necessary to place a student in an out-of-school program. Districts should provide teachers for alternative education programs at both on-campus or off-campus sites from their budgets and not from an individual school teacher allocation. Any site outside of a regular school should have a school number associated with it.
- 11.2.5** The department and districts should ensure that, in all cases, the development of a personalized learning plan or an alternative education plan reflect detailed and intentional planning for the student's transition back to his or her community school and regular school programs as appropriate.
- 11.2.6** Districts should ensure that the planning for any alternative education or out-of-school program be done by education support teacher – guidance, resource and methods teacher and transition teacher in consultation with family, community agencies and other professionals to ensure a well designed, realistic, attainable program for success is established. Regular reviews of program outcomes should be required at every school reporting period.
- 11.2.7** Districts should require teachers of students in alternative education programs to use department curriculum outcomes as much as possible. If the student's needs dictate a deviation from these, these changes should be determined through team consultation and be reflected in the student's personalized learning plan. Curriculum components and instructional resources should be structured to strengthen the students' connectedness with their teachers, schools and communities. The goal should be to sustain the student's active participation in his or her academic program.
- 11.2.8** The department should provide specific training for high school teachers working with students in alternative education programs. Teachers working in high school alternative education programs should be highly skilled and qualified. Ongoing training should be provided in learning disabilities, mental-health issues, challenging behaviours as well as social issues and other factors relevant to working with teenagers.

- 11.2.9 Districts should ensure that the student maintains eligibility for and access to an educational program of reasonably equal duration to that of his or her peers. If a student is unable to receive his or her educational program in the community school for a period, the student should be eligible for up to three hours of educational programming per day. Provision should be based on a minimum of 12 hours per week and a maximum of 15 hours a week (based on five days per week).
- 11.2.10 Districts should ensure that community work placements support the student's personalized learning plan. Teachers should ensure there is an appropriate balance between academic / curricular goals and community-based learning opportunities focused on meeting each student's needs.
- 11.2.11 The department should examine the specific needs of students who live in rural areas or in small communities with limited school and community services available. Schools should be mandated to take a more personalized approach to alternative programming, when it is needed. This could include ensuring the availability of transportation, outreach services and / or the use of specific communication and educational technology.
- 11.2.12 Districts should be required to ensure strong supports are built in for the student's transition back into his or her community school, involving planning, mentoring and academic interventions. Transition planning should involve the student, school staff, guidance counsellor, transition teacher, parents and other community partners and professionals.

12. Resolving conflict

When conflict occurs over a student's school program or the strategies used by teachers and other school staff, a process that assures both school staff and parents of fair and respectful treatment must be available reliably.

- 12.1 Districts need to assure that school administrators are sensitive to the concerns that parents have for their children's success in school. New Brunswick has a highly skilled cadre of school administrators. However, they need periodic training sessions to maintain a high level of skill in managing situations where parents, teachers, and in some cases, students bring highly charged emotions to the table. **Administrators need access to training and coaching in areas such as mediation, conflict resolution, negotiation of win-win solutions and anger management, among others.**
- 12.2 All Department of Education and Early Childhood Development and district staff who would work in Educational Support Services should receive ongoing training in mediation and conflict resolution. Funding for mediation training should be ensured and protected, with annual in-service and training for new staff members.
- 12.2.1 District educational support services staff should mediate cases that could not be resolved satisfactorily at the school level.
- 12.2.2 Provincial educational support services staff should mediate cases that could not be resolved satisfactorily at the district level.
- 12.3 The Department of Education and Early Childhood Development should establish a cadre of provincially certified mediators to be assigned cases that could not be resolved satisfactorily by staff at the district or provincial levels. Currently many cases are appealed directly to the minister. When a case reaches this level, it would need to be assigned to a mediator who would work to clarify the issues, consider actions required to resolve the case, attempt to develop a win-win resolution, and if this is not possible, recommend a course of action to the minister. The minister would take the action deemed appropriate given all the facts and circumstances of the case. If the minister's action would not bring agreement, appeal to the Child and Youth Advocate or New Brunswick Human Rights Commission would be an available option.
- 12.4 The Department of Education and Early Childhood Development should review and ensure that legal relationships between it and the districts and make resolution of conflict possible. The minister should have the authority to direct appropriate action to resolve individual situations.
- 12.5 The Department of Education and Early Childhood Development should provide a procedural guide for use by parents, families and advocates on how to access the conflict resolution process.

12.6 The Department of Education and Early Childhood Development should establish a data collection system to record, monitor and track complaints and requests for conflict resolution services.

Final comment

This is much to be done to create conditions for inclusive education to flourish and for students and teachers to reach the level of success we have envisioned. We found many positive and effective practices and met hundreds of teachers and other educational staff doing great things for their students. We need to be proud of what we have accomplished in New Brunswick in the last 25 years. Much has been accomplished.

The implementation of the actions identified in this report during the next three to five years would set the context and tone for how we do in the years ahead. The path ahead will be challenging, but by working together, we can succeed.

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Note: Appendices contained in this report are presented in the language they were received.

Appendix 1

Memo from Jody Carr, Minister of Education and Early Childhood Development



Memo from Minister Carr – Inclusive Education/MacKay Report Review

December 17, 2010

Topic: Review and Action Update on MacKay Report (2006) focused on Improving Strategies and Support for Inclusive Education in New Brunswick Schools and Classrooms.

In 2005 the Lord Government appointed Wayne MacKay to review inclusive education and the related programs and services. Dr. MacKay presented his report in the spring of 2006. In the five years since many positive steps have been taken to address the issues and deal with the more than 95 recommendations made in the report.

When Premier Alward asked me to be Minister of Education and Early Childhood Development he made a review of inclusive education and the recommendations of the MacKay Report one of the priorities of my mandate. We are committed to updating and enhancing our support for inclusive education as a key element of our New Brunswick education system. I accepted this mandate from the Premier with enthusiasm.

I am pleased that the Department of Education and Early Childhood Development has been able to have Dr. Gordon Porter, an experienced New Brunswick educator and administrator, to lead this effort. Dr. Porter is an internationally recognized expert on inclusive education programs and strategies and recently received the Order of Canada in recognition of his contribution to this area in Canada and in other countries. Dr. Porter received the Canadian Education Association's Whitworth Award in 2007, and an Honorary Doctorate from the National Pedagogical University in Lima, Peru in 2009. He will lead a process to review and address the issues faced by our students, parents, teachers and schools. The focus will be on strategies and actions that enhance our efforts in classrooms and schools, that will get us where we want to be.

Dr. Porter will be assisted in this project by Angèle AuCoin, Ph.D., professeure, Département d'enseignement au primaire et de psychopédagogie, Faculté des sciences de l'éducation, Université de Moncton. Dr. AuCoin has conducted research on inclusive education in Francophone schools in New Brunswick and Nova Scotia. She has established herself as an expert in inclusive education in Atlantic Canada.

The mandate for the review will include all programs and services that address the learning needs of our diverse student population – among them, disability, cultural diversity, gifted, First Nations students, students considered to be vulnerable, at-risk and others.

The review will gather information from schools and districts as well as stakeholders and partners in the educational process. This effort will permit all of us to engage in a process to update and refresh our knowledge of the current issues facing our students and teachers, and lead to the identification of the actions we can take to improve our success in providing an inclusive and appropriate education for all our students.

I will follow the progress of the review with keen interest and look forward to the recommended actions that will result.

Appendix 2

Definition of Inclusive Education

I. Vision

An evolving and systemic model of inclusive education where all children reach their full learning potential and decisions are based on the individual needs of the student and founded on evidence.

II. Definition

Inclusive education is a pairing of philosophy and pedagogical practices that allow each student to feel respected, confident and safe so he or she can learn and develop to his or her full potential. It is based on a system of values and beliefs centered on the best interests of the student, which promotes social cohesion, belonging, active participation in learning, a complete school experience, and positive interactions with peers and others in the school community. These values and beliefs will be shared by schools and communities. Inclusive education is put into practice within school communities that value diversity and nurture the well-being and quality of learning of each of their members. Inclusive education is carried out through a range of public and community programs and services available to all students. Inclusive education is the foundation for ensuring an inclusive New Brunswick society.

III. Overarching Principles

The provision of inclusive public education is based on three complementary principles:

- (1) public education is universal - the provincial curriculum is provided equitably to all students and this is done in an inclusive, common learning environment shared among age-appropriate, neighbourhood peers;
- (2) public education is individualized - the success of each student depends on the degree to which education is based on the student's best interests and responds to his or her strengths and needs; and
- (3) public education is flexible and responsive to change.

Recognizing that every student can learn, the personnel of the New Brunswick public education system will provide a quality inclusive education to each student ensuring that:

Student-centered

1. all actions pertaining to a student are guided by the best interest of the student as determined through competent examination of the available evidence;
2. all students are respected as individuals. Their strengths, abilities and diverse learning needs are recognized as their foundation for learning and their learning challenges are identified, understood and accommodated;
3. all students have the right to learn in a positive learning environment;

Curriculum and Assessments

4. the common learning environment, including curriculum and instruction, is structured and adapted such that all students learn to their best potential;
5. assessment of student learning is diverse, authentic, appropriate, relevant, and sufficiently frequent to inform precision teaching;

Educators and support personnel

6. skills, attitudes and knowledge required for the successful learning of all students are fostered in all personnel who work with students through ongoing professional development and adherence to professional standards;

Services and Community Partnerships

7. all students are provided with a range of programs, services and resources, including transition planning, that meet their individual goals and needs, and contribute to their cognitive, social, psychological, and cultural development;
8. partnerships with parents and community groups which capitalize on the expertise and resources of these groups are cultivated;

Government-wide Supports

9. systematic measures aimed at prevention, and early, timely assessment of need and evidence-based intervention are in place; and
10. government departments collaborate to offer responsive and integrated services of professionals and paraprofessionals beginning pre-school.

IV. Equity

The principle of universal design is the starting point for an inclusive public education system whereby the learning needs of the greatest number of students are met by maximizing the usability of programs, services, practices, and learning environments. When this measure alone is insufficient to meet the needs of an individual student or groups of students, accommodations are required. This is both an ethical and a legal requirement. However, it is a requirement that is always exercised within a concrete context.

The New Brunswick public education system will ensure:

1. compliance with the Canadian Charter of Rights and Freedoms and The New Brunswick Human Rights Act, which require reasonable accommodation of students' special needs unless they demonstrably give rise to undue hardship due to cost, risk to safety, or impact on others, particularly on other students.
2. resolution in a timely manner when the needs of students conflict such that the opportunity for some or all students to meet their learning outcomes is jeopardized, or their safety is at risk. If necessary, provision will be made for mediation, advocacy, and/or the provision of external expertise to find solutions which respect the best interests of all students involved.

V. Accommodation

Accommodation means changing learning conditions to meet student needs rather than requiring students to fit system needs. Based on analysis, student needs may be met through individual accommodation or, in some cases, through universal responses that meet the individual student's needs as well as those of other students.

Every student has the right to expect that:

1. accommodations will be considered and implemented as appropriate in a timely manner, when evidence demonstrates that the status quo is not in the best interest of the student;
2. he or she will participate fully in the common learning environment, meaning an environment that is designed for all students, is typical for the student's age and grade, and is shared with his/her neighbourhood peers; and
3. his or her learning outcomes, instruction, assessment, interventions, accommodations, modifications, supports, adaptations, additional resources and learning environment will be designed to respect his or her learning style, needs and strengths.

The following must be respected:

- a. the ultimate purpose of schools as places for academic learning and the development of social capital must be maintained;
- b. clear and precise learning outcomes are established by the school in ongoing consultation with parents. When it is determined that students require learning outcomes other than those prescribed by the provincial curriculum, parental consultation must be on an individual basis;
- c. there is a justifiable, rational connection between the program of learning, the established learning outcomes and the assessment of learning;
- d. the student's success in achieving each learning outcome is well-documented;
- e. clear measures are in place to ensure all students are included in the social and extracurricular life of the school and exposed to a wide range of activities and people;
- f. curricular and other learning must take place in the most inclusive environment in which the learning outcomes can be achieved, meaning that:
 - i. before a learning environment outside of the common learning environment can be considered, it must be clearly demonstrated that the learning outcomes could not be met in a more inclusive environment despite

all reasonable efforts to provide support and accommodation, and monitored on an ongoing basis and participation in the common learning environment is reestablished when it meets the needs of the student and the other students; or

- ii. temporary situations have been created outside of the common learning environment to better assist the student to meet his or her learning outcomes within the common learning environment, and
- iii. while, type of disability and medical diagnosis provide important information, learning environments are never developed or assigned on the basis of disability or label.

VI. Accountability

1. Inclusive school practices are synonymous with successful school practices, therefore indicators and targets for school success, including indicators for inclusive practices, must be clearly defined and evaluated provincially, by school districts and by schools, and areas for improvement identified and addressed.
2. Indicators of student learning and development must be created, evaluated, and publicly reported to ensure:
 - a. New Brunswick students are achieving on par with other Canadian students;
 - b. students in all school districts and schools have an equal opportunity to succeed; and
 - c. students whose characteristics are associated with vulnerable groups or who require enrichment have an equal opportunity to succeed.

Appendix 3a

Anglophone school visit team members

Members	Function
Gordon L. Porter	Project director
Robin Crain	Research assistant
John Wetmore	Research assistant
Janice Pelkey	Research assistant
Tanya Whitney	Research assistant

Appendix 3b

Membres de l'équipe francophone

Membres	Fonction
Angèle AuCoin	Co-directrice
Jacqueline Boudreau	Assistante à la recherche
Rose-Marie Curry	Assistante à la recherche
Mireille Leblanc	Assistante à la recherche
Christine Poirier	Assistante à la recherche

Appendix 4a

Anglophone sector: school district consultative visits

Gordon Porter and team members consulted with all school districts two times between March 14 and Nov. 16, 2011. They also had consultations with school district learning specialists for Student Services on May 3 and 4, 2011.

Presentations were made to superintendents on June 16, 2011, and to superintendents and district education chairs on Sept. 28, 2011.

