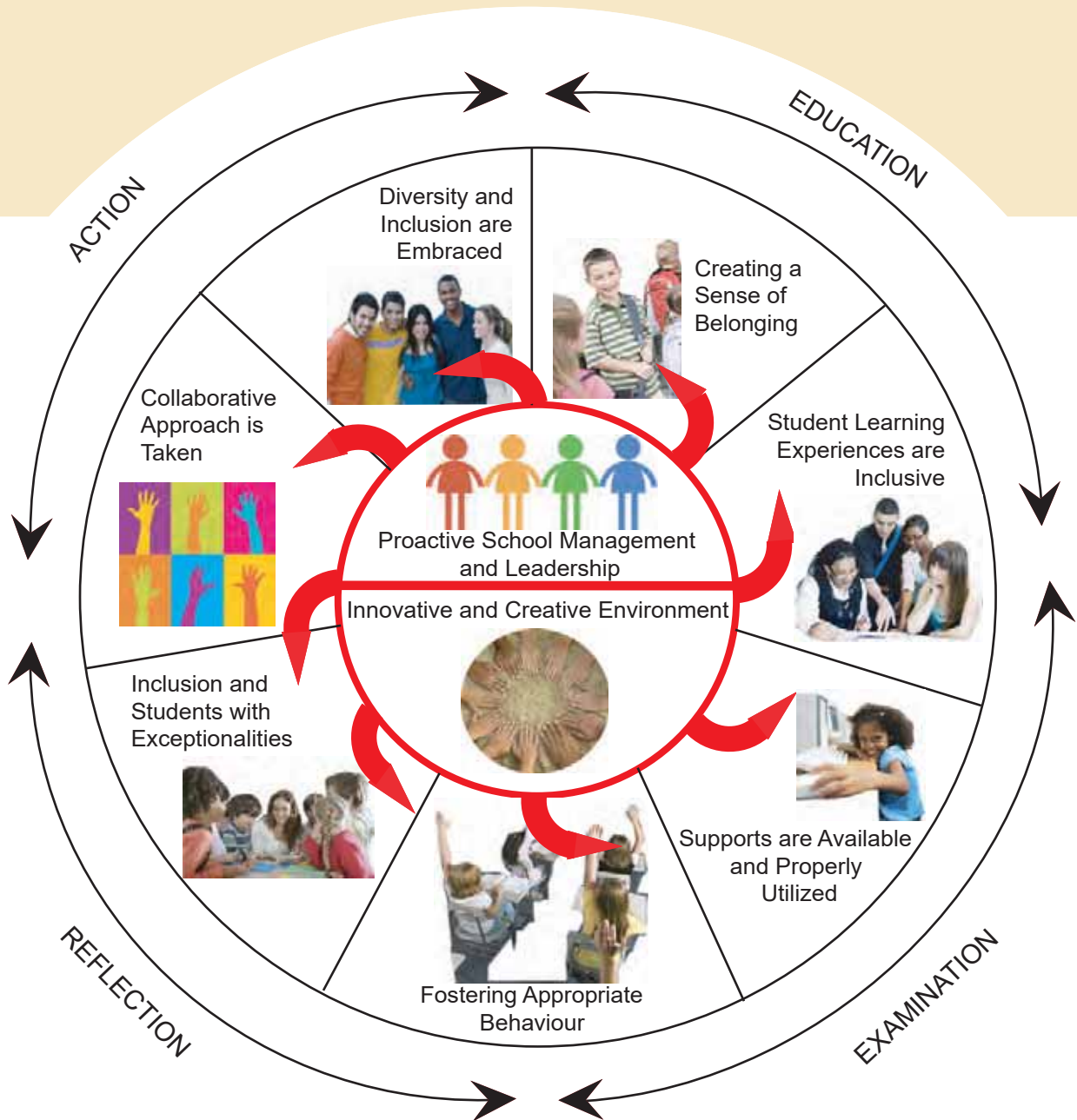


Creating an Inclusive School

Indicators of Success

Prepared for the New Brunswick
Community Inclusion Initiative Project



InclusionNB

Creating an Inclusive School

A Reflection Tool for Administrators, Educators and Other School Staff

Inclusion NB
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TABLE OF CONTENTS

Introduction:	Purpose	2
	How <i>Creating an Inclusive School</i> can be used	5
	Dimensions of an Inclusive School	6
	How <i>Creating an Inclusive School</i> was developed	7
Overview:	An Overview of the Indicators of Success	8
An Indicator Description:	Description of Each Indicator of Success	11
Guide to the Creating an Inclusive School Process:	Steps in the Process	20
Facilitators Guide:	Steps in the Facilitation	28
Appendix A:	Identification of Participants	33
Appendix B:	Indicator Questionnaire	34
Appendix C:	Sample Memo of Invitation	69
Appendix D:	Profile Sheets	70
Appendix E:	Review of the Profile	102
Appendix F:	Reviewing Progress towards Creating an Inclusive School	108
Appendix G:	Policy 322: Inclusive Education	109
Appendix H:	Description of Universal Design for Learning (UDL)	123
Appendix I:	Prohibited Grounds of Discrimination	124
Resources:	Resources, Websites and Publications	125

INTRODUCTION

Purpose

Creating an Inclusive School is a resource designed to motivate school communities to promote, create and sustain inclusive schools throughout New Brunswick. It is intended to help nurture the development of rich and inclusive educational settings that respect and value diversity, promote belonging for every student, and ensure that students receive a quality education in common learning environments.

Inclusive schools are an important foundation for an inclusive society. New Brunswick has recognized this for over 20 years following changes to laws and policies that recognized the rights of students with a disability (identified as “exceptional” students in the *Education Act*) to be included in regular classrooms.

Much has changed since the mid-1980s. After a few years, it became clear that “integration” -- making a place in an existing system for students who had previously been excluded – was not enough. “Integration” tended to retain the notion that there were two kinds of students: “regular” students, and those who were “integrated”. Schools thinking “integration” also tended to retain many of the old ways of doing things, and many of these did not work well with the more diverse student body. Schools needed to rethink their approach to education with the understanding that:

- All students have equal value;
- All students “belong” and should be made to feel they “belong” in all curricular activities and those extra-curricular activities the student may choose to participate in; and
- Good teaching practice respects each student, not as a member of a group that is defined by someone else, but as an individual.

For quality inclusive public education, this requires at all levels:

- Treating each student with dignity and respect;
- Taking account of each student's learning style;
- Having high but realistic expectations for each student, based on the student's strengths and weaknesses, and
- Developing appropriate learning goals, related to those expectations that the

student finds useful and interesting.

It also means that each student experiences a positive and supportive learning environment at all times and a safe, friendly and supportive school environment outside of the classroom (or other learning environment).

This is the essence of "inclusion"; more a value system than a list of requirements.

In 2013, the government of New Brunswick released a new policy (Policy 322) on inclusive education (the complete statement can be found in Appendix G) that includes the following definition:

Inclusive education is the pairing of philosophy and pedagogical practices that allows each student to feel respected, confident and safe so he or she can participate with peers in the common learning environment and learn and develop to his or her full potential. It is based on a system of values and beliefs centered 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.

The policy also recognizes that every student has the right to expect that he or she will participate fully in the "common learning environment", meaning "an inclusive environment where instruction is designed to be delivered to students of mixed ability and of the same age in their neighbourhood school, while being responsive to their individual needs as a learner, and used for the majority of the students' regular instruction hours." Students also have the right to expect that accommodations will be considered and implemented in an appropriate and timely manner and that learning outcomes, instruction, assessment, interventions, accommodations, supports, adaptations, and learning environments will be designed to respect individual learning styles, needs and strengths.

It is clear that much is expected from an inclusive school and education system. This resource is designed to be a *tool for reflection and action* that will allow educators and administrators to learn about the key indicators of success for creating and sustaining an inclusive school, examine the current state of inclusion with your school, and to develop plans to take

appropriate actions. Every school will likely find areas of strength to celebrate as well as areas that need improvement.

Specifically, *Creating an Inclusive School* will provide elementary, middle and secondary schools with an opportunity to:

- Stimulate dialogue about the value of inclusion and inclusive education;
- Celebrate current successes and identify ways to improve inclusion;
- Ensure that they are meeting obligations under education and human rights laws;
and
- Uncover attitudes, actions, policies and practices that may be a barrier to inclusion and develop a realistic plan to address them.

How *Creating an Inclusive School* Can be Used

Creating an Inclusive School is directed to school districts, administrators, educators and other school staff – anyone who wants to create and sustain inclusive school communities. It is important to recognize that an inclusive school cannot be brought about by one individual, no matter how passionate and committed they are to inclusion. An inclusive school flourishes because a group of stakeholders share a vision and are prepared to make inclusion a critical component of a successful school.

The tool is designed to be a catalyst to change and can be used in a number of different ways. It can be used as:

- an educational opportunity to learn about the key indicators that must be in place to have an inclusive school and the factors that contribute to them;
- a qualitative self-assessment of a school's inclusion attitudes, practices, policies and procedures;
- a reflective process to examine and challenge underlying assumptions, beliefs and values that influence behaviour; and
- a resource in action planning and the development of School Improvement Plans.

It can also be used by school districts to learn about trends, challenges and requirements for support for inclusion in their community of schools.

Finally, it can be used by government to better understand what an inclusive school looks like in school communities in order to develop policies and resources that support it.

Dimensions of an Inclusive School

An inclusive school starts from the premise that everyone in the school – students, educators, administrators, support staff and parents – should feel that they belong, realize their potential and contribute to the life of the school. In an inclusive school, diverse experiences, perspectives and gifts are seen to enrich the school community regardless of abilities, age, appearance, culture, gender, newness to the community, race, religion/spirituality, sexual orientation and socio-economic status.

Achieving an inclusive school goes beyond making a decision to run a workshop on bullying, install a ramp or offer diversity training to staff. It is more than just developing a value statement that addresses inclusion. An inclusive school requires a shift in the attitudes of all of the stakeholders as well as the development and use of policies and practices that reinforce inclusive behaviour. Real inclusion is about actions, not just words.

An inclusive school is based on the philosophy that the whole school shares in the responsibility for inclusion. A real culture of inclusion cannot be brought about unless everyone embraces it.

Creating an inclusive school is critical because our schools act as mirrors of the larger community. There is a great opportunity to teach students early in their development, as citizens, about the importance and value of inclusion. They will learn behaviour that will ultimately help nurture truly inclusive communities. It also provides an opportunity for parents to learn through their children about the importance of belonging, acceptance and community.

In an inclusive school, diversity is embraced; learning supports are available and properly utilized and students are taught in inclusive common learning environments that respect their unique learning goals, styles and needs. There is an innovative and creative environment and a collaborative approach is taken. At the heart of inclusion is committed leadership and a shared direction.

How *Creating an Inclusive School* was Developed

Creating an Inclusive School is based on the best practices found in literature, workshops and research on inclusive schools found in New Brunswick and the rest of Canada, the United States, the United Kingdom, and Australia. Much of the information used for the development of this resource is found on web-sites and publications that are listed in the Resources section.

Creating an Inclusive School is based on a resource tool called *An Inclusive School Culture* that was created by Community Living Ontario, under the direction of Laurie Thompson. Linda Mollenhauer developed and wrote the original Ontario publication. The development of *An Inclusive School Culture* was funded by Human Resources and Skills Development Canada through Ontario's Community Inclusion Project: "It Takes a Village ... Where All People Belong". A Resource Team provided direction and feedback throughout the development of the project and included Bonnie Johnston, Catherine McKenzie, Cindy Dowdel, Erin Impola and Linda Viscardis. The Kawartha Pine Ridge District School Board (KPRDSB) played a significant role in refining the review process and piloting the Ontario project.

Creating an Inclusive School builds on and adapts the original Ontario document. During information sessions presented by Community Living Ontario in 2008, New Brunswick educators and school administrators saw the need for a new tool that better reflected the New Brunswick reality and our history of inclusive education since the mid-1980s.

The New Brunswick *Creating an Inclusive School* resource tool was developed by an Inclusion NB Advisory Committee that included David Jory, David McTimoney, Dany Desjardins, Julie Stone, Shana Soucy, Krista Carr and Ken Pike. School District 17 and three district schools have also partnered with Inclusion NB to test and refine the tool for use throughout New Brunswick.