District	Date of visit	Participants
2	March 23, 2011	Greg Ingersol – director Allan Marr – learning specialist, Student Services Ken Menchions – learning specialist, Student Services Kathy Levigne – psychologist / co-ordinator, Positive Learning Environment Program
	June 29, 2011	Karen Branscomb – superintendent
	Oct. 18, 2011	Karen Branscomb – superintendent Greg Ingersol – director Lorraine Kennedy – Transition to School Susan Wilmot – learning specialist, K-5 Bruce Ryan – learning specialist, high school Anne Bernard-Bourgeois – guidance consultant / Positive Learning Environment Program / BTIP Janet White – learning specialist, SIP / SIRs Ken Menchions – learning specialist, Student Services – resource and methods Allan Marr – learning specialist, Student Services Cathy Levine – psychologist Dianne Gillis – learning specialist, French Second Language Blair Lawrence – learning specialist, EAL / French Second Language
6	March 21, 2011	Gary Hall – director Pam Miller – learning specialist, Student Services Brenda Bell – learning specialist, Student Services
	Oct. 24, 2011	Gary Hall – acting superintendent Mary Nagle – acting director Pam Miller – learning specialist, Student Services, grades 6–12 Mary Ann MacKay – acting learning specialist, K-5 Johanne Austin – learning specialist, English Second Language Neil Martell – learning specialist, Technology Dan Vallis – learning specialist, Fine Arts Brenda Bell – learning specialist, Student Services, K-5 Yvan Pelletier – learning specialist, high school / French Second Language Sheila Murray – learning specialist, middle school / Literacy

District	Date of visit	Participants
8	March 21, 2011	Susan Tipper – superintendent Robert Johnson – director of education Kevin King – learning specialist, Student Services
	Oct. 24, 2011	Michael Butler – superintendent Debbie Collicott – consultant, Student Services Kevin King – learning specialist, Student Services Michael Crolloy – learning specialist, Fine Arts Bob Johnson – acting director Louise Connell – acting director, human resources Michael Whelton – learning specialist, Technology Juliette Ramzi-Trofimencoff – learning specialist, French Second Language, EAL Marc Godin – learning specialist, PD / Physical Education Jill Jollineau – learning specialist, elementary Glen Spurrell – learning specialist, Mathematics / Science Deborah Thomas – learning specialist, high school / French Second Language Leo Coyle – learning specialist, middle school / at-risk students Kate McLellan – learning specialist, Literacy / Social Studies Lori Lofstrom – consultant, guidance Chris O’Toole – director, finance and administration
10	March 14, 2011	Derek O’Brien – superintendent Jennie MacDougal – director Helen Johnston – learning specialist, Student Services
	Nov. 16, 2011	Derek O’Brien – superintendent Jennie MacDougal – director Helen Johnston – learning specialist, Student Services Janet Charleton – learning specialist, Literacy Brenda Logan – learning specialist, Mathematics / Science Moira Sherwood – learning specialist, Technology Jane Bartlett – learning specialist, French Second Language

District	Date of visit	Participants
14	March 17, 2011	Loree Kaye – director John Tingley – learning specialist, Student Services Tami Mutch Ketch – guidance consultant Karla Deweyert – guidance consultant Shelley Pimlott – resource and methods consultant / autism Rosemary Brennan – resource and methods consultant Kelly Prior – alternative education consultant Lisa Lee – psychologist
	Oct. 19, 2011	Lisa Gallagher – superintendent John Tingley – acting director Tami Mutch Ketch – acting learning specialist, Student Services Kelly Pryor – alternative education consultant Karla Deweyart – guidance consultant Janice Gagnon – learning specialist, French Marilyn Tranquilla – learning specialist, Literacy / Mathematics / Science Cindy Albright – autism consultant Lisa Lee – psychologist Rosemary Brennan – resource and methods consultant Basil Kazakos – learning specialist, PD
15	March 16, 2011	John McLaughlin – superintendent Nancy Boucher – director Mollie Arpin – learning specialist, resource and methods Darren Oakes – learning specialist, guidance
	Oct. 17, 2011	John McLaughlin – superintendent Nancy Boucher – director Beth Stymist – learning specialist, Literacy Darren Oakes – learning specialist, guidance Craig Crawford – learning specialist, Mathematics / Science / Technology Craig Caldwell – learning specialist, French Second Language Mollie Arpin – learning specialist, resource and methods, via telephone
16	March 16, 2011	Laurie Keoughan – superintendent Kora Hayward – learning specialist, guidance Lynn Orser – learning specialist, resource and methods
	Nov. 8, 2011	Laurie Keoughan – superintendent Andy Clark – director Lynn Orser – learning specialist, exceptionalities Kora Hayward – learning specialist, guidance Jacqueline Petrie – Numeracy lead Angela Buggie – Numeracy lead Elizabeth Price – acting learning specialist, Literacy Annette Hendry – Literacy consultant, K-2

District	Date of visit	Participants
17	March 18, 2011	David McTimoney – superintendent Ed Griffin – learning specialist, Student Services
	Oct. 26, 2011	David McTimony – superintendent Katheryn Doune – learning specialist, Science / PD Jill Davidson – learning specialist, Literacy / Physical Education Catherine Blaney – learning specialist, Student Services Gail Gould – learning specialist, Numeracy Elinor Joyce – learning specialist, French Immersion / Social Studies
18	March 18, 2011	Dianne Wilkins- director of education Dianne Kay – learning specialist, Student Services Jody Gorham – learning specialist, Student Services
	Oct. 26, 2011	Dianne Wilkins – superintendent Garth Wade – director Bryan Facey – learning specialist, Technology Dianne Kaye – learning specialist, Student Services / Science Donna McLaughlin – co-ordinator, Mathematics / French Immersion / Leadership Mike Dollamore – learning specialist, international students Dan Leonard – learning specialist, Student Services Angela Murphy – learning specialist, Student Services Leo-James Levesque – learning specialist, French Immersion / BTIP Susan Young – learning specialist, Literacy / Social Studies Barb Buckley – co-ordinator, Enrichment / FA Norm Russell – learning specialist, Health / Physical Education

Appendix 4b

Rencontres avec les districts scolaires (février 2011 à novembre 2011) – Secteur francophone

Districts	Coordonnées	Date des rencontres	Personnes présentes
01	425, rue Champlain Dieppe, N.-B. E1A 1P2 Direction générale : Diane Albert- Ouellette	24 février 01	Diane Albert-Ouellette, directrice générale Hélène Devarennnes, directrice de l'Éducation Pauline Légère, agente pédagogique responsable du dossier services aux élèves Pauline Gaudet, mentor enseignement ressource France Breau, mentor travailleuse sociale Charlotte LeBlanc, mentor psychologie Isabelle Cowan, mentor en autisme Francine Losier, conseillère en orientation
		1er novembre	Hélène Devarennnes, directrice de l'Éducation Fernande Paulin, Claudette Lavigne, Pauline Léger, Josée Arseneault, Sylvie Dorais (agentes pédagogiques) Ricky Côté, Bernice McGraw- LeBlanc, Pauline Gaudet, Lina Bourgeois, Charline Richard (mentors)
03	298, rue Martin Edmundston, N.-B. E3V 5E5 Direction générale : Bertrand Beaulieu	6 avril	Bertrand Beaulieu, directeur général Luc Caron, directeur de l'Éducation Yves Thériault, agent pédagogique
		8 novembre	Bertrand Beaulieu, directeur général Yves Thériault, France Clavette, Marie-Josée Long, Daniel J. Martin, Kathleen Rice (agents pédagogiques), Céline Tanguay, coordonatrice en enseignement ressource
05	Direction générale : Jean-Guy Levesque	7 avril	Jean-Guy Levesque, directeur général Marc Pelletier, directeur de l'éducation Susan Arseneault, agente pédagogique
		7 novembre	Jean-Guy Levesque, directeur général Marc Pelletier, directeur de l'éducation Susan Arseneault, Pierre Lavoie, Gérald Vienneau, Anne Doiron (agents pédagogiques) mentors (littératie, intervenant en milieu scolaire)
09	Direction générale : Solange Haché	7 avril	Claude Giroux, directeur général Robert Roy Boudreau, directeur de l'Éducation Cindy Comeau, agente pédagogique Aurore Sonier, PAR en enseignement ressource

Districts	Coordonnées	Date des rencontres	Personnes présentes
		2 novembre	Robert Roy Boudreau, directeur de l'Éducation Cindy Comeau, Emelda Chiasson-Côté, Sonya Legresley, Julie Levesque, Ghislaine Luce-Basque (agents pédagogiques) Aurore Sonier, PAR en enseignement ressource Ginette Duguay (mentors)
11	10, rue Commerciale Richiboucto, N.-B. E4W 3X6 Direction générale : Gérald Richard	21 mars	Gérald Richard, directeur général, Monique Boudreau, directrice de l'Éducation Edouard Boccoz, directeur des services financiers et administratifs Carol Bernard, agent pédagogique Monique Vautour, mentor en adaptation scolaire Odette Doucet-McCaie, mentor en autisme Rodophe Monette, psychologue
		15 novembre	Gérald Richard, directeur général Monique Boudreau, directrice de l'Éducation, Carol Bernard, Michelle Austin, Maurice Daigle, Nadine Thériault, Isabelle J. Savoie (agents pédagogiques)

Appendix 4c

District consultation meeting question template – anglophone

1. Identify two to three positives about inclusion.
2. Identify two to three challenges about inclusion.
3. Recruitment, retention and training of resource and methods teachers – role
4. Recruitment, retention and training of guidance counsellors – role
5. Positive Learning Environment Program – issues or concerns?
6. Discuss paraprofessional supports to teachers.
7. What specific training / resources are available for classroom teachers?
8. To what degree do school leaders see the connection between success with inclusion and school successes? Teachers? District?
9. Discuss the staffing models for students with diverse needs – concerns?
10. How does the school district plan for student transitions: into school, between schools and out of school?
11. How accessible are the schools?
12. Discuss support staff to schools and processes within schools.
13. What actions need to be taken to improve inclusive education?

Appendix 4d

Questionnaire envoyé aux districts scolaires francophones

A Questions d'ordre global

1. Qu'est-ce qui va bien dans votre district quant à l'inclusion scolaire?
2. Quels sont les défis quant à l'inclusion scolaire?
3. Autres commentaires

B Données démographiques

1. Quelles données recueillez-vous au sujet de l'inclusion? Quels moyens à l'échelon du district assurent une analyse continue de ces données?
2. Combien d'élèves issus de familles exogames maîtrisent le français? Combien ne le maîtrisent pas? Quels moyens à l'échelon du district assurent l'analyse continue de ces données?
3. Combien d'élèves immigrants fréquentent vos écoles? Quels moyens à l'échelon du district assurent l'analyse continue de ces données?
4. Avez-vous un moyen de déterminer les différents plans d'intervention (p. ex. : accommodements seulement, comportement, programme d'études, programme d'adaptation scolaire)? Si oui, comment faites-vous l'analyse continue de ces données?
5. Quelles tendances avez-vous observées dans les dix dernières années?

C Personnel scolaire

1. À quels défis êtes-vous confronté dans le recrutement du personnel des services aux élèves?
 - a. Enseignantressource
 - b. Psychologue
 - c. Conseiller en orientation
 - d. Agent pédagogique
 - e. Aide-enseignant
 - f. Intervenant en gestion de comportements
2. Le rapport MacKay préconise des ratios précis pour les enseignantsressources (1 : 1200 de la maternelle à la 8^e année; 1 : 300 de la 9^e à la 12^e année), les psychologues scolaires (1 : 1000), les orthophonistes (1 : 1500), les conseillers en orientation (1 : 700). Pensez-vous que les ratios proposés dans le rapport MacKay permettent d'offrir des services adéquats aux élèves exceptionnels? Pourquoi?
3. Jugez-vous important d'étudier le nombre croissant d'auxiliaires d'enseignement dans les écoles tels que les aides-enseignants et les intervenants en milieu scolaire? Si oui, comment croyez-vous qu'il faut procéder? Quel est le processus de décision pour accorder un aide-enseignant à une école? Avez-vous des critères et un processus pour cela? Veuillez expliquer.
Combien de postes d'enseignant dans votre district sont financés par le budget ciblé pour la « composition de la salle de classe »? Où sont-ils? Quelles sont leurs tâches? Quel est votre processus décisionnel?

D Financement

1. Que comprend le financement des services aux élèves (p. ex. : personnel, perfectionnement, matériel pédagogique)?
Le rapport MacKay recommande l'adoption d'un modèle hybride pour la prestation des services aux élèves.

- a. Quels sont les points forts et les points faibles du modèle de financement actuel?
 - b. Selon vous, y a-t-il un modèle de financement qui serait plus efficace? Pourquoi?
2. Le financement des services aux élèves devrait-il faire partie d'une enveloppe budgétaire? Devrait-on protéger ces fonds? Pourquoi?
 3. Quelles dépenses du district pour les services aux élèves ne sont pas prévues dans le financement de l'Excellence en éducation? Veuillez préciser.
 4. Quelles sont les initiatives dignes de mention qui sont mises en œuvre grâce au financement de l'Excellence en éducation? Pourquoi?

E Environnement d'apprentissage

1. Comment financez-vous les classes alternatives (p. ex. personnel, location de locaux, matériel pédagogique)?
2. Quels sont vos critères pour permettre à un élève de fréquenter une classe alternative?
3. Quelles normes guident votre choix d'aménagement?
4. Est-ce que les classes alternatives devraient être intégrées physiquement dans les écoles? Pourquoi?
5. Avez-vous des classes homogènes (p. ex. : trouble d'apprentissage, douance, déficience intellectuelle, francisation)? Si oui, pourquoi?

F Interventions

Un modèle d'interventions désigne les démarches à entreprendre afin d'accompagner un élève dans son cheminement scolaire. Celui-ci doit permettre de désigner les élèves nécessitant une intervention et d'intervenir individuellement auprès des élèves selon leur niveau de développement, leurs besoins et leurs aptitudes scolaires et intellectuelles. Il s'ensuit que les programmes d'études sont adaptés en fonction du profil émotionnel, intellectuel et scolaire de l'élève désigné afin de lui permettre d'atteindre son plein potentiel.