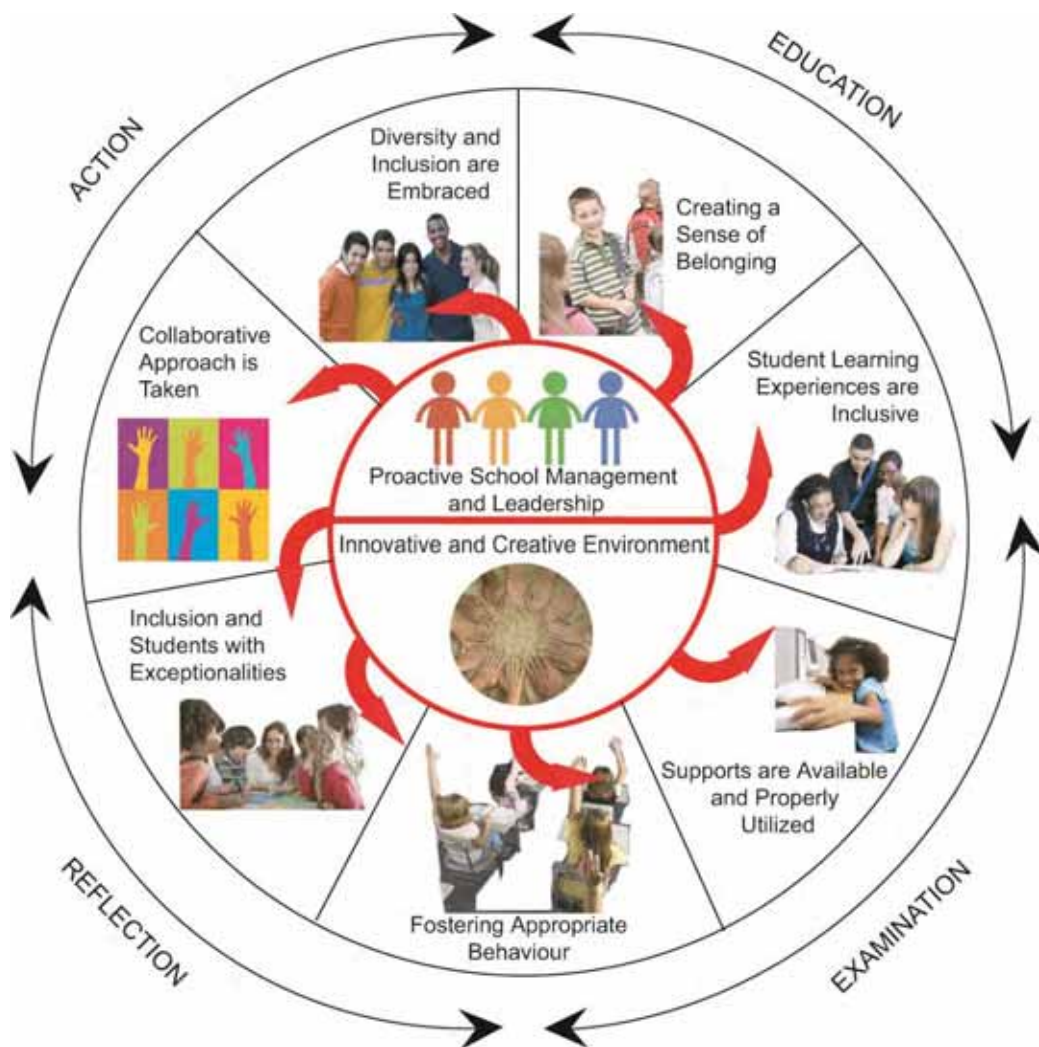
The development of *Creating an Inclusive School* was funded by Human Resources and Skills Development Canada through the Office of Disability Issues' national Community Inclusion Initiative.

OVERVIEW

An Overview of the Indicators of Success

As a result of extensive research, we have found that the following nine indicators are critical to success. It is helpful to imagine the nine key characteristics that need to be in place to have an inclusive school as cogs in a wheel. Each reinforces and is dependent upon the strength of the other. The characteristics are all equally important because no one factor, in isolation, can bring about an inclusive school.

It is also important to recognize that an inclusive school is never static. To be successful, it requires a constant process of education, examination, reflection and actions.



Diversity and Inclusion are Embraced

- Diverse experiences, perspectives and knowledge are reflected, respected and honoured
- Duty to Accommodate
- Individuals within the school community step forward and take an active role in bringing about inclusion
- Inclusion values are articulated and visible
- Accessibility
- High expectations for all students

Creating a Sense of Belonging

- Ensuring a sense of belonging

Student Learning Experiences are Inclusive

- Learning is based on a flexible education program
- Focus on strengths and capabilities
- Common learning environments and full participation
- Students outside of the common learning environment
- Curriculum
- Instruction
- Ongoing authentic assessment

Supports are Available and Properly Utilized

- Students are provided with the proper supports required to fully participate
- Support for communication

Fostering Appropriate Behaviour

- Appropriate Behaviour
- Bullying, teasing and harassment are dealt with effectively
- Supports

Proactive School Management and Leadership

- Management of the school
- Management of the common learning environment

Inclusion and Students with a Disability

- Inclusion in the school and the common learning environment
- Supports
- Assessment
- Self-determination

Innovative and Creative Environment

- Everyone is encouraged to be creative
- Successes are celebrated
- Professional development is provided

Collaborative Approach

- Everyone participates in finding solutions
- The school is linked to the broader community
- Parents/guardians are embraced as equal and essential partners
- School takes responsibility for transition
- Ongoing and constructive dialogue takes place

AN INDICATOR DESCRIPTION

1. Diversity and Inclusion are Embraced

Creating an Inclusive school will not be successful without embracing the diversity that each student brings to the school or without including every student, educator and other staff member and parents. The school will go out of its way to ensure that both students and staff members understand what diversity and inclusion are and why they are so important to creating an inclusive school.

1.1 Diverse Experiences, Perspectives & Knowledge are Reflected, Respected & Honoured

Differences such as abilities, age, appearance, culture, gender, newness to the community, race, religion/spirituality, sexual orientation and socio-economic status are respected and valued by all members of the school community. The school will ensure that differences are respected and provide students and staff with proper opportunities in the life of the school for learning about diverse perspectives, experiences and knowledge.

1.2 Duty to Accommodate

Adequate education on the legal duty to accommodate issued by the New Brunswick Human Rights Commission has been provided to all school administrators. School administrators and educators actively follow these guidelines on accommodating students who have disabilities in and out of the common learning environment and during school activities. These accommodations can assist the student academically as well as socially.

1.3 Individuals within the School Community Step Forward and Take an Active Role in Bringing about Inclusion

Educators, students, parents/guardians and support staff within the school community ensure that each student and staff member is a valued member of their school and that each and every individual in the school feels accepted. Everyone steps forward and takes an active role in bringing about inclusion when it is felt that an individual or a group of people within the school is not being included.

1.4 Inclusion Values are Articulated and Visible

The school has created a vision statement that defines inclusion and how it will be promoted in the school. This vision statement is clearly written and is accompanied by a plan that explains

how the school will achieve that vision and develop a more inclusive school. The inclusion values are very visible within the school.

1.5 Accessibility

All parts of the school are accessible to all students and staff members so that every individual can participate in activities going on in each part of the school. All activities going on within the common learning environment and within the school are accessible to everyone. If an activity or area is not accessible to all students and staff members, the school administrators will do everything in their power to ensure that the activity is done elsewhere or accommodations are made with the activity so that everyone can participate.

1.6 High Expectations for all Students

Whether the student is on an PLP, has a behavioural problem or has excellent marks, school administrators and educators have high expectations for all students. Every student is encouraged to do his/her best and is praised when they do good work.

2. Creating a Sense of Belonging

Without a sense of belonging, schools will not be seen or felt as being inclusive by its members. In order for students and staff members to feel like they belong, the school needs to be an inviting place where each individual feels comfortable and welcomed.

2.1 Ensuring a Sense of Belonging

Every member of the school community makes sure that the school is an inviting and welcoming place to each individual, especially to their students. Appropriate action is taken when school staff notice that a student is isolated, lonely or feels like they don't belong. Students are also encouraged to form appropriate social networks and to participate in the school activities they are interested in. If the student wants to participate in an activity, he/she feels like they have an opportunity to participate and will be provided with the necessary supports that he/she needs to ensure that he/she can participate.

3. Student Learning Experiences are Inclusive

In order for students to be included in all aspects of the school life, they also need to be provided with all necessary supports in the common learning environment so that their learning experiences are also inclusive. If a student needs assistive technology,

accommodations or modifications made to his education plan or any additional supports in order to reach his/her full potential, the school will do everything in its power to ensure that the student is provided with these supports.

3.1 Learning is based on a Flexible Education Program

Educators have received adequate training on differentiation and multiple styles of learning and use flexible programming offered in a variety of activities so that all students' learning styles have been considered.

3.2 Focus on Strengths and Capabilities

Educators focus on their students' strengths and capabilities in order to motivate and encourage them to work to the best of their abilities and to ensure that they have an interest in the work that they are doing. There is also a focus on challenges and educators will use a variety of activities that will encompass different learning styles so that every student is considered.

3.3 Common Learning Environments and Full Participation

All students share a common learning environment and have equal opportunities to participate in the common learning environment. The progression through grades is the same process for each student and all of them have the opportunity to participate in the graduation ceremony. All students participate in the same routines, have lunch at the same time as those in their grade and begin and end their school day at the same time. The students that are sharing the common learning environment are learning the same subject, however, for some, modifications and accommodations may be necessary. The school will ensure that their students' sensory and environmental needs are addressed in these environments. Shortened school days may be possible when a student has a defined academic reason for it. However, no student has a shortened school day for non-academic reasons. If a bus schedule is interfering with a students' school day, the school will find another way to transport the student so that it does not affect his or her school day.

3.4 Students Outside of the Common Learning Environment

Students are not pulled out of the common learning environment unless this happens after careful consideration. If a student has to be pulled out because of intensive academic help, it should only be for that specific purpose and time limited. If a student needs to be pulled out, the school will develop a plan for the re-entry of the student into the common learning environment. The student is not pulled out of the classroom because the subject matter is too 'difficult' for him/her or to work on social skills in the resource room or another classroom. The

student spends as much time as possible in the common learning environment with his or her peers.

3.5 Curriculum

The school ensures that each of their students' learning is based on curriculum outcomes. If necessary, educators will individualize learning outcomes for students to help ensure that the student is learning and able to reach his or her full potential.

3.6 Instruction

The school provides its educators and administrators with adequate training on differentiated instruction and instruction reflects the principles of Universal Design for Learning (UDL) (See Appendix H). Educators use visual, tactile, and kinaesthetic materials and experiences in the common learning environment so that their instruction reflects the learning styles of all students. School administrators and educators use formative assessment and cooperative learning with all students and their instruction is provided in multiple formats. Educators will not only teach their lessons to the whole class, they will teach to individuals, pairs and small groups.

3.7 Ongoing Authentic Assessment

The school evaluates and assesses all of its students in a similar way in which their personal best achievement and improvement are recognized. If a student has difficulty communicating, proper supports that will help him or her communicate will be provided.

4. Supports are Available and Properly Utilized

Without proper supports, students are not able to learn to the best of their abilities and reach their full potential. In order for each student to succeed, the school has to provide its students with the proper supports that are necessary. If the supports that are necessary are not available in the school, school administrators will do everything in their power to provide the student with additional help until the support is available.

4.1 Students are provided with the Proper Supports Required to Fully Participate

The school has provided its staff with the appropriate training on the use and availability of assistive technology. Should a student need assistive technology or any other kind of supports in order to fully participate in the common learning environment, it will be provided to the student. These supports do not stop in the common learning area, they will also be provided during extra-curricular activities and all other school activities like dances and field trips.

4.2 Supports for Communication

It is very important for a student to be able to communicate so that educators are aware of his or her achievements and challenges. The school ensures that all students have a means to communicate at all times. A student that has difficulty communicating will have access to the technology that will help with his or her communication.