1. Avez-vous un modèle d'intervention qui guide vos décisions sur le plan scolaire et comportemental? Si oui, veuillez le présenter.
2. Quels moyens à l'échelon du district assurent l'évaluation continue des Interventions et le suivi du progrès des élèves?
3. Au-delà de l'enseignant titulaire, quel personnel assure les interventions ciblées dans votre modèle d'intervention?
4. En plus du perfectionnement offert par le ministère de l'Éducation et du Développement de la petite enfance (p. ex. : dyslexie, autisme), quelles sont les initiatives mises en œuvre par votre district?
5. Quels moyens avez-vous établis pour désigner les élèves à risque de décrocher, puis intervenir et assurer un suivi auprès de ceux-ci?
6. Quel est le pourcentage d'élèves de votre district qui ont dû reprendre une année scolaire? Quel est le pourcentage de ces élèves qui ont dû reprendre plus d'une année scolaire? Offrez-vous un soutien additionnel lorsqu'un élève reprend une année scolaire? Si oui, quel appui offrez-vous?
7. Quel est le pourcentage d'élèves qui ont sauté pardessus un niveau scolaire ou plus? Quel est votre processus de décision? Avez-vous des critères et des démarches à l'échelon du district scolaire? Si oui, lesquels?

G Perfectionnement du personnel

1. De quelle façon votre district voit-il l'inclusion scolaire?
2. Comment communiquez-vous cette philosophie aux nouveaux enseignants du district?

3. Comment communiquez-vous cette philosophie au nouveau personnel responsable des services aux élèves?
4. Comment communiquez-vous cette philosophie à l'ensemble du personnel du district?
5. Quelles occasions de perfectionnement professionnel lié à l'inclusion scolaire votre district offre-t-il aux personnes suivantes?
 - a. Titulaires de classe
 - b. Administrateurs scolaires
 - c. Enseignants ressources
 - d. Conseillers en orientation
 - e. Psychologues scolaires
 - f. Agents pédagogiques responsables des services aux élèves
 - g. Agents pédagogiques responsables des matières
 - h. Aides-enseignants
 - i. Intervenants en gestion de comportements
6. Quelles initiatives votre district a-t-il prises pour recruter et maintenir du personnel qualifié dans les postes des services aux élèves?

H Supervision du personnel scolaire des écoles

1. Qui est responsable de la supervision du personnel scolaire ci-dessous?
 - a. Enseignants ressources
 - b. Enseignants ressources en dyslexie
 - c. Enseignants ressources en autisme (superviseurs cliniques)
 - d. Conseillers en orientation
 - e. Psychologues scolaires
 - f. Aides-enseignants
 - g. Intervenants en gestion de comportements
 - h. Enseignants ou mentors en numératie
 - i. Enseignants ou mentors en francisation

I Collaboration

Nommez des éléments qui nuisent à une collaboration efficace et véritable avec les ministères, les associations, les universités, les organismes du secteur privé, etc. Avez-vous des solutions à proposer qui permettraient une collaboration plus efficace?

Appendix 5a

Schools visited, 2011 – anglophone sector

Visit date	School	District	Principal
April 1	Woodstock Middle School	14	Pat Thorne
April 4	Harvey High School	18	Crysta Collicott
April 4	Park Street Elementary School	18	Chris Treadwell
April 11	Oromocto High School	17	Sharon Crabb
April 12	Evergreen Elementary School	2	Joel Mawhinney
April 14	Fairvale Elementary School	6	Joan McFarlane
April 14	Dalhousie High School	15	Janet Cooper
April 15	Terry Fox Elementary School	15	Shari Smith-Ellis
April 18	Harkins Middle School	16	Jennifer Sullivan
April 19	Sussex Middle School	6	Robin Baird
April 19	Miramichi High School	16	Shawn Wood
April 20	Croft Elementary School	16	Mark Donovan
April 20	Salem Elementary School	2	Shelley Anderson
April 20	St. John the Baptist Elementary School	8	Christine Roy
April 26	Campbellton Middle School	15	Angela Young
April 27	Assiniboine Elementary School	17	Beth Ryder
April 28	Nackawic Elementary School	14	Roxie Moffat
April 29	Barnhill Memorial Middle School	8	Michael Butler
April 29	Blacks Harbour Elementary School	10	Fraser McMullin
May 4	Ridgeview Middle School	17	Wendy Dickinson
May 9	Perth-Andover Middle School	14	Bill Hogan
May 9	St. Stephen Middle School	10	Alan Dunfield
May 11	St. Stephen High School	10	James Waycott
May 17	Leo Hayes High School	18	Kevin Pottle
May 17	Minto Memorial High School	17	D.L. Shirley
May 19	Morna Heights Elementary School	8	Andrea Mathews
May 19	St. Malachy's Memorial High School	8	Elizabeth Horgan
May 20	Fundy High School	10	Lynn Farmakoulas
May 20	Harbourview High School	8	David Morgan
May 20	St. Rose Elementary School	8	Victoria Moseley-McAllister
May 24	Bliss Carmen Middle School	18	John Hamilton
May 24	Fredericton High School	18	Shane Thomas
May 24	George Street Middle School	18	Pierre Plourde

Appendix 5b

Visites dans les écoles francophones (avril 2011 à juin 2011)

Date de la visite	École et district scolaire	Direction
Le 26 avril	Le domaine Étudiant, district 5	Sylvain Godin
Le 27 avril	Apollo XI, district 5	Josée Ferron
Le 28 avril	École Mgr-Marcel-François-Richard, district 11	Louis Martin
Le 29 avril	Polyvalente Louis-J.-Robichaud, district 11	Luc Michaud
Le 3 mai	Centre scolaire Samuel-de-Champlain, district 1	Lise Drisdelle-Cormier
Le 4 mai	Marée Montante, district 11	Aldéo Richard
Le 5 mai	L'Odysée, district 1	Alain Bezeau
Le 9 mai	École Saint-Henri, district 1	Sophie LeBlanc
Le 10 mai	Père-Edgar-T.-LeBlanc, district 11	Pierrette Gallant
Le 12 mai	École des Bâtisseurs, district 1	Sylvie Legault
Le 16 mai	École Notre-Dame, district 3	Josée Bernier-Plourde
Le 17 mai	Polyvalente Thomas-Albert, district 3	Pierre Morin
Le 18 mai	Vitrail, district 3	Bertin Lang
Le 19 mai	Cité des Jeunes A.-M.-Sormany, district 3	Bertin Lang
Le 24 mai	Le PHARE, district 9	William Pinet
Le 24 mai	Polyvalente Louis-Mailloux, district 9	William Pinet
Le 25 mai	La Source, district 9	Ginette Saunier
Le 26 mai	Terre des jeunes, district 9	Nancy Lainey-Thériault
Le 26 mai	Centre communautaire La Fontaine, district 9	Carole McLaughlin
Le 27 mai	René-Chouinard, district 9	Patricia Robichaud
Le 31 mai	École secondaire Népisguit, district 5	Paul Thibodeau
Le 2 juin	Marie Gaëtane, district 3	Paul Castonguay

Appendix 5c

School visit document requirements - anglophone

- *A copy of the current School Improvement Plan*
- *A copy of the current PLEP Plan*
- *The school's Mission, Vision and Goal statements*
- *The web address to the school's website*
- *Behaviour Tracking Data*
- *Sample SEP and BIP*
- *A bell schedule*
- *A staff list*
- *A school timetable as well as a sample SEP student schedule and a sample teacher schedule*
- *Information regarding any special school initiatives/projects/community partnership to support inclusion*
- *A school profile (if not already included in the website or student agenda)*
- *Any information the team should know before arriving at your school (ie: parking, door to enter, location of the office, etc.)*

Appendix 5d

Requêtes pour la visite dans les écoles francophones

Documentation demandée avant la visite de votre école

- Copie du plan d'amélioration de l'école
- Adresse du site Web de l'école
- Enoncé de la mission, vision et buts de l'école (si ce n'est pas disponible sur le site Web)
- Profil de l'école (s'il n'est pas présent sur le site Web)
- Horaire de la journée scolaire (cloches)
- Liste des rôles du personnel enseignant
- Horaire hebdomadaire des conseillers en orientation et des enseignantes ressources
- Grille horaire de l'école
- Grille horaire de l'élève ayant un plan d'intervention (quelques exemples)
- Grille horaire d'un enseignant (quelques exemples)
- Documentation portant sur toute initiative, tout projet ou tous partenariats qui appuient l'inclusion
- Autres renseignements qui devraient être connus du comité de révision (ex. : pyramide d'intervention, modèle d'un plan d'intervention du comportement, etc.)

Observations et rencontres lors de la visite de votre école

A. Observation de 30 à 40 minutes avec chaque groupe ci-dessous

- Visite dans quelques classes où l'enseignement répond aux besoins variés des élèves
- Visite dans des classes où des élèves à besoins particuliers reçoivent des services spécialisés (en classe ou à l'extérieur de la classe)
- Visite dans une variété d'autres classes à travers l'école

B. Rencontres de 15 à 30 minutes avec chacun des groupes suivants

- Les membres de la direction
- Les membres de l'équipe stratégique de l'école
- Les membres du personnel des services aux élèves
- Enseignante ressource
- Conseillers en orientation
- Autre personne offrant un service spécialisé (psychologue, travailleur social, mentor en comportement)
- Les aides-enseignantes (entre 4 à 5 personnes)
- Des enseignants ou enseignantes de différentes disciplines

Appendix 5e

Observation tool for school visits – anglophone

Domain	Indicator	Look for
Vision	VMG 1: School has a clear vision and mission focused on meeting the needs of 21 st century learners	All staff are aware of the definition of inclusion document The value of inclusive schools is noticeable in school documents / broadcasting (website, signage, logos, community correspondence)
Leadership	EL4: School leaders are committed to bringing about an inclusive school culture	Administration is able to speak to provincial context of inclusive schools initiative School improvement plan embeds inclusivity Financial decisions respond to inclusive practice Celebration of all students Routine policies and procedures reflect inclusivity
	EL2: School leaders work with teachers in gathering and interpreting learning criteria data on student performance to inform decisions including setting targets to close achievement gaps	Protocols set to support teams creating shared learning targets Multi-disciplinary team leading school improvement initiatives Of MD team, identified shared goals, clarified roles, data driven improvement system model
	EL17: Principal monitors the effectiveness of teaching practices and their impact on student learning through classroom observations	Administration can identify employed walk through model Staff are able to speak to walk through supervision and purpose
Instructional practice and curriculum	IPC0: Teachers lesson plans show evidence of differentiated instruction to meet the diversity of learners' needs.	Identified universal and specific, justifiable accommodations Personalized learning goals Lesson plans and individual plans reflect identified system standards and competencies Resources are universal to support all students (reading materials, manipulatives, etc.) Classroom management systems reflect skills in supporting common learning environments
	IPC13: Flexible instructional groupings are varied, inclusive and appropriate for learning	Groupings intentional to support each student in the acquisition of a specific goal
	IPC 9: Educational plans for students with exceptionalities are developed and used for lesson planning	Plans are close at hand and teachers are familiar with them Justification of special education plans is explicit and supported with evidence Plans employ strength-based language Plans include statements regarding use of exclusive settings Plans accurately identify modified and accommodated supports

Domain	Indicator	Look for
Instructional practice and curriculum	IPC 31: Students with diverse needs have the supports and assistive technology needed to participate fully in the learning environment	<p>Assistive technology being comfortably used by students</p> <p>Assistive technology used to support acquisition of goals and outcomes</p> <p>Independence is fostered and students self- initiate access to support (human and technological)</p> <p>Students navigate learning environment with minimal and only justifiable support</p> <p>Positive interdependence amongst peers is evident</p>
	IPC 8: Student services teams help determine methodologies that best suit student skills and needs	<p>Regular weekly meetings of SST</p> <p>Agenda, common purpose</p> <p>Roles of coaching, co-teaching, intervention are clearly defined and assigned</p> <p>Majority of assignment is supporting teachers / adults versus direct student intervention</p> <p>Roles of paraprofessionals are clarified</p> <p>Supervision of paraprofessionals is clarified</p> <p>Flexibility in responsive assignments of paraprofessionals</p>
	IPC 30: Classroom teachers take primary responsibility for teaching students with exceptionalities and ensuring appropriate accommodations are in place.	<p>Teachers are working with all learners</p> <p>Teachers have access and employ student plans and assessments</p> <p>Instruction reflects constructivist, inquiry-based learning theory and practices</p>
	IPC 12: Heterogeneous classes are the norm	<p>No evidence of self-contained classrooms</p> <p>Common learning environments are the standard, compelling reasons are stated for any exceptions</p>

Domain	Indicator	Look for
Progress monitoring	CMP3: Student engagement— The extent to which students (1) are motivated and committed to learning (2) have a sense of belonging and (3) have relationships with adults, peers, and parents that support learning	Students on special education plans and accommodated plans are engaged in school activities, being involved in social activities with peers Intentional effort by staff to meet the social needs of all students
	CMP 19: Assessment results of students with accommodated special education plans are comparable to classmates	Students are scored on the same basis as peers Assessment of standard outcomes is differentiated
	CMP 17: Students with special education plans (both academic and behavioural) are meeting identified learning outcomes and interventions are in place	Students are involved in goal setting and developing plans Clear measures are stated in plans
	CMP 20: Educational plans for students with exceptionalities are regularly reviewed with parents, and monitored and assessed by teachers on an ongoing basis	Plans are reviewed and revised regularly Parents are informed and contribute to the process
	CMP 10: Individual and class profiles are developed and shared with other teachers to monitor student learning (e.g., writing, learning style, behaviour, attendance, running records, student interest profiles)	Profiles of all students are shared in common formats to all teachers (record systems, online tracking, data walls, etc.)