5. Fostering Appropriate Behaviour

Fostering appropriate behaviour is a complex issue but also one that is critical to creating an inclusive school. By their nature, inclusive schools should be places of belonging and acceptance for all people. It has been argued that creating an inclusive and welcoming school environment for all students will have an overall positive impact on student behaviour and the culture of the school community.

5.1 Appropriate Behaviour

The school thinks proactively about fostering appropriate behaviour by developing clear policies and guidelines and making everyone aware of these policies and the ways in which disrespectful behaviour will be dealt with. The school also plans for addressing behaviour (that may result from actions that are beyond a person's control or which may be related to environmental or other factors) in positive ways.

5.2 Bullying, Teasing and Harassment are Dealt with Effectively

The school goes further than providing workshops on bullying, teasing and harassment. It also ensures that students, parents/guardians, and staff are supported so that they take action in preventing and effectively dealing with these forms of inappropriate behaviour.

5.3 Supports

The school is proactive in developing and implementing supports for students who are demonstrating inappropriate behaviour. Positive behaviour support strategies are well known and understood by school staff and include clearly defined ways to investigate the possible causes of inappropriate behaviour, teach students new skills to deal with behaviour, and address students' sensory needs in circumstances where environmental factors contribute to behaviour issues.

6. Proactive School Management and Leadership

Inclusive schools will not become a reality unless there is strong leadership for inclusion and steps are taken to manage the school environment in such ways that promote inclusion at all levels. Proactive school management and leadership require that school leaders and educators assume responsibility for ensuring that inclusive values and practices are well understood and applied on a daily basis.

6.1 Management of the School

The school principal is often the key person responsible for ensuring that the school is focused on the values and practices of inclusion. This requires a sound understanding on the part of the principal of what it means to have an inclusive school. Additionally, the principal assumes responsibility for making sure that all school staff have access to opportunities to learn about inclusion and the strategies that will develop an inclusive school. The principal also is proactive in developing ways for school staff to collaborate and problem solve in ways that are timely and effective.

6.2 Management of the Common Learning Environment

Effective management of the common learning environment involves a number of important actions. This starts with educators taking responsibility for the educational program for all students in his or her learning environment. For students on an PLP, subject teachers are directly involved in the development of the education plan in collaboration with others. Students who have an PLP are never the main responsibility of an educational assistant for the purpose of educational planning or instruction. Educators have also been given the training and professional development opportunities they may need to be effective managers of their learning environments and have knowledge on how to manage educational assistants and other support professionals who may be involved.

7. Inclusion and Students with Exceptionalities

Inclusive schools pay particular attention to the inclusion of students with exceptionalities. Common learning environments, instruction methods, assessments, accommodations, and supports are all designed and implemented so that students with exceptionalities can participate alongside their (same-aged) peers and have a full and enriching school experience.

7.1 Inclusion in the School and the Common Learning Environment

Students with exceptionalities attend the school he or she would typically attend; students are not placed in specific schools for reasons relating to their exceptionality. Within schools, there are no “special” places (such as resource rooms or “life skills” classes) for students with exceptionalities. Within the common learning environment, students with exceptionalities are fully participating in ways that are similar to other students – students are not separated within the common learning environment for academic instruction. Any removal of a student from the common learning environment is done in accordance with clearly established policies and guidelines.

7.2 Supports

Supports are often critical for the successful participation of students with exceptionalities. Supports come in many forms and can include personal supports, learning technologies, accommodations, professional services, modifications, and so on. Whenever supports are required, they are clearly identified in a student’s PLP or intervention plan and are provided to the fullest extent possible in the common learning environment. When necessary, supports are also provided to assist students develop social networks and relationships and to be involved in the extra-curricular life of the school community.

7.3 Self-Determination and Transition

Schools must proactively seek to assist students with exceptionalities to develop skills and confidence in speaking for themselves and making their own decisions. This will often mean that students are actively engaged in the goal setting and evaluation – especially as they get older and closer to graduation. Student participation in meetings concerning their education and transition from school is highly encouraged. Organized transition planning starts no later than grade nine for students for whom the move to adult life will likely be more challenging.

8. Innovative and Creative Environment

Inclusive schools are innovative and creative environments. School stakeholders review and question their practices and look for ways to improve their ability to be inclusive.

8.1 Everyone is Encouraged to be Creative

Administrators, educators, support staff, students, and parents/guardians feel that the environment is conducive to taking risks with new ideas. They are comfortable questioning the status quo and challenging assumptions about the way “things have to be”. Change is

embraced as a necessary part of making improvements. There are many opportunities for administrators, educators, students and parents/guardians to brainstorm ideas about new ways of doing things. People in leadership positions listen carefully to ideas and are then as responsive to them as possible.

8.2 Successes are Celebrated

All different kinds of successes by students, families, volunteers and staff are celebrated. The school celebrates leadership, volunteer activities and improvement, as well as academic achievement and athletic ability.

8.3 Professional Development is Provided

Staff receive the professional development required to create and sustain inclusive learning environments and schools. Professional development is offered in different forms such as sharing among teaching colleagues, instructional advice, performance feedback, workshops, on-line courses and modules, and other training provided by outside sources. As well, strategies used in the common learning environment are based on the most current research and information about inclusive education strategies and practices.

9. Collaborative Approach

Inclusive schools are based on regular collaboration between students, families, educators, administrators and communities. Collaboration is dynamic and result oriented.

9.1 Everyone Participates in Finding Solutions

Administrators, educators, support staff, students and parents/guardians are encouraged and empowered to find solutions to issues and concerns. Decision-making and problem solving is collaborative. It is driven by the recognition that everyone has an important role to play in finding solutions and making them work, including those who are perceived to be “part of the problem”.

9.2 The School Community is Linked to the Broader Community

The school draws on expertise and resources from the community, such as community agencies, businesses, groups and individuals to enrich school life. The school is also a model for inclusion and plays an active role in the community, promoting the values of inclusion (for example, showing ways to respect and value diversity).

9.3 Parents/Guardians are Embraced as Equal and Essential Partners

Parents/guardians are clearly seen as equal and essential partners in understanding the strengths and needs, setting goals and developing strategies for their child. All parents are encouraged and supported to participate in many aspects of the school community, such as parent meetings, school committees and events.

9.4 School takes Responsibility for Transition

The school facilitates the transition of students throughout their education. The effort ensures that the transition is effectively and sensitively handled in the best interests of students, families, staff and others involved and that it leads to the best possible opportunities.

9.5 On-going and Constructive Dialogue Takes Place

All stakeholders in the school community have a regular, open and honest exchange of information. There are opportunities for constructive feedback and concerns are dealt with openly and immediately with the appropriate people. As well, all meetings have a clear agenda, the appropriate people attend, and a clear description is provided of all the decisions soon after the meeting has taken place.

GUIDE TO THE CREATING AN INCLUSIVE SCHOOL PROCESS

Purpose of the Process

The purpose of the process is to create and sustain inclusive schools at the elementary, middle and secondary levels by helping key stakeholders to better understand inclusion, celebrate successes and make improvements. The process allows stakeholders to develop a profile of the school's current inclusive culture and practices; identify the strengths and areas that can be improved; and build a manageable plan to ensure that everyone feels that they belong and can fully participate in the life of the school.

Some schools may not feel they are ready or want to undertake a full review of their school's inclusive practices, but do want to use the tool as an educational opportunity. In this case, the indicators and questionnaire can be used to stimulate reflection, discussion and learning about inclusion.

Who are the Participants in the Process

As many stakeholders as possible should participate in the process. Stakeholders are the people who can influence and/or are affected by inclusion in the school. At the outset, this tool should be used by:

Administrators:	Principal and Vice-Principal
Educators:	Educators (elementary, middle and secondary educators including Resource teachers and Guidance)
Other:	Educational Assistants, School Intervention Workers, etc.

Overview of the Steps in the Process

The following describes the steps to be taken to complete the *Creating an Inclusive School* process. While different schools or school districts may choose to undertake the steps differently, it is important to complete each step. The steps are:

1. Get organized
2. Complete the Questionnaire
3. Generate a *Creating an Inclusive School* Profile
4. Analyze the Profile
5. Identify Goals
6. Develop an Action Plan
7. Implement the Action Plan

Who Should Manage the Process

The process can be managed by a school district staff member who is concerned about diversity issues. It can also be managed by a leader within the school such as the Principal, Vice-Principal, an educator, or parent/guardian.

It is important that someone take the lead in ensuring that all the steps are followed. The key tasks involved in managing the process include:

- Clarifying the purpose, objectives and the guiding principles that drive the process
- Designing the process and ensuring it is done in the most effective and efficient way
- Recruiting the facilitator
- Motivating stakeholders to participate
- Coordinating the steps in the process – from recruiting stakeholders to complete the questionnaire and tallying and summarizing the results, through the development of an action plan

DETAILED DESCRIPTION OF THE STEPS

1. Get Organized

The purpose of this step is to determine the best way to manage the process and then to put the key elements in place. Before completing this step, it is important to read through the other steps as well as the Facilitators Guide (see page 27). This will give you a clear picture of everything that needs to be done. In order to get organized, you will need to:

- **Clarify the Purpose**

It is important to be clear about what is to be accomplished. The purpose might be described as “improving the inclusiveness of our school”.

Once there is agreement about the purpose of the process, it should be written down and communicated to all stakeholders. The description of the purpose should include clear and specific expectations so that everyone knows at the end of the process whether they have been achieved.

- **Articulate the Principles or Values**

Develop principles or values that will guide the process. For example, they might include that the process will:

- Focus on the present and not get bogged down in the past
- Provide opportunities for stakeholders to raise, debate, clarify and resolve issues related to inclusion
- Ensure that the action plan is manageable
- Be transparent and encourage open and honest dialogue

- **Determine Who Will Participate**

Ideally all educators and school administrators in the school should participate in the process, though this may not be realistic. It is, however, important to have as many educators and administrators as possible complete the questionnaire. If necessary, a smaller group of stakeholders can then determine strategies for making improvements.

Some schools may attempt to involve all educators and administrators in completing the questionnaire by utilizing existing forums (such as staff meetings or using the tool as part of a professional development exercise). At the very least, it is important to have participation of people with diverse perspectives. Getting diverse feedback will mean the end result is more broadly owned and seen as credible.

- **Identify and Recruit a Facilitator**

The facilitator plays a very important role in the *Creating an Inclusive School* process. His or her primary role is to facilitate the completion of the questionnaires. He or she can also facilitate the process of reviewing the profile, setting goals and developing an action plan.

The job of the facilitator is to: guide the discussion, help with clarification, ensure that everyone participates, encourage candid discussion, and keep people on track and on time. The facilitator may also provide examples of inclusive behaviour from his or her own experiences.

The facilitator must be as objective as possible. It is important that he/she recognizes and addresses bias and works to ensure they don't influence the process. Don't assign a facilitator to a group that may be intimidated by them (e.g. a principal facilitating an educator group) or are an important participant in the process.

The facilitator can be drawn from the broad community (such as Inclusion NB); school community (e.g. parents who have experience as facilitators and can be objective); and the school district.

- **Design the Process and Develop a Work Plan**

While the key steps are outlined in this workbook, schools or school districts will need to adapt the process to meet their needs. The following are considerations that will help in designing the process:

- ✓ What is a reasonable time frame for completing the process?
- ✓ Who will participate and how can we ensure that we have the broadest possible representation while recognizing limited resources?
- ✓ Who will invite potential participants and copy the questionnaire?
- ✓ What is the best way to complete the questionnaire? Where can the group meet (don't use the staff room as the group tends to be interrupted due to flexible scheduling of staff)?

- ✓ Should the questionnaire be completed during or after school hours? What are the implications for attendance?
- ✓ How will we recruit a facilitator? Is he or she trained in this process?
- ✓ How will the results of the questionnaire be tallied and summarized? Who will do it? Do you want to ensure confidentiality for participants completing the questionnaire?
- ✓ What is the best way to review the profile, set goals and develop an action plan?
- ✓ What resources are required to complete the process (e.g. release time for educators)? Where will we get the resources?
- ✓ How will we communicate the purpose and results of the process to stakeholders?

2. Complete the Questionnaire

The purpose of the questionnaire is to gather information about the attitudes and practices within the school toward inclusion and to stimulate discussion and learning about inclusion.