Domain	Indicator	Look for
Learning environment	LE 12 and 13: A school wide systemic response with varied strategies for behaviour and academic interventions is in place	Articulated and operating Pyramid of Interventions (academic and behavioural) Identified referral processes Identified interventionists PBIS model: examples of behaviour plans based on FBA Universal / Tier 1 teaching expectations, routines, procedures evident in classrooms, teacher language, student response
	LE 14: The school leaders ensure academic and behavioural strategies are in place for vulnerable groups of students	Behaviour plans reflect differentiated response respecting developmental, intellectual, sensory, etc., differing needs of individuals School-wide interventions integrate respect for individual response
	LE 3: Strategies for transitions are in place	Meetings scheduled with next year's teacher, numerous meetings is student moving to another school
	LE 19: The school is organized to maximize student learning experiences (e.g., physical and temporal structures, universal design for learning)	Building environment is physically accessible to all Timetables are flexibly responsive to support common learning opportunities Classrooms are equipped and situated as to support common learning opportunities
Professional learning	PL3: Teacher knowledge of subject area and teaching practices is current and enhanced by ongoing study and professional learning	Generalists, resource and methods teachers, and paraprofessionals indicate confidence in skills required to teach all students Training of differentiated instruction is ongoing Criteria for new hires includes a demonstration of inclusive practices
	PL1: There is a culture of inquiry, innovation, and risk-taking towards improvement in student achievement	Evidence of informal and formal action research questioning / inquiry

Domain	Indicator	Look for
Relationships	R1: The learning environment encourages and supports the active involvement and inclusion of every student (physically, academically, and socially)	Sense of belonging is reported on perceptual data (e.g., provincial, TTFM) Socially inclusive opportunities are evident Evidence of respect for diverse experience and lifestyle
	R21: Individual behaviour plans are developed in collaboration with parents	
	R11: Staff members build a strong relationship with individual students to foster connectedness (eg advisory, advocacy programs)	Systemic procedures in place to purposefully create relationships Adviser / advisee programs Referrals for support clearly identified for students (guidance, administration support, etc.)
	R23 / 24: Teams and staff meet regularly to discuss the progress of individual students as well as to discuss teaching methods and strategies, ideas, innovations	Team time is scheduled, agendas followed Evidence of norms, learning target focused based on assessment, instructional response discussion
	R 32: The school looks beyond its own resources and collaborates with the community (e.g., departments, agencies, community groups) to enhance resources and find solutions	District office support is clear Community interventions are identified Protocol and procedures to involve community are clear within and without the school

Appendix 5f

Outils de collecte de données – écoles francophones

Domaine	Indicateur	Points à vérifier
Vision	VIS 1 : L'école a une vision et une mission bien définies, axées sur l'importance de répondre aux besoins des apprenants du XXI ^e siècle.	Tous les membres du personnel connaissent le document <i>Définition de l'inclusion scolaire</i> . Les documents et les moyens de diffusion de l'école (site Web, signalisation, logos, correspondance avec la collectivité) mettent en évidence la valeur des écoles inclusives.
Leadership	LEA 4 : Les dirigeants de l'école sont engagés à instaurer une culture scolaire inclusive.	L'administration est capable d'expliquer le contexte provincial de l'initiative des écoles inclusives. Le plan d'amélioration de l'école incorpore l'inclusion scolaire. Les décisions financières tiennent compte de la pratique de l'inclusion. L'apport de tous les élèves est souligné. Les politiques et les procédures habituelles reflètent l'inclusion.
	LEA 2 : Les dirigeants de l'école travaillent avec les enseignants pour recueillir et interpréter des données sur le rendement des élèves selon les critères d'apprentissage, ce qui contribue à la prise de décisions incluant l'établissement de cibles pour éliminer les écarts dans la réussite scolaire.	Des protocoles sont établis pour appuyer les équipes qui créent des cibles d'apprentissage communes. Une équipe multidisciplinaire dirige les initiatives d'amélioration de l'école. L'équipe multidisciplinaire peut déterminer des objectifs communs, préciser les rôles, décrire un modèle d'amélioration fondé sur des données. Tous les membres du personnel devraient être capables d'expliquer ces éléments.
	LEA 17 : Le directeur contrôle l'efficacité des pratiques d'enseignement et leur répercussion sur l'apprentissage des élèves par des observations en classe.	L'administration peut indiquer le modèle de base employé. Les membres du personnel sont capables d'expliquer la supervision de base et la finalité.
Pratiques d'enseignement et programme d'études	PEP 0 : Les plans de cours des enseignants montrent l'utilisation d'une pédagogie différenciée pour satisfaire la diversité des besoins des apprenants.	Des accommodements justifiables, universels et particuliers sont indiqués. Les objectifs de l'apprentissage sont personnalisés. Les plans de cours et les plans individuels reflètent les normes du système et les compétences indiquées. Les ressources sont universelles pour appuyer tous les élèves (p. ex. : matériel de lecture et de manipulation). Les systèmes de gestion des classes reflètent des compétences pour appuyer des milieux d'apprentissage communs.

Domaine	Indicateur	Points à vérifier
Pratiques d'enseignement et programme d'études	PEP 13 : Les regroupements pédagogiques flexibles sont variés, inclusifs et appropriés à l'apprentissage.	Des regroupements intentionnels visent à appuyer chaque élève dans l'atteinte d'un objectif précis. Les regroupements sont fondés sur des données (pas nécessairement officielles).
Pratiques d'enseignement et programme d'études	PEP 9 : Des plans pédagogiques pour les élèves ayant des besoins particuliers sont élaborés et utilisés dans la planification des cours.	Des plans sont facilement accessibles et les enseignants les connaissent. La justification des plans d'intervention (PI) est explicite, appuyée sur des preuves et directement liée aux résultats et à l'évaluation. Les plans emploient un langage « axé sur les points forts ». Les plans comprennent des énoncés concernant l'utilisation de milieux exclusifs. Les plans indiquent avec précision les appuis modifiés et adaptés.
Pratiques d'enseignement et programme d'études	PEP 31 : Les élèves ayant des besoins variés ont les appuis et la technologie d'assistance dont ils ont besoin pour participer pleinement au milieu d'apprentissage.	Les élèves sont à l'aise d'utiliser la technologie d'assistance. La technologie d'assistance est utilisée pour appuyer l'atteinte des objectifs et des résultats et le choix de cette technologie est approprié dans ce contexte. L'indépendance est encouragée et les élèves, de leur propre initiative, demandent l'accès à un soutien (humain et technologique). Les élèves naviguent dans le milieu d'apprentissage avec un soutien minimal et justifiable seulement. Une interdépendance positive est évidente entre les pairs.
Pratiques d'enseignement et programme d'études	PEP 8 : Les équipes stratégiques aident à déterminer les méthodologies qui conviennent le mieux aux compétences et aux besoins des élèves.	Les équipes des services aux élèves tiennent une réunion hebdomadaire régulière. Elles ont un ordre du jour et un objectif commun. Les rôles en matière d'encadrement, de coenseignement et d'intervention sont clairement définis et assignés. L'affectation consiste principalement à appuyer les enseignants et les adultes au lieu d'être une intervention directe auprès des élèves. Le rôle des personnes offrant un service spécialisé (<i>des adjoints d'enseignement</i>) est précisé. La supervision des personnes offrant un service spécialisé est précisée. L'affectation des personnes offrant un service spécialisé reste souple pour répondre aux besoins.

Domaine	Indicateur	Points à vérifier
Pratiques d'enseignement et programme d'études	PEP 30 : Les titulaires de classe ont la responsabilité principale d'enseigner aux élèves ayant des besoins particuliers et de veiller à ce que des accommodements appropriés soient en place.	Les enseignants travaillent avec tous les apprenants. Les enseignants ont accès aux plans et aux évaluations des élèves et ils les utilisent. L'enseignement reflète une pratique basée sur la recherche et la théorie de l'apprentissage constructiviste. Les aidesenseignants assistent les enseignants comme il se doit (<i>il faudra peut-être une petite liste de vérification pour ce point</i>).
Pratiques d'enseignement et programme d'études	PEP 12 : Les classes hétérogènes sont la norme.	Il ne semble pas y avoir de classes séparées. Les milieux d'apprentissage communs sont la norme et de la documentation est disponible pour appuyer toute exception.
Suivi des progrès	SP 3 : Engagement des élèves — Dans quelle mesure les élèves 1) sont motivés et engagés à apprendre; 2) ont un sentiment d'appartenance; 3) ont des relations avec des adultes, des pairs et des parents qui appuient l'apprentissage.	Les élèves qui ont des PI et des plans adaptés participent aux activités scolaires, étant engagés dans des activités sociales avec des pairs. Le personnel fait un effort conscient pour satisfaire les besoins sociaux de tous les élèves.
Suivi des progrès	SP 19 : Les résultats de l'évaluation des élèves ayant des PI sont comparables à ceux de leurs camarades.	Les élèves sont évalués sur la même base que leurs pairs. L'évaluation des résultats d'apprentissage est différenciée. Les taux de succès aux évaluations provinciales sont semblables pour les élèves ayant des accommodements et pour leurs pairs.
Suivi des progrès	SP 17 : Les élèves ayant des PI (scolaires et comportementaux) atteignent les résultats d'apprentissage ciblés et des interventions sont en place.	Les élèves participent à l'établissement des objectifs et à l'élaboration des plans. Des mesures claires sont énoncées dans les plans.
Suivi des progrès	SP 20 : Les plans d'apprentissage des élèves ayant des besoins particuliers sont examinés régulièrement avec les parents et sont régulièrement contrôlés et évalués par les enseignants.	Les plans sont examinés et révisés régulièrement à partir des preuves. Les parents sont informés et contribuent au processus.
Suivi des progrès	SP 10 : Des profils des élèves et des classes sont établis et transmis aux autres enseignants afin de contrôler l'apprentissage des élèves (p. ex. : écriture, style d'apprentissage, comportement, présence, fiche d'observation individualisée, profil des intérêts des élèves).	Les profils de tous les élèves sont partagés avec tous les enseignants dans le même format (p. ex. : système de dossiers, suivi en ligne, mur de données).

Domaine	Indicateur	Points à vérifier
Milieu d'apprentissage	MA 12 et 13 : L'école a une réponse systémique comprenant des stratégies variées pour les interventions scolaires et comportementales.	Des pyramides d'interventions ciblant l'aspect apprentissage et comportemental sont mise en place et appliquées. Des processus d'orientation sont indiqués. Des intervenants sont désignés. Des critères à intensité variable sont indiqués. Un modèle de soutien au comportement positif (SCP) est utilisé : des exemples de plans de comportement sont fondés sur l'évaluation fonctionnelle du comportement (EFC). Des attentes, des habitudes et des procédures en matière d'enseignement universel (échelon 1 de la pyramide) sont évidentes en classe, dans le langage des enseignants et la réponse des élèves.
Milieu d'apprentissage	MA 14 : Les dirigeants de l'école s'assurent que des stratégies scolaires et comportementales sont en place pour les groupes d'élèves vulnérables.	Les plans de comportement reflètent des réponses différenciées qui tiennent compte des divers besoins, entre autres, comportementaux, intellectuels et sensoriels de chaque personne. Les interventions au niveau de l'école intègrent le respect des réponses individuelles. Le milieu d'apprentissage est sensible aux besoins de groupes particuliers (p. ex. : Premières Nations, anglais langue additionnelle, gais et lesbiennes, groupes religieux et culturels).
Milieu d'apprentissage	MA 3 : Des stratégies sont en place pour les transitions.	Des rencontres sont prévues avec l'enseignant de l'année suivante. De nombreuses rencontres ont lieu lorsqu'un élève change d'école.
Milieu d'apprentissage	MA 19 : L'école est organisée pour maximiser les expériences d'apprentissage des élèves (p. ex. : structures physiques et temporelles, conception universelle aux fins de l'apprentissage).	Les immeubles sont accessibles à tous. Les calendriers sont souples pour appuyer les possibilités d'apprentissage communes. L'équipement et l'emplacement des salles de classe permettent d'appuyer les possibilités d'apprentissage communes.
Formation professionnelle	FP 3 : Les connaissances des enseignants sur la matière et les pratiques d'enseignement sont à jour et elles sont améliorées par une formation continue.	Les enseignants généralistes, les enseignants ressources et les personnes offrant un service spécialisé font preuve de confiance dans les compétences requises pour enseigner à tous les élèves. La formation en enseignement différencié est continue. Les critères d'embauche incluent une démonstration des pratiques d'inclusion.
	FP 1 : Il existe une culture de recherche, innovation et prise de risques pour améliorer la réussite des élèves.	Une recherche et un questionnement, officiels et non officiels, sont évidents.

Domaine	Indicateur	Points à vérifier
Relations	R 1 : Le milieu d'apprentissage encourage et appuie la participation active et l'inclusion de tous les élèves (niveau physique, scolaire et social).	Les données perceptives rapportent un sentiment d'appartenance (p. ex. : niveau provincial, système Tell Them From Me [TTFM]). Des possibilités d'inclusion sociale sont évidentes. Le respect des expériences et des modes de vie variés est évident.
	R 21 : Des plans de comportement individuels sont élaborés en collaboration avec les parents.	Les parents sont satisfaits de leur participation et ils reçoivent continuellement des rapports périodiques.
	R 11 : Les membres du personnel établissent des liens solides individuels avec les élèves afin de favoriser la connexité (p. ex. : programmes consultatifs et de défense des droits).	Des procédures systémiques sont en place pour développer des liens. Des jumelages conseiller-conseillé sont en place. (Nota : Dans les écoles, les avis sont partagés au sujet de ces programmes.) L'orientation vers du soutien est nettement indiquée pour les élèves (p. ex. : conseillers d'orientation, soutien administratif).
	R 23 et 24 : Les équipes et le personnel se rencontrent régulièrement pour discuter du progrès des élèves ainsi que de méthodes, de stratégies, d'idées et d'innovations en matière d'enseignement.	Un temps de rencontre des équipes est fixé dans la grille horaire et les ordres du jours sont suivis. L'existence de normes, d'une cible d'apprentissage axée sur l'évaluation, de discussions des réponses pédagogiques, est évidente.
	R 32 : L'école explore au-delà de ses propres ressources et collabore avec la collectivité (p. ex. : ministères, organismes, groupes communautaires) pour améliorer les ressources et trouver des solutions.	Le bureau de district donne un soutien évident. Des interventions communautaires sont indiquées. Des protocoles et des procédures pour faire participer la collectivité sont clairs tant à l'école qu'à l'extérieur de l'école.

Appendix 5g

School visit team members – anglophone

Gordon L. Porter	Project director
Robin Crain	Core team
John Wetmore	Core team
Janice Pelkey	Core team
Tanya Whitney	Core team
Angela Pleshka – elementary principal	School District 2; Petitcodiac Regional School
Kevin Williams – vice-principal	School District 2; Edith Cavell School
Celinda Van Horne – principal	School District 6; Hampton High School
Carolyn Osborne Whalen – principal	School District 6; Macdonald Consolidated School
Tina Estabrooks – principal	School District 8; Centennial Elementary School
Lesley O’Leary – principal	School District 10; Vincent Massey Elementary School
Heather Hogan – vice-principal	School District 14; Southern Carleton Elementary School
Linda Justason – principal	School District 14; Florenceville Middle School
Debra Walls – vice-principal	School District 15; Parkwood Heights Elementary School
Vivian Kierstead – principal	School District 16; Dr. Losier Middle School
Bonnie Worrall – principal	School District 17; Geary Elementary School
Aleida Fox – guidance counsellor	School District 18; Fredericton High School
John Hamilton – vice-principal	School District 18; Bliss Carmen Middle School
Gary Gallant – principal	School District 18; Devon Middle School

Appendix 5h

Membres de l’équipe francophone qui ont fait les visites d’écoles francophones

Angèle AuCoin
Jacqueline Boudreau
Rose-Marie Curry
Julie McIntyre
Mireille Leblanc
Christine Poirier

Appendix 6a

District, stakeholder and partner consultations – anglophone

Date	Group	Participants
May 3-4	Department of Education and Early Childhood Development Atlantic Provinces Special Education Authority CAPU School district learning specialists School District 2 School District 6 School District 8 School District 10 School District 14 School District 15 School District 16 School District 17 School District 18	Brian Kelly Sandra Nickerson Kimberley Korotkov Gina St. Laurent Julie McIntyre Christine Purcell Sharon Robertson Irene Doucette Anne Bernard-Bourgeois Ken Menchions Allan Marr Brenda Bell Pam Miller Kevin King Suzanne Hickey Debbie Collicott Helen Johnston Tammy Strong John Tingley Tami Mutch-Ketch Rosemary Brennan Shelley Pimlott Mollie Arpin Darren Oakes Cora Hayward Lynn Orser Ed Griffin Kristi Nielsen Angela Murphy Jody Gorham Dan Leonard Dianne Kay

Date	Group	Participants
May 4	Canadian Union of Public Employees representatives	Marilyn MacCormack – secretary, School District 15 Janelle Desjardins – educational assistant, School District 3 Theresa McAllister – educational assistant, School District 16 Sandra Frenette – student intervention worker, School District 15 Susan Cowell – teacher assistant, School District 8 Sandra Harding – president, School District 6 Michael Osborne – teacher assistant, School District 8 Sharon Thompson – special instructor, School District 8 Debra Tozer – library assistant, School District 10 Christianne Robichaud – School District 9
May 7	Minister’s Forum	Education and Early Childhood Development Minister Jody Carr Wendy McLeod MacKnight – deputy minister Zoë Watson – assistant deputy minister Gordon L. Porter – project director, Inclusive Education Review Project Christina Winsor – director, media relations David Logue – executive assistant to the minister H. Doyle – chair, School District 2 G. Ingersoll – acting superintendent, School District 2 R. Nesbitt – chair, School District 6 A. Hopper – superintendent, School District 6 R. Fowler – chair, School District 8 S. Tipper – superintendent, School District 8 J. Donahue – chair, School District 10 D. O’Brien – superintendent, School District 10 B. Parkinson – chair, School District 14 L. Gallagher – superintendent, School District 14 M. Mortlock – chair, School District 15 J. McLaughlin – superintendent, School District 15 J. Holmes – vice-chair, School District 16 L. Keoughan – superintendent, School District 16 M. Forsythe – chair, School District 17 D. McTimoney – superintendent, School District 17 J. St. Amand – chair, School District 18 D. Wilkins – superintendent, School District 18 S. Brown – manager, District 18 Education Council H. Lydon – administrative assistant

Date	Group	Participants
May 9	Department of Education and Early Childhood Development, Curriculum Branch	Brian Gray – Technology Darlene Whitehouse Sheehan Fiona Cogswell – Intensive and Post-Intensive French Kim Bauer – Literacy / First Nations Kathy Martin – Mathematics / Science K-8 Martha McClure – High School Science / Mathematics Kathy Hildebrand – Mathematics Marc Vieneau – French Immersion, ELL Tiffany Bastin – Health / Physical Education / Literacy Barb Hillman – Social Studies, K-12 Brian Kelly – Student Services Rolene Betts – Fine Arts Kimberley Korotkov – Student Services Sandy Nickerson – Student Services
May 12	Office of the Ombudsman and Child and Youth Advocate New Brunswick Human Rights Commission	Françoise Levert – acting ombudsman Christian Whalen – acting child and youth advocate Melanie Leblanc – Office of the Child and Youth Advocate Annette Bourque – clinical director, Office of the Child and Youth Advocate Sarina McKinnon – legal counsel, New Brunswick Human Rights Commission

Date	Group	Participants
May 13	New Brunswick Teachers' Association	<p>Michael Ketchum – staff, New Brunswick Teachers' Association</p> <p>Ardith Shirley – staff, New Brunswick Teachers' Association</p> <p>Blake Robichaud – staff, New Brunswick Teachers' Association</p> <p>Kim McKay – staff, New Brunswick Teachers' Association</p> <p>Kelly Green Fillmore – board member, New Brunswick Teachers' Association</p> <p>Denis Roy – board member, New Brunswick Teachers' Association</p> <p>Peter Fullerton – board member, New Brunswick Teachers' Association</p> <p>Sheridan Mawhinney – board member, New Brunswick Teachers' Association</p> <p>Brent Shaw – staff, New Brunswick Teachers' Association</p> <p>Heather Smith – president-elect, New Brunswick Teachers' Association</p> <p>Noreen Bonnell – president, New Brunswick Teachers' Association</p> <p>Erna Leger – staff, New Brunswick Teachers' Association</p> <p>Larry Jamieson – staff, New Brunswick Teachers' Association</p> <p>Ronna Gauthier – board member, New Brunswick Teachers' Association</p> <p>Grand Hendry – board member, New Brunswick Teachers' Association</p> <p>Adam McKim – board member, New Brunswick Teachers' Association</p> <p>Gail Blanchette – board member, New Brunswick Teachers' Association</p> <p>Cindy Drummond – board member, New Brunswick Teachers' Association</p> <p>Carol Trainer – board member, New Brunswick Teachers' Association</p> <p>Melinda Cook – staff, New Brunswick Teachers' Association</p>
May 26	Integrated Services Delivery team	<p>Bob Eckstein – director</p> <p>Bill Innis – Department of Social Development</p> <p>Barbara Whitenect – executive director, Health Addiction and Mental Health Services (unit)</p> <p>Eileen Ruest – director, Department of Public Safety</p> <p>Gina St. Laurent – Student Services, Department of Education and Early Childhood Development</p>

Date	Group	Participants
June 7	New Brunswick Disability Executives' Network	<p>Krista Carr – executive director, New Brunswick Association for Community Living</p> <p>Haley Flaro – executive director, Ability New Brunswick</p> <p>Fabienne McKay – vice-president, administrator, Learning Disabilities Association of New Brunswick</p> <p>Laurie Vincent – executive director, Deaf and Hard of Hearing Services</p> <p>Diana Hall – Atlantic regional manager, Neil Squire Society</p> <p>Patricia Curtis – executive director, Canadian Deaf and Blind Association</p> <p>Lui Greco – director, government relations (Atlantic Canada), Canadian National Institute for the Blind, Maritimes</p> <p>Julia Latham – executive director, Easter Seals New Brunswick</p> <p>Rebecca Pilson – administrative planning co-ordinator, New Brunswick Association for Community Living</p> <p>Joan Mix – executive director, Canadian Mental Health Association, New Brunswick</p>
June 13	Autism Society of New Brunswick Autism Intervention Services, Department of Education and Early Childhood Services	<p>Danielle Pelletier – Autism Intervention Services</p> <p>Danielle Whalen – Autism Consultants New Brunswick Inc.</p> <p>Francine Melanson – Autism Consultants New Brunswick Inc.</p> <p>Harold Daugherty – spokesperson, Autism Society of New Brunswick</p> <p>Jeff den Otter – adviser, Department of Education and Early Childhood Development, Early Childhood Development Branch</p>
June 13	Atlantic Provinces Special Education Authority	<p>Joan Skinner – Atlantic Provinces Special Education Authority, programs for deaf or hard of hearing students</p> <p>Christine Purcell – Atlantic Provinces Special Education Authority, visually impaired students</p>

Date	Group	Participants
June 14	First Nations representatives and Department of Education and Early Childhood Development First Nations learning specialists	<p>Dean Vicaire – guidance counsellor, enhancement, Listuguj First Nation</p> <p>Band-operated school resource:</p> <p>Walter Paul – Maliseet language, George Street Middle School, Fredericton High School, Kingsclear First Nation</p> <p>Ivan Augustine – school administrator, Elsipogtog First Nation</p> <p>Todd Williams – director of education, First Nation Education Initiative Inc., Eel River Bar First Nation</p> <p>Barbara Calderone – director of education, Pabineau First Nation, TNEGI</p> <p>Levi Sock – parent, public school teacher, post-secondary, Elsipogtog First Nation</p> <p>Chris George – Eel River Bar First Nation, director of Aboriginal students elder, St. Thomas University</p> <p>Gwen Bear – previous educator, elder-in-residence, Tobique First Nation</p> <p>Daryl Morrison – First Nations Education Initiative Inc.</p> <p>From the Department of Education and Early Childhood Development:</p> <p>Kim Bouer – Literacy specialist</p> <p>Katlin Koller – program officer, First Nations</p>
June 16	Leadership Session on Inclusive Education and Change Wu Conference Centre, University of New Brunswick, Fredericton	Special guests – Premier David Alward; Michael Fullan; Education and Early Childhood Development Minister Jody Carr. Facilitated by Gordon L. Porter and Angèla AuCoin
June 20	Stan Cassidy Centre for Rehabilitation	<p>Colin Hood – physiotherapist</p> <p>Andrea Toner – SLP (C), speech language pathologist</p> <p>Dr. Tara Kennedy</p>
June 20	Department of Education and Early Childhood Development	<p>Diane Lutes – acting director</p> <p>Roberta McIntyre – adviser</p>
July 5	College of Psychologists of New Brunswick	Juanita Mureika – psychologist
June 29	School District 2	Karen Branscomb – superintendent
July 5	Multicultural Association of New Brunswick	<p>Kanza Hashmat – education chair, Pakistani Canadian Community of New Brunswick</p> <p>Madhu Verma – education chair, Asian Heritage Society of New Brunswick</p>

Date	Group	Participants
July 5	District representatives for enrichment	Andrew Hopper – School District 6 Dan Villas – School District 6 David McTimoney – superintendent, School District 17 Barb Buckley – School District 18 Jenny McDougal – School District 10 Nancy Boucher – School District 15 Bruce Ryan – School District 2
Aug. 2	Focus group: definition of inclusion policy	Inga Boehler – Department of Education and Early Childhood Development John McLaughlin – superintendent, School District 15 Robert Laurie – Department of Education and Early Childhood Development Richard Lemay – principal, School District 1 Renée Landry – Pierre Cassie Centre Susie Kane – teacher, School District 15 Barb Gallant – resource teacher, School District 18 Gary Gallant – principal, School District 18 Shelley McLean – Department of Education and Early Childhood Development
Sept. 8	Consultation – Tele-conference	Lui Greco – Canadian National Institute for the Blind, New Brunswick Denise Coward – manager, programs and services, Canadian National Institute for the Blind, New Brunswick
Sept. 28	Department of Education and Early Childhood Development	Nicole Gervais – executive director, Early Childhood Development Branch

Date	Group	Participants
Sept. 28	District Education Council	Education and Early Childhood Development Minister Jody Carr Wendy McLeod-MacKnight – deputy minister (anglophone) H. Doyle – School District 2 G. Ingersoll – School District 2 R. Nesbitt – School District 6 G. Hall – School District 6 R. Fowler – School District 8 C. Toole – School District 8 D. Thomas – School District 8 J. Donahue – School District 10 D. O’Brian – School District 10 L. Gallagher – School District 14 J. Albright – School District 14 M. Mortlock – School District 15 J. McLaughlin – superintendent, School District 15 P. Lee – School District 16 L. Keoughan – School District 16 M. Forsythe – School District 17 D. McTimoney – superintendent, School District 17 J. St. Amand – School District 18 D. Wilkins – superintendent, School District 18 S. Brown Kimberley Korotkov Gordon L. Porter R. Crain
Nov. 15	University of New Brunswick – Faculty of Education	Ann Sherman Bill Morrison Patti Peterson
Nov. 16	Crandall University – Faculty of Education	Bryan Taylor
St. Thomas University		not available

Date	Group	Participants
Nov. 29	Department of Education and Early Childhood Development, Curriculum Branch	Martha McClure – learning specialist, High School Mathematics / Science Fiona Cogswell – French Second Language Cheryl Miles – learning specialist, Literacy assessment Don Levesque – learning specialist, Literacy assessment Amanda Harpelle – special projects Sean Wiseman – professional learning services, data Inga Boehler – PD, SIS, data Barb Hillman – learning specialist, Social Studies Cathy Martin – learning specialist, K-8, Mathematics / Science M.J. MacRae – learning specialist, student information systems, technical support to educational projects and curriculum Marc Vienneau – French Immersion, ELL Darlene Whitehouse – director, curriculum
	Submissions were received from:	Danielle Whalen – supervisor, Clinical Services Hébert Family Support Services Helen Williams – director, Clinical Services, Autism Consultants New Brunswick Inc. Dr. Anne M. Murphy, M.D., FRCP(C) – developmental pediatrician, on behalf of the department of pediatrics, Saint John Office of the Child and Youth Advocate Pamela Dosworth – psychologist

Appendix 6b(i)

Rencontres et consultations avec les partenaires sociaux et éducatifs – Secteur francophone

Date	Intention	Groupe cible
Le 3 mars	Partage d'information et consultation	Corps professoral, Faculté des sciences de l'éducation, Université de Moncton
Le 23 mars	Consultation	Responsable du Projet des Années butoirs
Le 3 mai	Consultation	SCFP, 2745 (assistants en éducation)
Le 4 mai	Consultation	Agents pédagogiques des districts anglophones
Le 5 mai	Consultation	Parents, District scolaire 1
Le 6 mai	Partage d'information	Ministre de l'Éducation et du Développement de la petite enfance (l'ÉDPE) et sous-ministres
Le 11 mai	Consultation	Agents pédagogiques francophones responsables des matières
Le 12 mai	Consultation	Commission des droits humains du N.-B. Défenseur des enfants et de la jeunesse
Le 12 mai	Consultation	Professeur Doug Willms