You may want to consider breaking the administrators and educators into their own groups.

The completion of the questionnaire should be led by a facilitator. This is important because the intent of the questionnaire process is to gather feedback about the inclusiveness of the school, as well as to provide an opportunity for participants to reflect upon and discuss the issues. Some of the best learning about inclusion will happen through the discussion and this in itself will move the school toward greater inclusion.

There are two options for completing the questionnaire:

- I. **Group representatives:** Bringing together representatives from each of the stakeholder groups (administrators, educators, and when appropriate, other school staff) to participate in one discussion. Each stakeholder group should be made up of a fair sampling, so for example, the representatives in the educators group could be made of a teacher from each grade and a Resource teacher.
 - Pros: requires only one facilitator; takes less time to complete; allows for more in-depth discussion
 - Cons: engages fewer stakeholders and may provide a less accurate picture of inclusion
- II. **Separate discussion groups with broader participation:** Administrators and educators are divided into separate groups with as many stakeholders in each group as possible. If there are only one or two administrators they can fill out the

questionnaire on their own and otherwise, they should have a facilitator. Support staff such as educational assistants may join the educator group.

Pros: engages more participants on the issue of inclusion and provides a more accurate reflection of inclusion practices and attitudes

Cons: requires that more facilitators be used; takes more time and effort to coordinate; limits discussion

3. Generate the *Creating an Inclusive School Profile*

The purpose of this step is to compile the information from the questionnaires into a summary of results called a *Creating an Inclusive School Profile*.

If there is broad participation in completing the questionnaire, then the following process should be followed:

1. Count the number of responses to each indicator statement for each box for each group (educators and administrators). For example, in the first indicator statement, how many educators checked Very Evident, Mostly Evident, Somewhat Evident, Not at All Evident or Need More Information.
2. Add the columns for a total number of responses from each group (educators and administrators) to each indicator statement.
3. Do a percentage of responses for each group for each indicator statement.
4. Transcribe the comments written in Evidence. Summarize comments from educators and administrators.

If there has only been group representatives participating in completing the questionnaire then a summary of responses and a summary of the evidence can be prepared.

A Profile Sheet, provided in appendix D, can be used to tally and summarize the results.

The individual comments written under Evidence on the questionnaire should be summarized in order to capture key feedback. Any references to a specific individual, or unproductive negative comments, should be omitted.

The Profile can be done by a variety of people such as a volunteer parent at the school or an educator who has an interest in working on this process.

4. Analyze the Profile

Once the *Creating an Inclusive School* Profile has been completed, the next step in the process is to analyze the Profile. This can be done in a number of ways. One way is to review the Profile at a school staff meeting. Another option is to bring the information into the school's regular School Improvement Planning Process and involve people who are typically involved in this process. This may be the best approach if the intent is to use the *Creating an Inclusive School* tool as part of an improvement process. This also fits with the next two steps that involve identifying goals and developing an action plan based on the information received from the tool.

The analysis of the Profile and the steps of identifying goals and developing an action plan may also benefit from the use of an outside facilitator. The facilitator can help guide the discussion and keep the process focused on achieving the results you want to achieve for your school.

5. Identify Goals

The purpose of this step is to identify manageable and specific goals that can help move the school toward becoming more inclusive. The goal statements are drawn from the results of the *Creating an Inclusive School* Profile. For example, if the Profile found that students are not fully educated and supported to effectively deal with bullying, teasing and harassment, then the goal might state: "to provide more support to students so that they can effectively deal with bullying, teasing and harassment".

When developing goal statements, it is important that they are specific enough that people will know when they have been achieved. Starting with a verb can help ensure that they are more measurable. It is better to set less ambitious goals and be successful, than to create ambitious ones that aren't achieved.

It is critical that a broad group of key stakeholders (such as: administrators, educators, support staff, students and parents/guardians) buy into the goals so they are more committed to accomplishing them. Key stakeholders should help develop the goals and determine which are the most important.

6. Develop an Action Plan

The purpose of developing a plan is to ensure that actions are taken to strengthen the inclusiveness of the school. It should be perceived as manageable by those individuals who are critical to its success. The plan should include: priorities and strategies, tactics, resources, timelines, assigned responsibilities and a mechanism to evaluate progress.

FACILITATORS GUIDE

The facilitator will: introduce the questionnaire; describe the role of the facilitator; outline the principles that will guide the process; and provide directions to completing the questionnaire.

1. Introduce the Questionnaire

Welcome Participants

Ask people to introduce themselves. If it is a large group, then ask participants to introduce themselves in the breakout groups.

Introduce the Purpose of the Session

Remind participants that the purpose of the session is to talk about inclusion and get a picture of how inclusion happens or doesn't happen in the school. Also state that a summary of all the stakeholders' responses and their comments will be provided at a later date. Inform participants that the information will allow the school to celebrate what they are doing well and make improvements in the other areas.

Take a minute to discuss what is meant by inclusion. Be sure to stress that it is about the inclusion of everyone, regardless of ability, age, appearance, culture, gender, newness to the community, race, religion/spirituality, sexual orientation or socio-economic status.

Take the time to reduce any anxiety participants have about the questionnaire. Point out that:

- The questionnaire will draw out discussions about areas in which the school is inclusive as well as identify some areas that can be improved. Participants shouldn't feel that this is a test or formal assessment at which they can fail. Every school will have areas to celebrate and areas to improve.
- The statements that participants will be asked to reflect on describe an ideal school. No school will be equally strong in all the areas.

- The Profile generated by completing the questionnaire will not be a perfectly accurate reflection of the school. It is intended to be a snapshot as well as provide an opportunity to openly discuss and reflect upon the school's inclusiveness.

2. Describe the Role of the Facilitator

Participants need to feel comfortable with the facilitator. Emphasize that he or she is there to help guide the discussion, not to have an opinion or to pass judgement. Explain that he or she will keep participants on track and ensure that everyone participates and therefore may have to move the discussion along.

3. Outline the Guiding Principles for the Session

The facilitator should share the following guiding principles for the discussion:

- Answer from your own perspective and if you are comfortable, from your awareness of other stakeholders experiences or perspectives; for example, each educator should think about how he/she does things as well as how his/her colleagues approach inclusion.
- There are no wrong answers. Everyone is entitled to their opinion. The intention is not to come to consensus as a group, but to share viewpoints and then to write down your own opinion.
- However, don't dwell on the past if circumstances have changed.
- The facilitator will be encouraging everyone to participate. Only one person can talk at a time so that everyone benefits from the comments.
- The goal is to complete all sections of the questionnaire. It may be necessary to cut off discussion in order to accomplish it.
- The sections will address different aspects of inclusion. If a participant is sharing an experience or making an observation that better fits another area, you will be asked to hold the thought and bring it forward in the appropriate section.
- It is important to provide constructive feedback on the written part of the questionnaire and in discussion. Participants should avoid using names or making statements that are very negative. For example, a participant should say that: 'more opportunities can be

provided to share our ideas and opinions’ rather than ‘we are muzzled and never allowed to speak our mind’. Also, don’t identify specific people in your comments.

- Be positive by providing examples of where it is happening in the school as well as where it isn’t.
- Don’t dismiss the possibilities of inclusion just because of a lack of resources. Consider the creative ways that it is happening or could happen.

4. Directions to Completing the Questionnaire

Participants are now ready to fill out the questionnaire. The following describes the steps the facilitator needs to take to move participants through the questionnaire.

Provide an Overview

Explain that there are nine sections beginning with Diversity and Inclusion are Embraced. The other sections are: Creating a Sense of Belonging, Student Learning Experiences are Inclusive, Supports are Available and Properly Utilized, Fostering Appropriate Behaviour, Proactive School Management and Leadership, Inclusion and Students with Exceptionalities, Innovative and Creative Environment, and Collaborative Approach.

(Note: If the support staff joins the educator group, ask them to be patient through those sections that relate specifically to designing programs in the classroom, etc. If they don’t feel informed, ask them to mark “Need more information”.)

Outline the Steps

The steps that will be taken for each statement will be to:

- Read the statements
- Read the examples
- Invite discussion
- Ask participants to check a box and then to write their comments. Tell them that they will be summarized in the Profile
- Move to the next statement

Describe the Steps in More Detail

The facilitator will explain:

- Each section has one or more statements. For example, the first section is Diversity and Inclusion are Embraced and the statement is: Diversity of experiences, perspectives and knowledge are reflected, respected and honoured. Participants are asked their opinion about each of the statements. They are asked to check off one box for each statement. Explain each type of response. The choices are:
 - ✓ Very Evident – there is a lot of evidence that the statement is true; it would be difficult to find ways to improve
 - ✓ Mostly Evident – there is a lot of evidence that the statement is true, but there are a few areas that could be strengthened
 - ✓ Somewhat Evident – some evidence can be given that the statement is true, but there are a number of areas for improvement or opportunities for strengthening
 - ✓ Not at All Evident – there is no evidence to support the statement
 - ✓ Need More Information – more information is required in order to answer the question (try to discourage checking this box)
- Examples are provided to help frame the statement. The facilitator should read these out loud to the participants. He/she might also want to add other examples from their own experiences.
- Participants will write down under the heading *Evidence* their own views of where or when it happens or doesn't happen in the school. The more tangible the example the better.

Start the Process

Participants are now ready to fill out the questionnaire. Remember: read the statement and examples provided, invite discussion and then ask participants to check off a box and write their comments.

Consider the length of time participants have for each section. Most participants will need a break in the middle.

5. Wrap Up the Session

At the completion of the process, be sure to collect all the questionnaires and give them to the person responsible for tallying the results.

Describe the next steps to participants. For example: a profile of the inclusiveness of the school will be generated through the information in the questionnaires; participants will have an opportunity to review the profiles; and goals will be set to address the areas that need improvement.

Thank participants for the time they took to help make the school more inclusive.

APPENDIX A

Identification of Participants

Identify if you are a:

School Administrator

Educator

Other (Specify) : _____

APPENDIX B

Indicator Questionnaire

Instructions for Completing the Indicator Questionnaire

The Goal:

The goal of the review process is to help build and nurture a more inclusive school for everyone. Your opinion is very important to this process. Please be candid because it will give us a more accurate and clear picture.

How the Indicator Questionnaire is Organized:

The indicator questionnaire is divided into nine sections. These sections describe each of the key characteristics that need to be in place in order for us to have successful inclusion in our school. For example, the first key characteristic is that Diversity and Inclusion are Embraced.

Within each of the nine factors, there are indicators (in capital letters) that tell us whether or not we are achieving the characteristics. For example, in order for Diversity and Inclusion to be Embraced, the diversity of experiences, perspectives and knowledge are reflected, respected and honoured, disrespectful behaviour cannot be tolerated and bullying, teasing and harassment must be dealt with effectively.

Under each of the indicators there is one or a few statements that you need to respond to by indicating whether it is Very Evident, Mostly Evident, Somewhat Evident, or Not at all Evident. If you can't answer because you don't know or require more information in order to answer, you can check Need More Information. It is critical that you check one of the boxes for each statement.

There are a number of examples given that will help clarify what is meant by the statement. You do not need to respond to each of the examples. They are intended to clarify the meaning of the statement and stimulate thought or discussion.

You are also asked to provide written evidence. Consider what evidence there is to support or not support the statement and examples. Think about whether it happens at the school; how

does it happen; does it happen often or a little; how do you behave/feel; how do others that you know behave/feel; and when does it not happen.

Write down the evidence in bullet form. Use the lines headed with Evidence. You may do this individually or, if you are going through the questionnaire as a stakeholder group, the group may want to record the evidence on one questionnaire.

Guidelines on Responding to the Statements:

The following is a guideline that will help you know how to respond to the statements:

- | | |
|-------------------------------|---|
| Very Evident: | there is a lot of evidence that the statement is true; it would be difficult to find ways to improve |
| Mostly Evident: | there is a lot of evidence that the statement is true, but there are a few areas that could be strengthened |
| Somewhat Evident: | some evidence can be given that the statement is true, but there are a number of areas for improvement or opportunities for strengthening |
| Not at All Evident: | there is no evidence to support the statement |
| Need More Information: | more information is required in order to answer the question |

There may be a few statements that do not apply to your school or students. If so, please write "N/A" in the margin beside the boxes.