Date	Intention	Groupe cible
Le 13 mai	Consultation	Association des enseignants et des enseignantes du N-B (AEFNB) New Brunswick Teachers' Association (NBTA)
Le 18 mai	Consultation	Parents du District 3
Le 24 mai	Consultation	Parents du District 9
Le 31 mai	Présentation (Ministre de l'Éducation, Gordon Porter, Angèle AuCoin)	Groupe mixte de l'ÉDPE (anglophones et francophones) : directeurs, sous-ministres
Le 2 juin	Consultation	Parents du District scolaire 01
Le 16 juin	Présentation (Wu Centre)	Groupe mixte (francophones et anglophones) leaders éducatifs
Le 13 juillet	Consultation	Partenaires sociaux
Le 8 août	Consultation (définition de l'inclusion scolaire et pratiques gagnantes)	Groupe mixte (anglophones et francophones) : directions d'écoles, enseignants ressources et représentants de l'ÉDPE
Le 1 ^{er} septembre	Consultation	Responsable du Projet Années butoirs
Le 13 septembre	Conférence téléphonique (définition inclusion scolaire)	Responsable des services aux élèves, l'ÉDPE, Secteur francophone
Le 15 septembre	Partage des grands thèmes du rapport et consultation	L'équipe provinciale des services aux élèves, les agents pédagogiques et mentors des districts scolaires
Le 16 septembre	Partage et discussion entourant l'ébauche des recommandations	Les sous-ministres de l'ÉDPE
Le 20 septembre	Consultation téléphonique-clarification entourant les problèmes de comportements et le rôle des équipes stratégiques	Agente pédagogique responsables des services aux élèves, District 1
Le 21 septembre	Clarification entourant la formation des conseillers en orientation	Corps professoral, Faculté des sciences de l'éducation, Université de Moncton
Le 22 septembre	Partage, discussion et clarification entourant les fondements de l'école communautaire	Responsables de L'École communautaire, l'ÉDPE
Le 26 septembre	Discussion et clarification au sujet de la dyslexie	Mentor enseignement ressource, District 1
Le 26 septembre	Partage et discussion entourant les 12 thèmes d'analyse	Ministre de l'ÉDPE, présidents des conseils scolaires, directeurs généraux des districts et les directeurs de l'ÉDPE, secteur francophone
Le 20 octobre	Consultation	AEFNB, NBTA
Le 21 novembre	Consultation	ANBIC
Le 22 novembre	Partage et discussion entourant l'ébauche des recommandations	Directeur des programmes et sous ministre par intérim, l'ÉDPE, secteur francophone
Le 22 novembre	Discussion entourant la politique de la Définition de l'inclusion	Personnel du ministère de l'ÉDPE, secteur anglophone

Appendix 6b(ii)

Rencontres avec les partenaires sociaux

Date de la rencontre	Partenaires sociaux
Le 12 mai	Défenseur des enfants et de la jeunesse
Le 31 mai	Différents secteurs du ministère de l'Éducation et du Développement de la petite enfance (DSP, DME, DES et responsables du projet L'école communautaire)
Le 13 juillet	L'Association canadienne pour la santé mentale-division du Nouveau-Brunswick
Le 12 mai Le 20 octobre	L'Association des enseignants et enseignantes du Nouveau-Brunswick (AEFNB)
Le 13 juillet	L'Association francophone des parents du Nouveau-Brunswick
Le 13 juillet	Le centre Pierre-Caissie
Le 13 juillet	La Fédération d'alphabétisation du Nouveau-Brunswick (FANB)
Le 26 septembre	Les présidents des conseils scolaires
Le 3 mai	Le syndicat des assistants et assistantes en éducation
Le 15 septembre	Les représentants et représentantes des services aux élèves des districts scolaires francophones
Le 12 mai	Commission des droits humains du Nouveau-Brunswick
Le 12 mai	Bureau de l'Ombudsman
Le 12 mai	Conseil du Premier ministre sur la condition des personnes handicapées
	Les partenaires sociaux suivants ont été invités à une rencontre mais ne se sont pas présentés La société de l'autisme du Nouveau-Brunswick Le réseau d'action sur la dyslexie

Appendix 6c

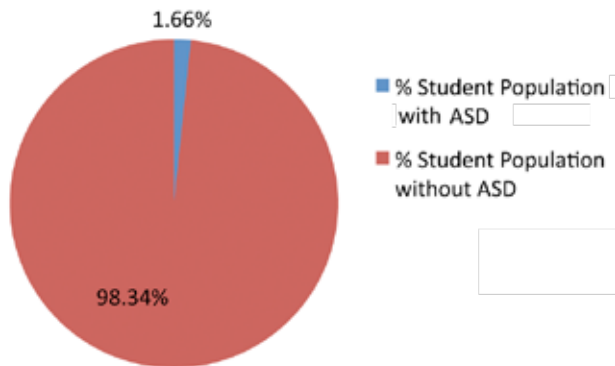
Leadership session on making inclusion real in New Brunswick schools

Wu Conference Centre, University of New Brunswick (Fredericton), June 16, 2011

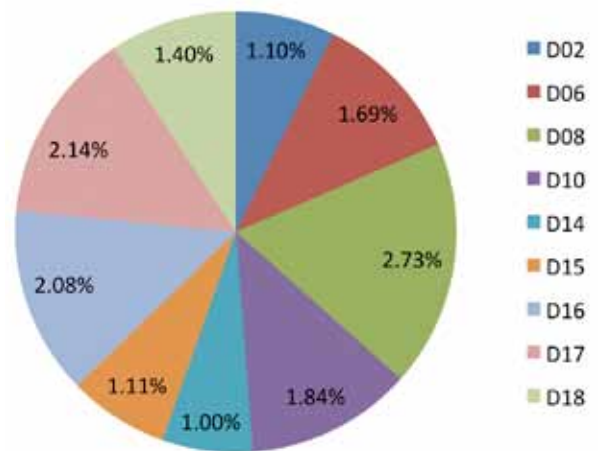
Time	Session	Comment
9:30 – 9:45 a.m.	Introduction by Education and Early Childhood Development Minister Jody Carr, <i>Mandate for Inclusion in New Brunswick Schools</i>	Minister Carr will set the context for doing what is required to make inclusion a reality in New Brunswick schools. He will emphasize the need to have leadership from the officials in districts and at the Department of Education and Early Childhood Development.
9:45 a.m. – 11 a.m.	Inclusion and school practice – Gordon Porter and Angèle AuCoin Collaboration – M. LeBlanc The key areas for action – R. Crain	
11 a.m. – 11:30 a.m.	New Brunswick’s “Definition of Inclusive Education” Discussion of the implications for district and school practice – that flow from the “Definition of Inclusive Education” – New Brunswick – November 2009	Separate discussions: Anglophone group – G. Porter and W. McLeod-MacKnight Francophone group – A. AuCoin and R. Doucet
11:30 a.m. – 12 p.m.	Introduction: Minister Carr Remarks by Premier David Alward – on Inclusive Education in New Brunswick Response – Gordon Porter	Premier Alward will share his perspective on the mandate for inclusion.
12 p.m. – 1 p.m.	Lunch	
1 p.m. – 1:20 p.m.	Jean-Francois Richard – dean of education, Université de Moncton	Mr. Richard will describe the challenge of teacher preparation for inclusion in schools and the strategies being taken by his faculty to strengthen this effort.
1:30 p.m. – 2:45 p.m.	Michael Fullan: Making change happen – linking inclusion and school improvement.	Focus on strategies for district leaders to support principals and teachers.
2:45 p.m. – 3:30 p.m.	Discussion in two groups:	Anglophone group – G. Porter and W. McLeod-MacKnight Francophone group – A. AuCoin and R. Doucet
3:30 p.m. – 4:15 p.m.	Whole group discussion with Michael Fullan – Q&A	
4:15 p.m. – 4:30 p.m.	Closing remarks Angèle AuCoin and Gordon Porter Minister Carr	

Appendix 7a System information graphs – autism, anglophone sector

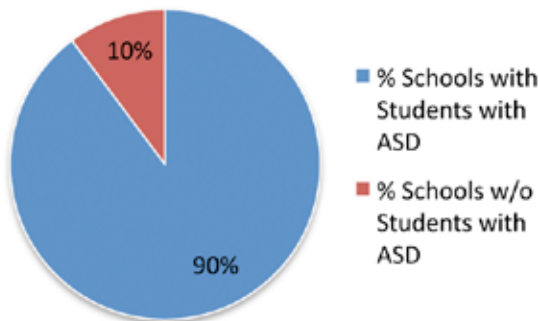
% total student population with ASD in N.B. anglophone schools



% student population with ASD, by district

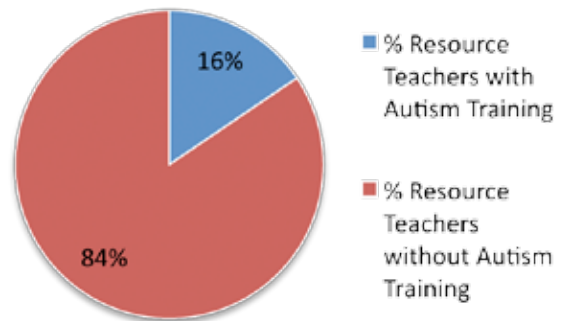


Anglophone schools with students with ASD



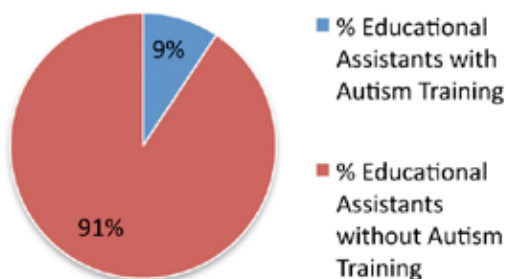
- 201 of 224 schools in the anglophone sector have students with ASD.

Resource and methods teachers, anglophone sector



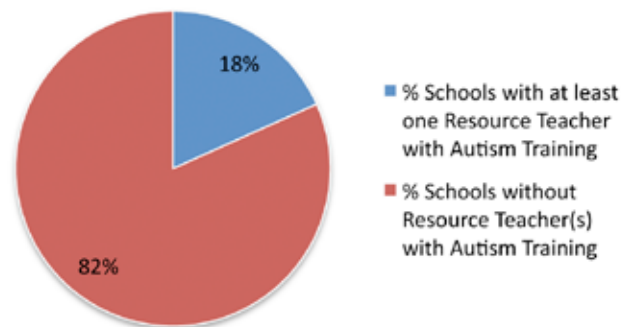
- 60 of 387 resource and methods teachers in the anglophone sector have autism training.

Educational assistants, anglophone sector



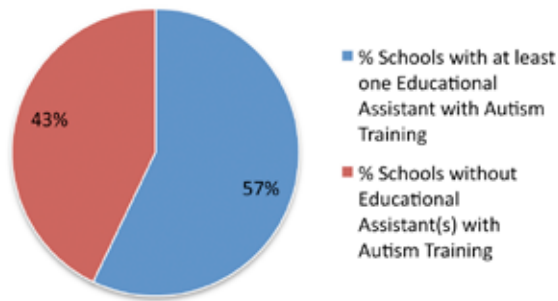
- 242 of about 2,600 educational assistants in the anglophone sector have autism training.

Anglophone schools with at least one resource and methods teacher with autism training



- 41 schools in the anglophone sector have at least one resource and methods teacher with autism training.
- 183 schools in the anglophone sector do not have any resource and methods teachers with autism training.

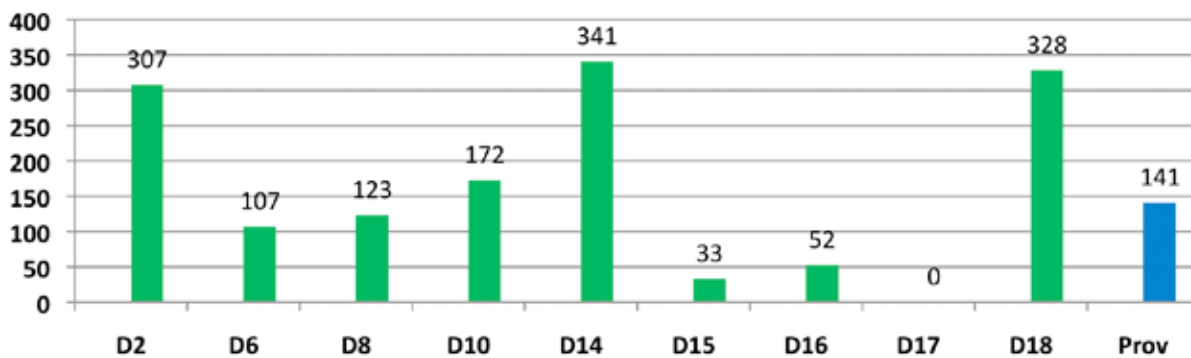
Anglophone schools with at least one educational assistant with autism training



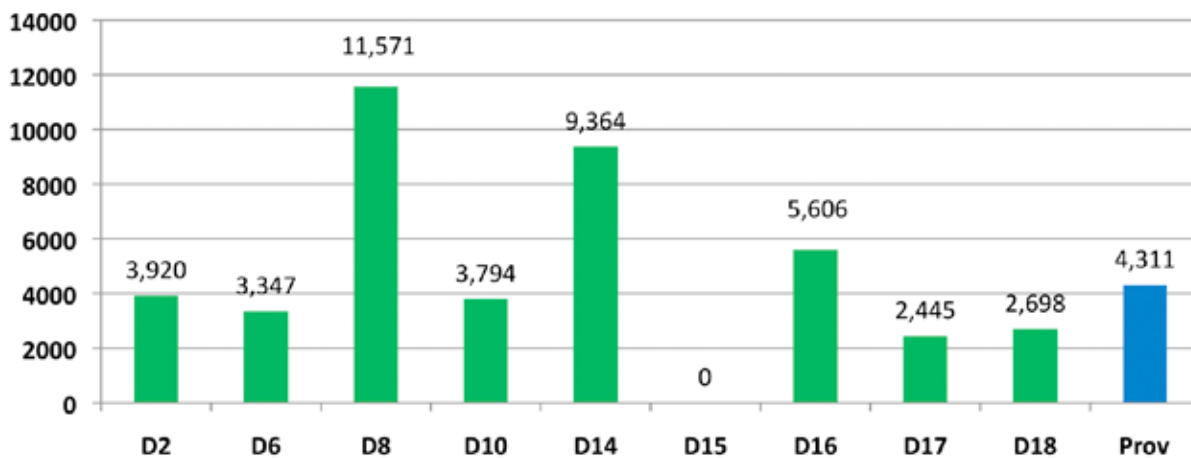
- 128 schools in the anglophone sector have at least one educational assistant with autism training.
- 96 schools in the anglophone sector do not have any educational assistants with autism training.