Thank you for your support in helping to create and nurture a more inclusive school culture!

APPENDIX B

INDICATOR QUESTIONNAIRE					
Section 1					
Diversity and Inclusion are Embraced					

1.1 DIVERSE EXPERIENCES, PERSPECTIVES & KNOWLEDGE ARE REFLECTED, RESPECTED & HONOURED	VERY EVIDENT MOSTLY EVIDENT SOMEWHAT EVIDENT NOT AT ALL EVIDENT NEED MORE INFORMATION
--	---

1.1.1 *The school community works to ensure that everyone respects and values differences in (see Appendix I):*

<i>Abilities</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Age</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Appearance</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Cultures (First Nations & others)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Gender</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Newness to Community</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Race</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Religion/Spirituality</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Sexual orientation</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Socio-economic status</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Examples:

- There are many opportunities in the life of the school (classroom, curriculum, extracurricular, special events, and library) for learning about diverse perspectives, experiences and knowledge.
- We have opportunities to respectfully and meaningfully learn about the contributions of all peoples in society.
- We understand that learning about diverse perspectives, experiences and knowledge benefits the entire school community, not a specific group.

Evidence:

1.2 DUTY TO ACCOMMODATE	VERY EVIDENT	MOSTLY EVIDENT	SOMEWHAT EVIDENT	NOT AT ALL EVIDENT	NEED MORE INFORMATION
1.2.1 <i>School administrators have received adequate education on the legal duty to accommodate.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2.2 <i>School administrators and educators are aware of, and actively follow the guidelines on accommodating students with a disability, issued by the New Brunswick Human Rights Commission.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Examples:

- School administration has attended an information session on the legal duty to accommodate, provided by the Human Rights Commission.
- Copies of the guideline “Accommodating Students with a Disability” are readily available to all school staff and have been distributed among all educators.
- The administration has provided opportunities for learning and discussion of the duty to accommodate at a regular staff meeting.
- Accommodations for students are routinely made and recorded.

Evidence:

1.3 INDIVIDUALS WITHIN THE SCHOOL COMMUNITY STEP FORWARD AND TAKE AN ACTIVE ROLE IN BRINGING ABOUT INCLUSION:	VERY EVIDENT	MOSTLY EVIDENT	SOMEWHAT EVIDENT	NOT AT ALL EVIDENT	NEED MORE INFORMATION
1.3.1 <i>School Administrators</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3.2 <i>Educators</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3.3 <i>Students</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3.4 <i>Parents/guardians</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3.5 <i>Other School Staff</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Examples:

- School leaders take an active role in ensuring and promoting that all students are regularly included in all school functions, including field trips, assemblies, clubs, committees, etc., and are accommodated accordingly.
- Students are actively involved in promoting inclusion in their school (e.g. awareness activities, inclusion committee, inclusion slogans).
- Students with differences as stated in indicator 1.1 have opportunities to talk to their peers about their unique abilities, traits and interests.

Evidence:

1.4 INCLUSION VALUES ARE ARTICULATED AND VISIBLE	VERY EVIDENT	MOSTLY EVIDENT	SOMEWHAT EVIDENT	NOT AT ALL EVIDENT	NEED MORE INFORMATION
1.4.1 <i>Values about inclusion are very visible in our school.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.2 <i>School administration and staff are aware of provincial policy regarding inclusion (see Appendix G).</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.3 <i>Provincial policy on inclusion (Policy 322) is actively followed.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.4 <i>Inclusive practices are documented as a key part of the school's improvement plan.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.5 <i>This plan is seen as achievable.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Examples:

- Inclusion related posters/slogans are visible throughout the school.
- The Department of Education Policy 322 (Appendix G) has been widely distributed to all school staff.
- Opportunities for discussions on implementation strategies on the provincial policy are regularly provided.

Evidence:

1.5 ACCESSIBILITY	VERY EVIDENT	MOSTLY EVIDENT	SOMEWHAT EVIDENT	NOT AT ALL EVIDENT	NEED MORE INFORMATION
1.5.1 <i>The school administrators have done everything in their power to ensure that all parts of the school and all school activities are fully accessible to all students.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Examples:

- An accessibility ‘audit’ is conducted on a regular basis and includes both physical and program level accessibility.
- Where needed, ramps are installed throughout the school (including areas such as auditoriums, gymnasiums, field houses, etc.).
- Physical Education classes are adapted to ensure that a student with mobility issues can participate with other students.
- Reading material of all levels can be found in each classroom so that all students have access to information.

Evidence:

APPENDIX B

INDICATOR QUESTIONNAIRE					
Section 2					
Creating a Sense of Belonging					
2.1 ENSURING A SENSE OF BELONGING	VERY EVIDENT	MOSTLY EVIDENT	SOMEWHAT EVIDENT	NOT AT ALL EVIDENT	NEED MORE INFORMATION
2.1.1 <i>The school administration, working with school staff, students and the community, have done everything in their power to make the school inviting and welcoming to all, but especially to all students.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.1.2 <i>When school staff notice that a student is isolated, lonely, or without a sense of "belonging" in the school, they take appropriate action to improve the situation.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.1.3 <i>All students are encouraged and helped in ways to form appropriate and typical social networks.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.1.4 <i>All students are encouraged and have real opportunities to participate in courses, clubs, school plays, field trips, community service activities and extracurricular activities- and support is provided to ensure that they can.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Examples:

- The school's foyer entrance is very welcoming and hospitable.
- A member of the school staff greets people as they arrive in the morning.
- An "inclusion committee" actively seeks to ensure everyone who wishes to have social opportunities is supported to do so.
- The school starts a Circle of Friends or Best Buddies group.
- Educators seek out a student or group to interact with the individual.
- Educators have conversations with the student to find out his/her interests and the reason(s) he/she is alone or the cause of the student being isolated.

Evidence:

APPENDIX B

INDICATOR QUESTIONNAIRE					
Section 3					
Student Learning Experiences are Inclusive					
3.1 LEARNING IS BASED ON A FLEXIBLE EDUCATION PROGRAM	VERY EVIDENT	MOSTLY EVIDENT	SOMEWHAT EVIDENT	NOT AT ALL EVIDENT	NEED MORE INFORMATION
3.1.1 <i>Educators use differentiated instruction and flexible programming offered in a variety of activities that consider the different learning styles of all students.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Examples:

- Educators regularly use multiple formats, strategies and materials to actively engage all students in the learning.
- Lecture-style teaching is limited to only part of each period. A healthy mixture of teacher talk and student activity is regularly evident.

Evidence:

3.2 FOCUS ON STRENGTHS AND CAPABILITIES	VERY EVIDENT	MOSTLY EVIDENT	SOMEWHAT EVIDENT	NOT AT ALL EVIDENT	NEED MORE INFORMATION
3.2.1 <i>There is a focus on the strengths and capabilities of students, as well as on challenges.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Examples:

- All students are regularly observed using musical and artistic talents, technical skills, etc., as a means of demonstrating and enhancing their learning.
- Educators regularly use surveys and inventories to determine strengths, interests and aptitudes of the students in their classes.

Evidence:

3.3 COMMON LEARNING ENVIRONMENTS AND FULL PARTICIPATION	VERY EVIDENT	MOSTLY EVIDENT	SOMEWHAT EVIDENT	NOT AT ALL EVIDENT	NEED MORE INFORMATION
3.3.1 All students share common learning environments (see the definition provided on page 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3.2 All students have the opportunity to participate in the school's graduation ceremony.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3.3 Students participate in classroom and school routines in typical locations, such as eating lunch in the cafeteria, to the fullest extent possible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3.4 School administration works with the district and does everything in their power to ensure that the length of school days is comparable for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3.5 The school does all in its power to ensure that the common learning environment adequately addresses the sensory and environmental needs of all students (e.g. allergy prevention practices, appropriate spacing for mobility, use of FM systems, appropriate lighting).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3.6 All students in a common learning environment are learning the same subject, however with modifications or accommodations as may be required for particular students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Examples:

- Students with disabilities are not all grouped together at the cafeteria eating with their EA's. They are dispersed throughout the cafeteria, eating at a table of their choice.
- All students line up in the cafeteria to get their food.

Evidence:

3.4 STUDENTS OUTSIDE OF THE COMMON LEARNING ENVIRONMENT	VERY EVIDENT	MOSTLY EVIDENT	SOMEWHAT EVIDENT	NOT AT ALL EVIDENT	NEED MORE INFORMATION
3.4.1 <i>When a particular student leaves the common learning environment, it only happens after careful consideration and is typically for a specific purpose and time limited.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4.2 <i>When a student leaves the common learning environment, the school also has a plan for the re-entry of the student to this environment.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Examples:

- Students may leave the common learning environment for one-on-one instruction (e.g. Mathematics) for a specific amount of time (as part of their documented learning plan).
- Students participate in short term remedial lessons (e.g. 4-6 weeks of intensive teaching in a particular subject).
- Students with sensory difficulties such as background noise, flickering lights, etc., might leave the common learning environment for short periods of time to take a break.

Evidence:

3.6 INSTRUCTION	VERY EVIDENT	MOSTLY EVIDENT	SOMEWHAT EVIDENT	NOT AT ALL EVIDENT	NEED MORE INFORMATION
<i>3.6.1 Educators are familiar with the principles and practices of Universal Design for Learning (UDL) (see Appendix H).</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>3.6.2 Instruction reflects principles of Universal Design for Learning (UDL)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>3.6.3 Instruction is differentiated and reflects the learning styles of all students in the class by the use of visual, tactile, and kinaesthetic materials and experiences.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>3.6.4 Instruction prioritizes the use of best practices for increasing student achievement.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>3.6.5 Instruction is provided in multiple formats such as individual, pairs, small groups, and whole class.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Examples:

- The principles and practices for Universal Design for Learning (UDL) are promoted within the school through PD opportunities and example sheets.
- Educators are actively seeking out information about UDL through the internet (e.g. CAST website).
- Educators are using instructional strategies based on the UDL principles such as multiple, flexible methods of expression and engagement.
- Educators are using assessment of prior knowledge, cooperative learning, and project-based learning to increase student achievement.

Evidence:

3.7 ONGOING AUTHENTIC ASSESSMENT	VERY EVIDENT	MOSTLY EVIDENT	SOMEWHAT EVIDENT	NOT AT ALL EVIDENT	NEED MORE INFORMATION
3.7.1 Evaluation and assessment of learning are appropriate for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.7.2 Assessment allows for the recognition of "personal best" achievement and improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.7.3 If a student has difficulty communicating, assessment tools and strategies are chosen accordingly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.7.4 Educators make appropriate use of formative assessments as well as one-time assessment tools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.7.5 Assessment and evaluation allows students to demonstrate their learning and knowledge in a variety of ways.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.7.6 Evaluation and grading include criteria for judging success that reflects curriculum standards and where appropriate, modified PLP goals and objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.7.7 Present goals and objectives on the PLP reflect the: <ul style="list-style-type: none"> - Student's talents, abilities, skills - Student's learning styles - Student's preferences - Supports that the student requires in order to learn. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Examples:

- Students are allowed to use accommodations as required during assessments/evaluations (e.g. readers, scribes, assistive technology).
- Students are allowed to demonstrate learning as required through methods other than standard testing (e.g. model, poster, writing a song, complete a project, play a piece of music, find artifacts, making a play).

Evidence:

APPENDIX B

INDICATOR QUESTIONNAIRE					
Section 4					
Supports are Available and Properly Utilized					
4.1 STUDENTS ARE PROVIDED WITH THE PROPER SUPPORTS REQUIRED TO FULLY PARTICIPATE	VERY EVIDENT	MOSTLY EVIDENT	SOMEWHAT EVIDENT	NOT AT ALL EVIDENT	NEED MORE INFORMATION
4.1.1 <i>Appropriate technological and other supports and adaptive equipment are provided and accessed, so that all students can participate to the best of their abilities in the common learning environment.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.1.2 <i>All students have the support to participate in all school activities (e.g. dances, teams, field trips).</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.1.3 <i>Educators, educational assistants and students have access to training and are trained on the use and availability of assistive technology.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Examples:

- Personal or classroom FM systems are used widely in the school.
- Schools have checked into obtaining any necessary insurance/disability coverage to transport all students on field trips, etc.
- There are at least 2 computers with assistive technology installed on them in the learning centre/library/resource room of the school for general student use.
- Any student needing assistive technology for the school day is provided with their own personal computer.

Evidence:

4.2 SUPPORTS FOR COMMUNICATION	VERY EVIDENT	MOSTLY EVIDENT	SOMEWHAT EVIDENT	NOT AT ALL EVIDENT	NEED MORE INFORMATION
4.2.1 <i>All students have a means to communicate for a variety of purposes at all times.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2.2 <i>When appropriate, a student has access to technology to help with communication.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Examples:

- When a student has a particular communication method, his/her classmates receive instructions on the communication method (e.g. PECS, sign language).
- The school takes the initiative to invite a technology mentor to provide initial and follow-up training on the use of assistive technology.

Evidence:

APPENDIX B

INDICATOR QUESTIONNAIRE					
Section 5					
Fostering Appropriate Behaviour					
5.1 APPROPRIATE BEHAVIOUR	VERY EVIDENT	MOSTLY EVIDENT	SOMEWHAT EVIDENT	NOT AT ALL EVIDENT	NEED MORE INFORMATION
<i>5.1.1 The school has developed a clear and coherent positive learning environment plan under the guidelines of Policy 703.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>5.1.2 Steps are taken to ensure that all members of the school community have been made aware of these policies and practices for dealing with disrespectful behaviour.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.1.3 <i>The school's positive learning environment plan accounts for:</i>					
a) <i>Behaviour that may result from actions that are beyond the control of the individual.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) <i>Environmental or other factors that may lead to the behaviour.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Examples:

- School expectation regarding student conduct is published in the agenda.
- Students are not disciplined for behaviour that is out of their control due to their disability or environmental factors (e.g. a student with Tourette Syndrome is not disciplined for uncontrolled verbal outbursts).

Evidence:

5.2 BULLYING, TEASING AND HARASSMENT ARE DEALT WITH EFFECTIVELY	VERY EVIDENT	MOSTLY EVIDENT	SOMEWHAT EVIDENT	NOT AT ALL EVIDENT	NEED MORE INFORMATION
<i>5.2.1 Students and school staff are educated and supported to deal effectively with various types of bullying, teasing and harassment.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>5.2.2 The school has investigated and adopted a recognized anti-bullying program.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>5.2.3 Students are engaged in promoting respect and positive relationships among themselves.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Examples:

- The school uses interventions instead of, or in addition to, consequences.
- The school uses a system (e.g. box) whereby a student can report bullying/harassment anonymously (either witnessed or experienced).
- The school takes bullying /harassment seriously and infractions are dealt with in an appropriate and immediate way.
- Interventions are planned, sequential and articulated regularly throughout the school year.
- The school has students trained in Beyond the Hurt.

Evidence:

APPENDIX B

INDICATOR QUESTIONNAIRE					
Section 6					
Proactive School Management and Leadership					
6.1 MANAGEMENT OF THE SCHOOL	VERY EVIDENT	MOSTLY EVIDENT	SOMEWHAT EVIDENT	NOT AT ALL EVIDENT	NEED MORE INFORMATION
6.1.1 <i>The principal understands fully, and implements inclusive principles and practices in all aspects of the school and school activities.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.1.2 <i>The principal ensures that all school staff – vice-principals, educators, educational assistants, non-teaching staff, and non-teaching professionals – understand fully, and implement inclusive policies and practices in all aspects of the school and school activities over which they have control.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.1.3 <i>Educators, administrators, and other school staff, have access to efficient and effective processes for problem solving, and use these processes when appropriate.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Examples:

- The principal attends sessions on inclusive education and his/her role as a school leader for inclusion.
- The principal works with the education support services team to implement a plan for inclusion. This plan is formalized in the school's improvement plan.
- The principal has a vision for inclusion that is articulated, documented and shared with all staff.
- Working together, the education support services team give support through the change process.
- The principal directs the education support services team to morally/academically support the educators who may be struggling with change stemming from inclusive practices.

Evidence:

6.2 MANAGEMENT OF THE COMMON LEARNING ENVIRONMENT	VERY EVIDENT	MOSTLY EVIDENT	SOMEWHAT EVIDENT	NOT AT ALL EVIDENT	NEED MORE INFORMATION
<i>6.2.1 The educator(s) accepts full and equal responsibility for the educational program of every student in the common learning environment, and for the outcomes of those programs.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>6.2.2 All educators have received adequate and appropriate training in the management of the common learning environment for the equal benefit of all students.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>6.2.3 All educators have received adequate and appropriate training in the management of educational assistants (and, if appropriate, of non-teaching professionals) in the common learning environment.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>6.2.4 All educational assistants in the common learning environment work under the direction of the educator(s), in consultation, where appropriate, with the resource teacher.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>6.2.5 Where a student needs a PLP, this is developed by the educator(s), in collaboration with the resource teacher, relevant educational assistant(s), external professionals/organizations (where appropriate), parents and student.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Examples:

- Educational assistants are never the primary instructors of any student nor are they primarily responsible for developing lesson plans for any student.
- The educator in the common learning environment and the educational assistant are given adequate time to plan together on how to best serve the students in the environment.
- The appropriate and effective role of the educational assistant is documented and shared with appropriate school staff.
- The school undertakes PD opportunities for educators on the role and management of educational assistants.

Evidence:

APPENDIX B

INDICATOR QUESTIONNAIRE					
Section 7					
Inclusion and Students with Exceptionalities					
7.1 INCLUSION IN THE SCHOOL AND THE COMMON LEARNING ENVIRONMENT	VERY EVIDENT	MOSTLY EVIDENT	SOMEWHAT EVIDENT	NOT AT ALL EVIDENT	NEED MORE INFORMATION
7.1.1 <i>The student attends the school he/she would attend if he/she didn't have an exceptionality.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.1.2 <i>Student pull-out follows clearly established guidelines (see Section 3.4).</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.1.3 <i>Students are participating equally in the common learning environment in similar ways as other students; for example: whole class discussions, at the board, in small groups, when called on by the educator, projects.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.1.4 <i>Learning takes place in the most inclusive environment in which the learning outcomes can be achieved; learning environments are never developed or assigned on the basis of disability or label.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.1.5 <i>Annual goals on the student's PLP reflect content standards from the curriculum and results of learning that are clearly monitored and documented.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Examples:

- There are no learning environments designed specifically for students with exceptionalities.
- Schools that currently have self-contained learning environments for students with exceptionalities have plans developed and implemented to move the students into the common learning environment.

Evidence:

7.2 SUPPORTS	VERY EVIDENT	MOSTLY EVIDENT	SOMEWHAT EVIDENT	NOT AT ALL EVIDENT	NEED MORE INFORMATION
7.2.1 Supports are provided within the common learning environment and other typical environments to enable the student to participate in and benefit from the curriculum and other inclusive learning opportunities and activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2.2 Supports are defined by the student's PLP or intervention plan (if appropriate), and may include: physical, emotional, and sensory supports; adapted materials; assistive technology; personalized performance demonstrations; personalized instruction; and individualized grading and evaluation plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2.3 The student has the same variety of social networks as students without exceptionalities: close friends, acquaintances, kids they share activities with, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2.4 When needed, adults facilitate the building of social networks for the student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2.5 When appropriate, related services (such as: speech therapy, OT, etc.) are delivered in the common learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Examples:

- Schools implement the *Circle of Friends* program in elementary schools.
- Schools have a dedicated games room for all students that is inclusive (e.g. where students with and without exceptionalities participate).
- The speech language pathologist teaches all students in the common learning environment to assist with speech goals and activities.
- Schools creatively develop or modify activities so that all students can participate (e.g. use Wii in physical education class to accommodate a student who has limited physical movement).

Evidence:

8.3 PROFESSIONAL DEVELOPMENT IS PROVIDED	VERY EVIDENT	MOSTLY EVIDENT	SOMEWHAT EVIDENT	NOT AT ALL EVIDENT	NEED MORE INFORMATION
8.3.1 Educators receive the training, in a variety of different forms, required to be more inclusive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.3.2 Educators use team-based reflective practice strategies and structures to engage in job-embedded learning and professional growth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.3.3 Professional development models and includes application of Universal Design for Learning (UDL) (refer to Appendix H)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.3.4 A team of staff has adequate professional development and expertise on Positive Behaviour Support strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.3.5 Educational assistants are provided with ongoing professional development opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Examples:

- Educators who attend training out of the district or specific training, are provided with opportunities to share their learning with the other educators and school staff.

Evidence:

APPENDIX B

INDICATOR QUESTIONNAIRE					
Section 9					
Collaborative Approach					
9.1 EVERYONE PARTICIPATES IN FINDING SOLUTIONS	VERY EVIDENT	MOSTLY EVIDENT	SOMEWHAT EVIDENT	NOT AT ALL EVIDENT	NEED MORE INFORMATION
9.1.1 <i>Educators, administrators, other school staff, students and parents/guardians are all encouraged and given the tools and opportunities to find solutions to problems and concerns.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.1.2 <i>Educators and other school staff work within the common learning environment as co-teachers, team-teachers, small group instructors, or one-on-one support educators for all students in the class.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.1.3 <i>The roles and responsibilities of resource teachers, educational assistants, and related service providers are clearly defined and understood by educators so that they can effectively teach in heterogeneous common learning environments.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.1.4 <i>There is collaborative planning time during the teaching day for educators and other related school staff to develop lesson plans, identify teaching strategies for particular students and for creative problem solving.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.1.5 <i>Teams use formal processes for conducting meetings, problem-solve learning and behavioural concerns for individual students.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Examples:

- Resource teachers are used as co-teachers with other educators during part of each school day.
- Common learning time has been set aside for Professional Learning Communities (PLC, educators who teach the same subject matter, grade level).
- The school uses the 20 minute problem solving process, to collaboratively seek solutions with individuals or groups of students (learning or behaviour problems).

9.3 PARENTS/GUARDIANS ARE EMBRACED AS EQUAL AND ESSENTIAL PARTNERS	VERY EVIDENT	MOSTLY EVIDENT	SOMEWHAT EVIDENT	NOT AT ALL EVIDENT	NEED MORE INFORMATION
9.3.1 <i>Many parents/guardians actively participate in the school and are valued because they can help educators understand the needs, set the goals and develop strategies for their child and the school.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.3.2 <i>Families attend meetings and answer emails/phone calls, concerning their child.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.3.3 <i>Families have input and receive regular information about their child's progress.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.3.4 <i>Families are active participants in meetings and discussions to develop a PLP where needed.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.3.5 <i>There is always a mutual and respectful dialogue between educators and parents.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Examples:

- Parents actively volunteer for different school activities.
- The school has a current website that informs parents on current events or changes.

Evidence:

9.4 SCHOOL TAKES RESPONSIBILITY FOR TRANSITION	VERY EVIDENT	MOSTLY EVIDENT	SOMEWHAT EVIDENT	NOT AT ALL EVIDENT	NEED MORE INFORMATION
9.4.1 <i>The school, in conjunction with the district, facilitate smooth and effective transitions for all students and structures are in place for students transitioning between preschool to elementary, elementary to middle, and middle to high school involving families, educators and other school staff (as appropriate).</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.4.2 <i>All students have opportunities for work experience in the community in partnership with local employers.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Examples:

- Supports and educational programs are passed between receiving and sending school.
- The school strives to ensure that work experience is done outside of the school within regular work environments.

Evidence:

9.5 ONGOING AND CONSTRUCTIVE DIALOGUE TAKES PLACE	VERY EVIDENT	MOSTLY EVIDENT	SOMEWHAT EVIDENT	NOT AT ALL EVIDENT	NEED MORE INFORMATION
<i>9.5.1 There are honest and constructive exchanges of information between all staff, students, parents/guardians and community stakeholders.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Examples:

Evidence:

APPENDIX C

Sample Memo of Invitation

Date:

TO: Participants in the Creating an Inclusive School Process

FROM: Principal

RE: Review of the Profile from questionnaires

Thank you for taking part in the *Creating an Inclusive School* process. I hope that participants found the process of completing the questionnaire educational and that it provided insight into the inclusiveness of our school. We are just completing the process of tallying the results into a Profile of our school's inclusiveness.