**Appendix 7b
System information graphs – psychologists, anglophone sector**

Ratio: Students on waiting lists for psycho-educational assessment compared to enrolment – anglophone districts



Ratio of students to school psychologists – anglophone districts



Appendix 8a

Best practices – anglophone sector

We thank all the Department of Education and Early Childhood Development, district and school staff who have spent time talking with us during the past year. When discussing best practices, it is often the little things that are provided consistently and with great passion that make the greatest difference. The following are excerpts from the observation reports from the schools visited across the province. They represent a sample of the interventions that are making a difference.

- SIP actions:
 - specific reference to differentiation:
 - training teachers to use the SMART board to improve on differentiation.
 - all teachers to provide one project-based learning assignment to differentiate instruction and provide student choice.
 - the principal wanted to assure that all teachers had a thorough knowledge of the special education plans for students in their classes who required such adjustments to their educational programs; therefore, the principal made this a specific section on the checklist that teachers are required to complete in preparation for each reporting period, elevating the importance of this part of each teacher’s professional responsibility and adding an element of accountability.
 - Educational assistants – PD has moved to a learning teams model – a few of our teacher’s assistants have taken leadership roles in their learning community – hosted PD; developed a sensory; guest speakers, etc.
 - Super Flex – Social Thinking Curriculum – using Super Heroes.
 - Daily Five and C.A.F.E. have differentiated instruction at the K-2 level.
 - LINKS program for struggling readers. Teachers who did not get their students in the program received training and tutor children after school.
 - PASS program – 1.5 full-time equivalent position all year; grade 9 and 10 students went for academic help out of their elective courses; past year’s failure rate was 60-7; last year, it was 27; students see this as a positive support.
 - Many programs are running in the school that translate into extra hands to work with kids.
 - Flexible grouping of all children works because every available adult is involved in making it work.
 - School District 10 recently adopted a new policy, Anti-Homophobia and Anti-Heterosexism: “In order that all members of the school community learn and work together in an atmosphere of respect and safety, free from homophobia, transphobia, anti-gay harassment and / or heterosexism, District 10 recognizes its obligation to adopt appropriate administrative procedures and strategies, which shall ensure respect for human rights, support diversity, address discrimination and create a learning environment that is safe, welcoming, inclusive and affirming for individuals regardless of real or perceived sexual orientations and / or gender identities.”
 - Data are used consistently to inform instruction.
 - The school’s approach to assigning the whole student body to teams was seen as a strength by all professionals. Students remained with their team for all their high school experience.
 - New Brunswick Association for Community Living – Leadership program.
 - PBIS – for three to five years school has been tracking all students – data used to identify appropriate intervention tier.
 - District PBIS coach helps the schools and drives overall picture. Coach goes to the classroom to help teachers address needs. Suspensions rate – very few.
 - Resource interventions are paralleled by guidance.
 - Response to intervention.
 - Positive Learning Environment room model for tutoring, extra help, in-school suspensions, reduced day.

- School-to-work transitions – first special education plan meeting at the high school was attended by the transition co-ordinator – students are encouraged to take advantage of the transition rather than stay at school until 21 – eight students have stayed to 21 years. Every student on a special education plan has a transition plan that started in Grade 8. Community supports: Minlac, New Brunswick Committee on Literacy, CFB with the Co-operative Program
- Active Learning like Fish Friends (Atlantic Salmon Federation) and planting an outdoor garden (there were plants on every free window ledge, etc.).
- Smart Board Technology / FM systems in every classroom – everything is a game; investigative; active learning.
- Fosnot – differentiated lessons in mathematics. Much easier to meet the needs of most children.
- Examples of course offerings that were integrating exceptional learners in self-directed modules, the same as every other learner (Fashion Design).
- Student Leadership program: Boomerang.
- First Nations advisory team shows promise of a collaborative structure to address long-term issues.
- Facility is completely accessible.
- Onsite library offers a “Transition to Co-op” opportunity for career transition.
- Stepping Out training – a program that provides subject-area teachers with instructional strategies to support adolescent learners to understand texts. The two-day teacher-learning sessions incorporate theory, modelled practice, interactive and collaborative activities as well as productive and practical strategies to enhance adolescent learning. Stepping Out emphasizes a whole-school approach to effective reading and viewing instruction in all curricular areas.
- A pilot may be engaged with Grade 8 teachers moving with their students into Grade 9 (looping). This will encourage the maintenance of relationships, continuation of academic progress, parental connections peer supports.
- The resource Developing the Gifts and Talents of all students in the regular classroom is used because this model is for all students. It is very inclusive because it is differentiated instruction at its best. Inherent in the model are three levels of enrichment. Student investigations are based on individual interests and learning styles.
- Enrichment Triad Model.
- COACH program links new teachers with a mentor of a similar subject, grade or area of expertise.
- In another example, a school made it a priority to change the focus and function of the alternative education program, transforming that service into a Leadership program, still staffed with one full-time teacher, but focusing on building strengths and skills and serving all students. The staff made a conscious and collective decision to shift the paradigm within their school, and they were proud to share the success of this initiative.
- A district changed its direction and closed its alternative education sites. School personnel received the training and professional development necessary to implement strategies and interventions that would address the needs of all students in the school setting, so there may be less need for alternative education.
- The Pixon Project: Developing An AAAC Language Development Curriculum for non-verbal students.
- Jody Gorham, learning specialist from School District 18, shared the following lesson plan format:

M & J Guide to Modified Lesson Planning

(Adapted from the work of Gregory / Chapman, 2001 by Mary Ferris and Jody Gorham)

Subject/Course: _____

Date: _____

Lesson Outcomes / Purpose of the lesson; Key Ideas to be learned:

Lesson Component			Modification Considerations
Lesson Topic			Student Names SEP Goal / Outcomes
Step One: Review / Warm-up / Anchor Activities			Does the warm-up or anchor activity need to be differentiated, simplified, reduced or altered? Describe.
Step Two: Key Ideas / Concepts or Skills to be Taught; Methods / Materials			Modified learning expectations / outcomes: Simplified, reduced or different? Describe. <ul style="list-style-type: none"> • Same or different content? • Same or different materials?
<p>Step Three: Differentiated Flexible Learning Activities (guided instruction / practice; reinforcement; consolidation; extension of key idea; or independent work)</p> <p><i>Differentiate Content, Process or Product according to students' Readiness; Interests or Learning Profiles.</i></p> <p><i>(Most often presented as group work or differentiated seatwork).</i></p> <p>Group and Regroup Frequently; Celebrate diversity; Think Inclusion!</p> <p>TASK(S): _____</p> <p>_____</p> <p><i>Sense-Making Groupings / Activities (2 or more groups)</i></p>			<p>How will the modified students participate in this component?</p> <ul style="list-style-type: none"> • Same activity / materials—reduced / simplified expectations; • same activity with different materials—reduced/simplified expectations • different activity; different materials; reduced / simplified expectations <p>Group and Regroup Frequently; Avoid fixed modified groupings. Think Inclusion!</p> <p>Modified Task(s)</p>
Group One	Group Two	Group Three	Modification Adaptations —Describe.
Step Four: Check for Understanding — Formative Assessment			Are alternative formative assessments required? Describe.
Step Five: Wrap-up, Reflections, Closure Tasks / Activity			How will the modified students participate in this component?

Appendix 8b

Quelques pratiques gagnantes – francophone

École communautaire

Le projet des écoles communautaires consiste à mobiliser une communauté afin de créer un milieu d'apprentissage riche et signifiant. Chaque jeune aura la chance de développer des compétences grâce aux différentes expériences vécues à l'intérieur comme à l'extérieur de l'école. Il sera en mesure de découvrir ses intérêts, ses talents et ses passions à travers diverses activités qui impliquent les parents et les partenaires de la communauté.

École orientante

Une école qui se dit « orientante » fait appel à l'engagement de toutes les personnes qui sont impliquées dans le cheminement scolaire et professionnel de l'élève. Ceci comprend non seulement le personnel enseignant, les conseillers et conseillères en éducation mais aussi les partenaires socioéconomiques externes. L'école cherche à donner du sens à tous les apprentissages qui se font à l'école. En plus d'être conscient de l'importance des apprentissages qu'il doit faire, l'élève en voit l'importance dans l'exécution de tâches complexes ou de problèmes à résoudre qu'il réalise au quotidien.

Équipe collaborative

(qui découlent des communautés d'apprentissage professionnelles : CAP)

Les rencontres des équipes collaboratives permettent à des groupes d'enseignants de se rencontrer, de partager et de discuter de stratégies pouvant davantage aider les élèves qui rencontrent des difficultés. Un temps d'arrêt commun est accordé chaque semaine et ce temps de rencontre permet aux membres de travailler autour d'un objectif commun, soit la réussite des élèves.

Équipe stratégique

Une équipe stratégique efficace est une structure collaborative qui permet d'offrir un soutien et un accompagnement au personnel enseignant et aux élèves qui en manifestent le besoin. La direction de l'école joue un rôle de premier plan dans le succès de cette équipe en exerçant un leadership participatif auprès de l'équipe qui est habituellement formé de la direction et du personnel des services aux élèves. Le personnel enseignant qui a souvent besoin de soutien lorsqu'il rencontre des défis en salle de classe compte sur l'expertise de l'équipe stratégique.

Programme de littératie

Le programme de littératie a été conçu pour offrir un soutien aux élèves des niveaux M-2 qui éprouvent des difficultés en lecture. Un certain nombre d'enseignants de chaque district scolaire ont reçu une formation leur permettant de mieux accompagner et soutenir le personnel enseignant en salle de classe et de venir en aide aux élèves qui éprouvent des difficultés. Les enseignants de littératie sont souvent appelés à faire un modelage de stratégies gagnantes à tous les élèves de la classe. Ce personnel doit aussi, en collaboration avec l'enseignant de la classe, évaluer régulièrement l'élève qui éprouve des difficultés particulières et lui fournir les suivis qui assureront son progrès.

Appendix 9a

Time-use survey questionnaire : resource and methods teacher – anglophone

Survey of work and time allocation – resource and methods teacher – New Brunswick

Tuesday, Oct. 11, 2011; Thursday, Oct. 13, 2011; Wednesday, Oct. 17, 2011.

Categories of activities

1. Supporting classroom teachers: coaching/ mentoring/co-planning/co-teaching		2. School-based team meeting	3. Work related to educational assistants (scheduling, meeting, directing, supervising)	4. Meeting with district/ agency staff (psychologist, speech pathologist, etc.)	
5. Attending other meetings		6. Assessing students	7. Developing/writing/ updating special education plans	8. Meeting with teachers individually – specific to special education plans	
9. Meeting or communicating with parents		10. Crisis intervention	11. Working directly with students inside classroom	12. Working directly with students outside classroom (small group)	
13. Working directly with students outside classroom (1:1)		14. Researching information – strategies, programs, etc.	15. Preparing resources	16. Record-keeping	
17. Telephone consultations (parents, professionals, etc.)		18. Teacher duty – supervision, etc.	19. Classroom teaching (time NOT included in resource and method full-time equivalent position)	20. Other	
Hour # 1	Hour # 3	Hour # 5	Hour # 7	Hour # 9	
8:00	10:00	12:00	2:00	4:00	
8:15	10:15	12:15	2:15	4:15	
8:15	10:15	12:15	2:15	4:15	
8:30	10:30	12:30	2:30	4:30	
8:30	10:30	12:30	2:30	4:30	
8:45	10:45	12:45	2:45	4:45	
8:45	10:45	12:45	2:45	4:45	
9:00	11:00	1:00	3:00	5:00	
Hour # 2	Hour # 4	Hour # 6	Hour # 8	Other # 10	
9:00	11:00	1:00	3:00	0:00	
9:15	11:15	1:15	3:15	0:15	
9:15	11:15	1:15	3:15	0:15	
9:30	11:30	1:30	3:30	0:30	
9:30	11:30	1:30	3:30	0:30	
9:45	11:45	1:45	3:45	0:45	
9:45	11:45	1:45	3:45	0:45	
10:00	12:00	2:00	4:00	1:00	
Comment					

Date:	Students in school	School district	Full-time equivalent position as resource and methods teacher
School grade level K-5 ___ K-8 ___ Gr6-8 ___ Gr 9-12 ___ K-12 ___			

Appendix 9b

Révision de l'inclusion scolaire: Sondage de la gestion du temps – Enseignante ressource

Veillez compléter le sondage le jeudi 20 octobre, le lundi 24 octobre et le mardi 25 octobre et les remettre à la direction de votre l'école le mercredi 26 octobre.

Soyez assurés que les informations que vous nous partagez dans ce sondage seront gardées confidentielles.

Date:	District scolaire	Niveaux scolaires de votre école M-5 ^e ___ M-8 ^e ___ 6 ^e -8 ^e ___ 9 ^e -12 ^e ___ M-12 ^e ___ Autres _____
J'interviens aux niveaux scolaires suivants : (Veillez encercler)		% ETP en enseignement ressource
M	1 2 3 4 5 6 7 8 9 10 11 12	

Les tâches

1 Accompagner les enseignant.es en salle de classe à l'aide du modelage et/ou du co-enseignement.	2 Accompagner les enseignant.es à la suite du modelage ou le co-enseignement d'une activité d'apprentissage (Rétroaction, réflexion, etc.)	3 Collaborer avec l'enseignant.e de la salle de classe quant à la mise en œuvre du plan d'intervention de l'élève.	4 Participer aux réunions de l'équipe stratégique de l'école.
5 Planifier en collaboration avec les enseignant.es et d'autres intervenant.es les différentes interventions pédagogiques pour un élève.	6 Évaluer les élèves.	7 Analyser les résultats des élèves, documenter les progrès et préparer des rapports (dossier de l'enseignant.e ressource).	8 Élaborer le plan d'intervention de l'élève, évaluer le plan d'intervention de l'élève, et modifier le plan d'intervention de l'élève.
9 Intervenir auprès des élèves à l'intérieur de la salle de classe (petit groupe).	10 Intervenir auprès des élèves à l'extérieur de la salle de classe (petit groupe).	11 Intervenir individuellement avec un élève à l'extérieur de la salle de classe (1:1).	12 Communiquer avec divers professionnels à la recherche d'information (courriels, appels, lettres, etc.).
13 Participer à des rencontres avec divers intervenant.es ne provenant pas du milieu scolaire (orthophoniste, ergothérapeute, travailleur social, etc.).	14 Participer aux rencontres de l'école (équipe collaborative, rencontre du personnel, intervention non-violente, etc.).	15 Communiquer avec les parents (appels, conférences de cas, courriels, lettres, etc.).	16 Préparer du matériel et des ressources pour appuyer les interventions faites auprès des élèves.