The next stage in the process is to provide each participant with an opportunity to review the *Creating an Inclusive School* Profile at a session to be held on date at location from time.

This session will also provide an opportunity to provide feedback about the Process.

Please let name know whether you can attend.

Thank you for your commitment to ensuring that our school is an inclusive learning environment.

APPENDIX D

PROFILE SHEET

Section 1

Diversity and Inclusion are Embraced

1.1 DIVERSE EXPERIENCES, PERSPECTIVES & KNOWLEDGE ARE REFLECTED, RESPECTED & HONOURED

VERY EVIDENT MOSTLY EVIDENT SOMEWHAT EVIDENT NOT AT ALL EVIDENT NEED MORE INFORMATION

The school community works to ensure that everyone respects and values differences in:

<i>Abilities</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Age</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Appearance</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Cultures (First Nations & others)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Gender</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Newness to the community</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Race</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Religion/Spirituality</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Sexual orientation</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Socio-economic status</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SUMMARY OF EVIDENCE:

APPENDIX D

PROFILE SHEET					
Section 1					
Diversity and Inclusion are Embraced					
1.6 HIGH EXPECTATIONS FOR ALL STUDENTS	VERY EVIDENT	MOSTLY EVIDENT	SOMEWHAT EVIDENT	NOT AT ALL EVIDENT	NEED MORE INFORMATION
<i>Administrators</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Educators/Support Staff</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SUMMARY OF EVIDENCE:

APPENDIX D

PROFILE SHEET					
Section 3					
Student Learning Experiences are Inclusive					
3.3 COMMON LEARNING ENVIRONMENTS AND FULL PARTICIPATION	VERY EVIDENT	MOSTLY EVIDENT	SOMEWHAT EVIDENT	NOT AT ALL EVIDENT	NEED MORE INFORMATION
<i>Administrators</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Educators/Support Staff</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SUMMARY OF EVIDENCE:

APPENDIX D

PROFILE SHEET					
Section 3					
Student Learning Experiences are Inclusive					
3.5 CURRICULUM	VERY EVIDENT	MOSTLY EVIDENT	SOMEWHAT EVIDENT	NOT AT ALL EVIDENT	NEED MORE INFORMATION
<i>Administrators</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Educators/Support Staff</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SUMMARY OF EVIDENCE:

APPENDIX D

PROFILE SHEET					
Section 4					
Supports are Available and Properly Utilized					
4.1 STUDENTS ARE PROVIDED WITH THE PROPER SUPPORTS REQUIRED TO FULLY PARTICIPATE	VERY EVIDENT	MOSTLY EVIDENT	SOMEWHAT EVIDENT	NOT AT ALL EVIDENT	NEED MORE INFORMATION
<i>Administrators</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Educators/Support Staff</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SUMMARY OF EVIDENCE:

APPENDIX D

PROFILE SHEET					
Section 4					
Supports are Available and Properly Utilized					
4.2 SUPPORTS FOR COMMUNICATION	VERY EVIDENT	MOSTLY EVIDENT	SOMEWHAT EVIDENT	NOT AT ALL EVIDENT	NEED MORE INFORMATION
<i>Administrators</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Educators/Support Staff</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SUMMARY OF EVIDENCE:

APPENDIX D

PROFILE SHEET					
Section 5					
Fostering Appropriate Behaviour					
5.1 APPROPRIATE BEHAVIOUR	VERY EVIDENT	MOSTLY EVIDENT	SOMEWHAT EVIDENT	NOT AT ALL EVIDENT	NEED MORE INFORMATION
<i>Administrators</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Educators/Support Staff</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SUMMARY OF EVIDENCE:

APPENDIX D

PROFILE SHEET					
Section 5					
Fostering Appropriate Behaviour					
5.3 SUPPORTS	VERY EVIDENT	MOSTLY EVIDENT	SOMEWHAT EVIDENT	NOT AT ALL EVIDENT	NEED MORE INFORMATION
<i>Administrators</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Educators/Support Staff</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SUMMARY OF EVIDENCE:

APPENDIX D

PROFILE SHEET					
Section 6					
Proactive School Management and Leadership					
6.1 MANAGEMENT OF THE SCHOOL	VERY EVIDENT	MOSTLY EVIDENT	SOMEWHAT EVIDENT	NOT AT ALL EVIDENT	NEED MORE INFORMATION
<i>Administrators</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Educators/Support Staff</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SUMMARY OF EVIDENCE:

APPENDIX D

PROFILE SHEET					
Section 7					
Inclusion and Students with Exceptionalities					
7.1 INCLUSION IN THE SCHOOL AND THE COMMON LEARNING ENVIRONMENT	VERY EVIDENT	MOSTLY EVIDENT	SOMEWHAT EVIDENT	NOT AT ALL EVIDENT	NEED MORE INFORMATION
<i>Administrators</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Educators/Support Staff</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SUMMARY OF EVIDENCE:

APPENDIX D

PROFILE SHEET					
Section 7					
Inclusion and Students with Exceptionalities					
7.3 SELF-DETERMINATION AND TRANSITION	VERY EVIDENT	MOSTLY EVIDENT	SOMEWHAT EVIDENT	NOT AT ALL EVIDENT	NEED MORE INFORMATION
<i>Administrators</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Educators/Support Staff</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SUMMARY OF EVIDENCE:

APPENDIX D

PROFILE SHEET					
Section 9					
Collaborative Approach					
9.2 THE SCHOOL IS LINKED TO THE BROADER COMMUNITY	VERY EVIDENT	MOSTLY EVIDENT	SOMEWHAT EVIDENT	NOT AT ALL EVIDENT	NEED MORE INFORMATION
<i>Administrators</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Educators/Support Staff</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SUMMARY OF EVIDENCE:

APPENDIX D

PROFILE SHEET					
Section 9					
Collaborative Approach					
9.5 EVERYONE PARTICIPATES IN FINDING SOLUTIONS	VERY EVIDENT	MOSTLY EVIDENT	SOMEWHAT EVIDENT	NOT AT ALL EVIDENT	NEED MORE INFORMATION
<i>Administrators</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Educators/Support Staff</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SUMMARY OF EVIDENCE:

APPENDIX E

REVIEW OF THE *CREATING AN INCLUSIVE SCHOOL* PROFILE AND CREATING A SCHOOL PLAN FOR INCLUSION

Discussion Framework

* This discussion should be facilitated by the school principal or an outside facilitator. The timelines indicated are provided as a suggestion to guide the discussion. This discussion should take approximately two to three hours to complete.

1. Review the Purpose of the Discussion Framework (10 min.)

Introduce the purpose of the discussion. The intent is to understand the profile and discuss what the next steps will be in order to develop a plan to celebrate the areas of strength and address the areas you want to improve.

2. Review Profile Results (60 min.)

Identify those areas that had a lot of people who said that it was:

- ‘Very or Mostly Evident’ (strong area)
- ‘Somewhat Evident’ (is pretty good, but could be better)
- ‘Somewhat or Not At All Evident’ (an area that needs real improvement)

Look at the areas that weren’t as strong and see if there were a lot of different opinions about it.

Review the Summary of Evidence (written comments) in those areas where people felt the school could do better. Discuss what the comments tell you.

Consider the following questions when looking at the results:

- Are there diverse opinions, if so, why?
- What is surprising, and why?
- What are the underlying assumptions and values behind the comments?

3. Complete the Strengths and Area for Improvement Sheets (30 min.)

Check off the areas that are strong on Sheet A. Also check off the areas that should/could be improved on Sheet B.

4. Write Down What Specifically Needs to be Improved. Use Sheet C. (15 min.)

5. Decide on Your Goals and Priority Actions. Use Sheet D. (45 min.)

Goals should be achievable and measurable (positive and possible).

- What specific goals do we want to address first (short term)? What goals will take longer to achieve?
- How will we know that our goals have been achieved (key indicators)?
- How will we get school-wide buy in on the goals and priority actions?
- What resources, if any, do we need in order to achieve our goals?
- Who will have lead responsibility for implementing priority actions and keeping track of progress?

Sheet A **THESE AREAS SHOW REAL STRENGTH**

<p>1. Diversity and Inclusion are Embraced</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1.1 Diverse experiences, perspectives & knowledge are reflected, respected & honoured <input type="checkbox"/> 1.2 Duty to accommodate <input type="checkbox"/> 1.3 Individuals within the school community step forward and take an active role in bringing about inclusion <input type="checkbox"/> 1.4 Inclusion values are articulated and visible <input type="checkbox"/> 1.5 Accessibility <input type="checkbox"/> 1.6 High expectations for all students <p>2. Creating a Sense of Belonging</p> <ul style="list-style-type: none"> <input type="checkbox"/> 2.1 Ensuring a sense of belonging <p>3. Student Learning Experiences are Inclusive</p> <ul style="list-style-type: none"> <input type="checkbox"/> 3.1 Learning is based on a flexible education program <input type="checkbox"/> 3.2 Focus on strengths and capabilities <input type="checkbox"/> 3.3 Common learning environments and full participation <input type="checkbox"/> 3.4 Students outside of the common learning environment <input type="checkbox"/> 3.5 Curriculum <input type="checkbox"/> 3.6 Instruction <input type="checkbox"/> 3.7 Ongoing authentic assessment <p>4. Supports are Available and Properly Utilized</p> <ul style="list-style-type: none"> <input type="checkbox"/> 4.1 Students are provided with the proper supports required to fully participate <input type="checkbox"/> 4.2 Supports for communication 	<p>5. Fostering Appropriate Behaviour</p> <ul style="list-style-type: none"> <input type="checkbox"/> 5.1 Appropriate behaviour <input type="checkbox"/> 5.2 Bullying, teasing and harassment are dealt with effectively <input type="checkbox"/> 5.3 Supports <p>6. Proactive School Management and Leadership</p> <ul style="list-style-type: none"> <input type="checkbox"/> 6.1 Management of the school <input type="checkbox"/> 6.2 Management of the common learning environment <p>7. Inclusion and Students with Exceptionalities</p> <ul style="list-style-type: none"> <input type="checkbox"/> 7.1 Inclusion in the school and the common learning environment <input type="checkbox"/> 7.2 Supports <input type="checkbox"/> 7.3 Self-determination and transition <p>8. Innovative and Creative Environment</p> <ul style="list-style-type: none"> <input type="checkbox"/> 8.1 Everyone is encouraged to be creative <input type="checkbox"/> 8.2 Successes are celebrated <input type="checkbox"/> 8.3 Professional development is provided <p>9. Collaborative Approach</p> <ul style="list-style-type: none"> <input type="checkbox"/> 9.1 Everyone participates in finding solutions <input type="checkbox"/> 9.2 The school is linked to the broader community <input type="checkbox"/> 9.3 Parents/guardians are embraced as equal essential partners <input type="checkbox"/> 9.4 School takes responsibility for transition <input type="checkbox"/> 9.5 Ongoing and constructive dialogue takes place
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Sheet B

THESE AREAS CAN BE IMPROVED

1. Diversity and Inclusion are Embraced

- 1.1 Diverse experiences, perspectives & knowledge are reflected, respected & honoured
- 1.2 Duty to accommodate
- 1.3 Individuals within the school community step forward and take an active role in bringing about inclusion
- 1.4 Inclusion values are articulated and visible
- 1.5 Accessibility
- 1.6 High expectations for all students

2. Creating a Sense of Belonging

- 2.1 Ensuring a sense of belonging

3. Student Learning Experiences are Inclusive

- 3.1 Learning is based on a flexible education program
- 3.2 Focus on strengths and capabilities
- 3.3 Common learning environments and full participation
- 3.4 Students outside of the common learning environment
- 3.5 Curriculum
- 3.6 Instruction
- 3.7 Ongoing authentic assessment

4. Supports are Available and Properly Utilized

- 4.1 Students are provided with the proper supports required to fully participate
- 4.2 Supports for communication

5. Fostering Appropriate Behaviour

- 5.1 Appropriate behaviour
- 5.2 Bullying, teasing and harassment are dealt with effectively
- 5.3 Supports

6. Proactive School Management and Leadership

- 6.1 Management of the school
- 6.2 Management of the common learning environment

7. Inclusion and Students with Exceptionalities

- 7.1 Inclusion in the school and the common learning environment
- 7.2 Supports
- 7.3 Self-determination and transition

8. Innovative and Creative Environment

- 8.1 Everyone is encouraged to be creative
- 8.2 Successes are celebrated
- 8.3 Professional development is provided

9. Collaborative Approach

- 9.1 Everyone participates in finding solutions
- 9.2 The school is linked to the broader community
- 9.3 Parents/guardians are embraced as equal essential partners
- 9.4 School takes responsibility for transition
- 9.5 Ongoing and constructive dialogue takes place

Sheet C

WHAT ARE THE SPECIFIC AREAS THAT CAN/SHOULD BE IMPROVED

A large, empty rectangular box with a thin black border, occupying most of the page below the header. It is intended for the user to write their responses to the question above.