17 Accompagner les assistant.es en éducation (horaires, rencontres, supervision, modelage de stratégies, etc.).	18 Préparer le perfectionnement professionnel des enseignant.es (journée pédagogique, rencontre du personnel, etc.).	19 Faire des recherches pour découvrir des stratégies gagnantes et être à jour en pédagogie dans le but de soutenir son propre perfectionnement professionnel.	20 Compléter des tâches administratives liées à tous les enseignant.es (surveillance, etc.).
21 Enseigner en classe (Temps d'enseignement de la journée que vous êtes responsable d'un groupe classe ou de programmes d'études prescrits).	22 Intervenir dans une situation non-prévue (élève blessé, élève retiré d'une classe, remplacer un enseignant, etc.).	23 Participer à du perfectionnement professionnel offert par l'école, le district, l'université, le ministère ou autres.	24 Autres

Veillez inscrire le numéro de la tâche à côté des temps identifiés. Par exemple, si vous avez communiqué avec un parent à 8h45, vous inscrivez le numéro 11 dans cette case.

1 ^{re} heure	3 ^e heure	5 ^e heure	7 ^e heure	9 ^e heure
8h00	10h00	12h00	14h00	16h00
8h15	10h15	12h15	14h15	16h15
8h15	10h15	12h15	14h15	16h15
8h30	10h30	12h30	14h30	16h30
8h30	10h30	12h30	14h30	16h30
8h45	10h45	12h45	14h45	16h45
8h45	10h45	12h45	14h45	16h45
9h00	11h00	13h00	15h00	17h00
2 ^e heure	4 ^e heure	6 ^e heure	8 ^e heure	Autre (avant/après l'école)
9h00	11h00	13h00	15h00	0h00
9h15	11h15	13h15	15h15	0h15
9h15	11h15	13h15	15h15	0h15
9h30	11h30	13h30	15h30	0h30
9h30	11h30	13h30	15h30	0h30
9h45	11h45	13h45	15h45	0h45
9h45	11h45	13h45	15h45	0h45
10h00	12h00	14h00	16h00	1h00

Appendix 9c

Teacher time-use survey questionnaire: Literacy / Numeracy lead – anglophone

Survey of work and time allocation – Literacy and Numeracy leads.

Three days – Thursday, Oct. 20, 2011; Monday, Oct. 24, 2011; and Tuesday, Oct. 25, 2011.

Please indicate by number the activity you were involved in for each time slot. After recording the three days, send the completed forms to your school principal by Wednesday, Oct. 26. Thank you.

1. Coaching, co-teaching with or modelling demonstration lessons for teachers		2. Debriefing or reflecting after co-teaching or demonstration lessons		3. Working directly with students outside classroom (small group)		4. Working directly with students inside the classroom (small group)	
5. Working directly with individual students (1:1)		6. Assessing students to inform or evaluate interventions		7. Analyzing student data and documenting of student progress; preparing intervention reports		8. Meeting or communicating with parents	
9. Attending school-based meetings (e.g., PLC, staff meetings)		10. Facilitating seminars or after school professional development sessions		11. Preparing for PD presentations or PLC discussions		12. Collaborating or co-planning with classroom teachers and other staff concerning instructional and program decisions for students	
13. Researching instructional strategies and current pedagogy to support professional growth		14. Preparing resources / materials to support the delivery of interventions		15. Ordering and distributing resources		16. Completing ongoing professional correspondence (e.g., telephone messages, emails); seeking and providing info.	
17. Assisting with the development and / or marking of district or school-based common grade level assess		18. Collaborating with other literacy or numeracy leads (e.g., district-based or small group meetings)		19. Doing teacher duty – supervision, etc.		20. Other	
Hour 1	Hour 3	Hour 5	Hour 7	Hour 9			
8:00	10:00	12:00	2:00	4:00			
8:15	10:15	12:15	2:15	4:15			
8:15	10:15	12:15	2:15	4:15			
8:30	10:30	12:30	2:30	4:30			
8:30	10:30	12:30	2:30	4:30			
8:45	10:45	12:45	2:45	4:45			
8:45	10:45	12:45	2:45	4:45			
9:00	11:00	1:00	3:00	5:00			
Hour 2	Hour 4	Hour 6	Hour 8	Other 10 (before / after school)			
9:00	11:00	1:00	3:00	0:00			
9:15	11:15	1:15	3:15	0:15			
9:15	11:15	1:15	3:15	0:15			
9:30	11:30	1:30	3:30	0:30			

9:30 9:45	11:30 11:45	1:30 1:45	3:30 3:45	0:30 0:45
9:45 10:00	11:45 12:00	1:45 2:00	3:45 4:00	0:45 1:00
Date:	School district	School grade level K-5 ___ K-8 ___ Gr. 6-8 ___ Gr. 9-12 ___ K-12 ___		
Identify grade levels K 1 2 3 4 5 6 7 8 9 10 11 12				Percentage of full-time equivalent position as lead
Comments				Numbr of classes supported

Appendix 9d

Sondage de la gestion du temps : Enseignants de littératie et de francisation

Révision de l'inclusion scolaire. Sondage de la gestion du temps Enseignant.e en littératie et/ou en francisation.

Veuillez compléter le sondage le jeudi 20 octobre, le lundi 24 octobre et le mardi 25 octobre et les remettre à la direction de votre l'école le mercredi 26 octobre.

Soyez assurés que les informations que vous nous partagez dans ce sondage seront gardées confidentielles.

Date:	District scolaire	Niveaux scolaires de votre école M-5 ^e ___ M-8 ^e ___ 6 ^e -8 ^e ___ 9 ^e -12 ^e ___ M-12 ^e ___ Autres _____		
J'interviens aux niveaux scolaires suivants : (Veuillez encercler)				% ETP en littératie ou en francisation
M 1 2 3 4 5 6 7 8 9 10 11 12				

Les tâches

Accompagner les enseignant.es en salle de classe à l'aide du modelage et/ou du co-enseignement.	Accompagner les enseignant.es à la suite du modelage ou du co-enseignement d'une activité d'apprentissage. (Rétroaction, réflexion, etc.).	Planifier en collaboration avec les enseignant.es et d'autres intervenants les différentes interventions pédagogiques pour un élève.	Évaluer les élèves pour informer ou pour valider les interventions.
Analyser les résultats des élèves, documenter les progrès et préparer des rapports.	Intervenir auprès des élèves à l'intérieur de la salle de classe (petit groupe).	Intervenir individuellement avec un élève à l'extérieur de la salle de classe (1:1).	Intervenir auprès des élèves à l'extérieur de la salle de classe (petit groupe).
Communiquer avec divers professionnels à la recherche d'information (courriels, appels, lettres, sondages, etc.).	Participer aux rencontres de l'école (équipe collaborative, rencontre du personnel, etc.).	Communiquer avec les parents.	Préparer du matériel et des ressources pour appuyer les interventions faites auprès des élèves.

Préparer le perfectionnement professionnel des enseignant.es.	Faire des recherches pour découvrir des stratégies gagnantes et être à jour en pédagogie dans le but de soutenir son propre perfectionnement professionnel.	Compléter des tâches administratives liées à tous les enseignant.es (surveillance, etc.).	Acheter et distribuer des ressources pédagogiques.
Participer à l'élaboration des évaluations communes de l'école ou du district scolaire.	Collaborer avec d'autres enseignants en littératie ou en francisation (rencontre du district scolaire, rencontres en petits groupes, etc.).	Autres	

Veillez inscrire le numéro de la tâche à côté des temps identifiés. Par exemple, si vous avez communiqué avec un parent à 8h45, vous inscrivez le numéro 11 dans cette case.

1 ^{re} heure	3 ^e heure	5 ^e heure	7 ^e heure	9 ^e heure
8h00	10h00	12h00	14h00	16h00
8h15	10h15	12h15	14h15	16h15
8h15	10h15	12h15	14h15	16h15
8h30	10h30	12h30	14h30	16h30
8h30	10h30	12h30	14h30	16h30
8h45	10h45	12h45	14h45	16h45
8h45	10h45	12h45	14h45	16h45
9h00	11h00	13h00	15h00	17h00
2 ^e heure	4 ^e heure	6 ^e heure	8 ^e heure	Autre (avant/après l'école)
9h00	11h00	13h00	15h00	0h00
9h15	11h15	13h15	15h15	0h15
9h15	11h15	13h15	15h15	0h15
9h30	11h30	13h30	15h30	0h30
9h30	11h30	13h30	15h30	0h30
9h45	11h45	13h45	15h45	0h45
9h45	11h45	13h45	15h45	0h45
10h00	12h00	14h00	16h00	1h00

Appendix 9e

Time-use survey questionnaire: guidance counsellor, anglophone sector

Survey of work and time allocation – guidance counsellor – New Brunswick.

October 2011: Three days: Thursday, Oct. 20; Monday, Oct. 24; Tuesday, Oct. 25.

Please indicate by number the activity you were involved in for each time slot. For example, if you were counselling a student at 8:45, you would put “9” next to that time slot.

After recording the three days, send the completed forms to your school principal by Wednesday, Oct. 26. Thank you.

1. Classroom and large group instruction	5. Individual appraisal and/or assessment	9. Personal counselling	13. Professional Development	17. Attending school-based team meeting
2. Small group activities	6. Consultation and / or educational advising	10. Crisis intervention	14. Consultation with teachers	18. Duty / supervision
3. Parent education and support	7. Student placement	11. Making referrals	15. Serving on community-based committees	19. Record keeping
4. Informational activities	8. Career exploration	12. Meeting or communicating with parents	16. Serving on multidisciplinary teams	20. Other
Hour 1	Hour 3	Hour 5	Hour 7	Hour 9
8:00	10:00	12:00	2:00	4:00
8:15	10:15	12:15	2:15	4:15
8:15	10:15	12:15	2:15	4:15
8:30	10:30	12:30	2:30	4:30
8:30	10:30	12:30	2:30	4:30
8:45	10:45	12:45	2:45	4:45
8:45	10:45	12:45	2:45	4:45
9:00	11:00	1:00	3:00	5:00
Hour 2	Hour 4	Hour 6	Hour 8	Other 10
9:00	11:00	1:00	3:00	0:00
9:15	11:15	1:15	3:15	0:15
9:15	11:15	1:15	3:15	0:15
9:30	11:30	1:30	3:30	0:30
9:30	11:30	1:30	3:30	0:30
9:45	11:45	1:45	3:45	0:45
9:45	11:45	1:45	3:45	0:45
10:00	12:00	2:00	4:00	1:00
Comment				
Date:	Students In school	School district	Full-time equivalent position as guidance counsellor	
School grade level				
K-5 ____ K-8 ____ Gr6-8 ____ Gr 9-12 ____ K-12 ____				

Appendix 10

Retention: Comment by Ben Levin

Steps to effective and sustainable public education in Nova Scotia: Report to Nova Scotia Department of Education

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Prepared by the Department of Education

LINK: www.ednet.ns.ca/events/levin_report/documents/StepstoEffectiveandSustainablePublicEducation.pdf

Ben Levin's comments on Retention (Page 10):

Nova Scotia as a system should **examine how much retention in grade exists in the elementary schools, why, and how much of this could be reduced.** It seems likely that much of retention in primary occurs after consultation with parents, but there will be other students repeating grades throughout the elementary years. It seems likely that the prevalence will vary considerably from one school or board to another. If one were to keep in mind that each repeated year costs nearly \$9,000 (approximately the average annual operating cost per student), then it should be possible, using less money, to put in place supports such as tutoring or other support programs that can help students be successful and so reduce the need for retention. Once the current situation in terms of retention is known, **a specific, and very low, target should be set for the proportion of students being retained and systems should be developed to ensure that students get additional support quickly to allow them to catch up** so that they can continue to make progress. One important way to reduce the pressure for retention in elementary schools is to build stronger connections with preschool programs. Where schools and child care work together, student transitions are easier and teachers are better prepared to work with the particularities of new students and the parents are better acquainted with the school. Co-operation among staff in terms of expectations and approaches to working with children is helpful to transition at every stage, including initial entry to school. Much can be done just by **having some personal contact between local elementary schools and preschools or daycares.**

Appendix 11

Integrated Services Delivery Model

A child- and youth-centred strategy for New Brunswick

In 2009, the provincial government committed to providing better services and programs for at-risk children and youth. The result of this commitment is a new strategy that enables departments to better work together to meet the needs of children and youth at risk. This approach is called the Integrated Service Delivery Framework.

The creation of this strategy was in response to the Ombudsman and Child and Youth Advocate's recommendations as outlined in the Connecting the Dots report; the Ashley Smith report; the Department of Education and Early Childhood Development's MacKay Report; and the Department of Health's McKee Report. All four reports clearly identify a strong need for better co-ordination among departments to increase support to children and youth with multiple needs.

The main goal of this strategy is to provide seamless services and programs for children, youths and their families. This strategy is anticipated to:

- improve services and programs to at-risk children and youth. It also includes those who have complex behavioural, emotional, mental-health, education and physical health/well-being needs. These needs are often the result of unsafe / unstable social circumstances such as homelessness, poverty, delinquency and fragile family relationships.
- provide prevention and early intervention services designed to promote positive conditions for a child's healthy development; and to prevent the development of child abuse, emotional/behavioural problems, substance abuse and criminal behaviour.
- provide relevant and timely services and programs to meet the needs of children and youth between the ages of five and 18 (up to age 21 for those within the education system). Including connections for early childhood intervention for the zero- to five-year age group and those making the transition to adult services.
- establish an early-care system, with a clinical team, focused on direct interventions within the school, community and family contexts.
- make an inventory of regional and community-based programs and services available to families, youth and service providers.

In June 2010, the provincial government selected two regional demonstration sites within New Brunswick: the Acadian Peninsula / Alnwick region; and Charlotte County. The demonstration sites have been active since the fall of 2011 and are the beginning phase in a provincewide implementation plan.

LINKS:

- Government of New Brunswick news release (June 16, 2010):
Integrated service delivery demonstration sites underway (June 16, 2010):
www2.gnb.ca/content/gnb/en/news/news_release.2010.06.0990.html
- Integrated Service Delivery website: www2.gnb.ca/content/gnb/en/corporate/pr/isd.html

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