APPENDIX F

Reviewing Progress toward *Creating an Inclusive School*

Reviewing progress towards achieving goals is an important part of any change or improvement process. We suggest that a school committee (led by the principal) review progress at least once per year. The following review and evaluation framework is offered to help guide your school with this process. If goals have yet to be achieved, it will be important to determine the reasons why and to review and identify further action steps that may be required.

Review and Evaluation Framework

Goal	Key Indicators of Success	Data/Evidence	Goal Achieved or Further Work Required (review actions steps)

APPENDIX G

Definition of Inclusive Education

Policy 322: Inclusive Education

1.0 PURPOSE

This policy establishes the requirements to ensure New Brunswick public schools are inclusive.

2.0 APPLICATION

This policy applies to all schools and school districts within the public education system in New Brunswick.

3.0 DEFINITIONS

Accommodation: measures that allow an individual experiencing an obstacle to learning to gain access to and achieve success in regular classroom learning activities. This may involve removing barriers, ensuring accessibility, using adjustments to instructional strategies, providing one-on-one assistance or allowing some extra time to complete a task. These, and similar strategies, help each student to reach their potential, both academically and socially.

Age-appropriate peers: students who are approximately the same chronological age.

Alternative education program: a program for high school students (Grades 9 to 12) who require a learning opportunity in an environment that is separate from the educational program provided in the neighbourhood high school. These programs are typically compensatory or supplementary, and operationally are in distinct physical locations. Alternative education programs may be the means for a student to complete public education or it may be transitory, with the student returning to the neighbourhood high school.

Barrier to learning: a circumstance in which the instruction provided within the common learning environment does not effectively meet the needs of the student as a learner. For example, these needs could be physical, sensorial, cognitive, socio-emotional, organizational or logistical.

Classroom teacher: a certified teacher employed in a New Brunswick school district who is assigned to provide instruction to a group of students in one or more subjects during the school day.

Community agency: an organization that provides direct or consultative services to students and their families.

Community-based learning opportunity: additional learning opportunities within a community setting that enable students to meet prescribed learning outcomes through experiences that supplement classroom/school-based instruction.

Department of Education and Early Childhood Development

POLICY 322

Common learning environment: an inclusive environment where instruction is designed to be delivered to students of mixed ability and of the same age in their neighbourhood school, while being responsive to their individual needs as a learner, and used for the majority of the students' regular instruction hours.

District Education Support Services (District ESS) Team: the district level professionals, under the supervision of the Director of Education Support Services, who provide support to schools, teachers and school-based education support services (school-based ESS) teams in meeting the needs of students.

Educational assistant: paraprofessionals working in the public education system to support teachers in meeting the instructional and personal needs of students.

Education support teacher: a certified teacher working in the public education system to support classroom teachers in developing, implementing and evaluating instructional strategies to ensure student success in learning, as well as providing direct instruction to individuals or small groups of students where appropriate.

Francization: In Francophone schools, francization is a process allowing students speaking little or no French to develop their linguistic abilities, orally and in writing, in order for them to fully participate in their Francophone school, and contribute to the vitality of the Acadian and Francophone culture and community.

Grade retention: a process of having a student repeat a full year of instruction based on an evaluation and an individual student's progress.

Inclusive education: the pairing of philosophy and pedagogical practices that allows each student to feel respected, confident and safe so he or she can participate with peers in the common learning environment and learn and develop to his or her full potential. It is based on a system of values and beliefs centered 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.

Neighbourhood school: a local school that each student would normally be assigned to in his or her community, based on the school's catchment area

Parent: includes guardian, as per the *Education Act*.

Personalized learning environment: any situation consisting of a variation of the common learning environment of a student where the student receives individualized instruction in the neighbourhood school but not in the common learning environment.

Department of Education and Early Childhood Development

POLICY 322

Personalized learning plan (PLP): a plan for a student who requires specific and individual identification of practical strategies, goals, outcomes, targets and educational supports that ensure the student experiences success in learning that is meaningful and appropriate, considering the student’s individual needs.

School-based Education Support Services (school-based ESS) Team: a team led by the school principal that assists classroom teachers to develop and implement instructional and/or management strategies and to coordinate support resources for students with diverse needs. In addition to school administrators, the team is made up of Education Support teachers and other staff members whose primary role is to strengthen the school’s capacity to ensure student learning. The membership of the school-based ESS team will be determined by the size, level and local context of the school.

School personnel: as per the *Education Act*, school personnel means a) superintendents, Senior Education Officers and other administrative and supervisory personnel, b) school bus drivers, c) building maintenance personnel, including custodians, d) secretaries and clerks, e) teachers, f) persons other than teachers engaged to assist in the delivery of programs and services to students, g) and other persons engaged in support areas such as social services, health services, psychology and guidance.

Segregated program/class: a learning environment based on one or more specific diagnoses/labels of disability or exceptionality, and typically used for a long term. Examples include life skills classes, segregated resource rooms and behaviour classes.

Student: includes pupil, as per the *Education Act*.

Student-centered learning: an approach to education that is focused on each student’s needs, abilities, interests and learning styles.

Universal Design for Learning (UDL): a set of principles for classroom instruction and curriculum development that give all students equal opportunities to learn. UDL provides strategies for creating instructional goals, methods, materials, and assessments that work for everyone. This flexible approach to learning can be customized and adjusted for individual students.

Variation of the common learning environment: a situation where a student is removed from the common learning environment for more than one period daily or more than 25% of the regular instructional time, whichever is greater.

4.0 LEGAL AUTHORITY

Education Act

6 (b.2) “The Minister may establish provincial policies and guidelines related to public education within the scope of this Act ...”

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POLICY 322

5.0 GOALS / PRINCIPLES

5.1 Inclusive public education:

- Recognizes that every student can learn.
- 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 peers in their neighbourhood school.
- Is individualized – the educational program achieves success by focusing on the student’s strengths and needs, and is based on the individual’s best interest.
- Is requiring school personnel to be flexible and responsive to change.
- Is respectful of student and staff diversity in regards to their race, colour, religion, national origin, ancestry, place of origin, age, disability, marital status, real or perceived sexual orientation and/or gender identity, sex, social condition or political belief or activity.
- Is delivered in an accessible physical environment where all students and school personnel feel welcome, safe and valued.

5.2 A key element of sustaining an inclusive education system consists of the removal of barriers to learning as well as ensuring access to learning opportunities for relevant school personnel. The Department of Education and Early Childhood Development (EECD) and districts must establish and maintain a professional learning program to ensure that educational staff have the knowledge and skills needed to provide effective instruction to a diverse student population.

5.3 Inclusive education practices are not only necessary for all students to develop and prosper, but also critical to building a society that is inclusive of all people and their basic legal, civil and human rights.

6.0 REQUIREMENTS / STANDARDS

6.1 Common Learning Environment

It is the responsibility of all school personnel to ensure that the common learning environment:

- 6.1.1 Is enabling each student to participate fully in a common environment that is designed for all students. It is appropriate for the student’s age and grade, is shared with peers in their neighbourhood school, and respects learning styles, needs and strengths.
- 6.1.2 Is a common environment where student-centered learning principles are applied (e.g., Universal Design for Learning, learning outcomes, instruction, assessment, interventions, supports, accommodations, adaptations and resources).
- 6.1.3 Is giving consideration to accommodations and implements them in a timely manner.

Department of Education and Early Childhood Development

POLICY 322

6.2 Supports for Inclusion

EECD, as well as school districts, must establish and maintain systemic supports for public education that make inclusion of all students a practical reality. These supports include personnel, as well as policy, funding and capacity-building strategies. They need to be systemic and ongoing.

To achieve this outcome, the following expectations for school personnel are defined:

6.2.1 In providing leadership for inclusive schools, principals must:

- 1) Allocate available resources to maximize assistance to classroom teachers to enable them to support the learning of all their students. This includes professional learning opportunities, support from Education Support Services (ESS) team members, as well as any other school personnel as appropriate.
- 2) Ensure that school-wide academic and behaviour interventions are based on data analysis and evidence-based practices, and used systemically to respond to varied student needs.
- 3) Ensure that a student's instruction is primarily provided by the classroom/subject teacher.
- 4) Ensure homogenous groupings of students with similar needs are flexible and temporary, and their utilization is based on on-going assessment of student needs and successes. The use of homogenous groups requires targets, clearly identified short-term goals, and pre-identified strategies with defined, on-going assessment methodologies to monitor success.
- 5) Ensure the assignment of educational assistants to support classroom teachers is done in an effort to achieve a balance between the needs of students in a classroom and the needs of a teacher for support.
- 6) Ensure educational assistants and teachers are aware of and respect the guidelines and standards of practice for educational assistants.
- 7) Ensure the goals of the School Improvement Plan and of the school's Professional Learning Plan are aligned to support inclusive practices.
- 8) Support professionals and paraprofessionals in the use of flexible instructional strategies including Universal Design for Learning, differentiation and multi-level strategies to support student learning.
- 9) Ensure that all students have access to co-curricular and school-sponsored activities, including access to transportation in school vehicles.
- 10) Ensure that community-based learning opportunities meet the personal growth goals identified for individual students, and for those students who have a Personalized Learning Plan, that the community-based learning objectives are consistent with the PLP.

Department of Education and Early Childhood Development

POLICY 322

- 11) Monitor and communicate to the Office of the Superintendent the current and future needs regarding the provision of accessible physical environments, in order that inclusive practices are supported.

6.2.2 The following practices must not occur:

- 1) Segregated, self-contained programs or classes for students with learning or behavioural challenges, either in school or in community-based learning opportunities.
- 2) Alternative education programs for students enrolled in kindergarten to grade eight.

6.3 Personalized Learning Plan (PLP)

6.3.1 Students must receive a Personalized Learning Plan when one or more of the following conditions exist:

- 1) Strategies beyond robust instruction are required.
- 2) Behavioural supports, as outlined in section 6.6 of *Policy 703 – Positive Learning and Working Environment*, are required.
- 3) The common learning environment is to be varied in accordance with section 6.4 of this policy.

6.3.2 A principal must ensure:

- 1) A PLP is developed by a planning team consisting of the school administration, teacher(s), relevant members of the Education Support Services (ESS) Team, as well as parents, the student, and educational assistants as appropriate, and support people from community organizations as required.
- 2) A PLP is developed based on the strengths, learning preferences and needs of the student, in consideration of requirements of the curriculum. It contains personalized goals consistent with the requirements of the curriculum with clearly identified teaching strategies and methods of evaluation.
- 3) A PLP provides for the full instructional hours of the student, based on his or her grade level. Exceptions regarding instructional hours – including student transportation arrangements impacting regular instructional hours – must be indicated and justified in the PLP.
- 4) Access to technological supports when appropriate and where needed to remove barriers to learning, in accordance with the assessment and recommendations of the ESS Team, and in accordance with protocols established by the New Brunswick Human Rights Commission on the school's duty to accommodate.

Department of Education and Early Childhood Development

POLICY 322

- 5) That in high school, particularly in the two-year period prior to the anticipated completion of the student's education, the PLP includes transition strategies developed in collaboration with the student, his or her parents and any representatives from community agencies that will be involved in the student's life following high school.

6.3.3 Classroom teachers must:

- 1) Base the PLP on the prescribed provincial curriculum to the greatest extent appropriate for the student.
- 2) Develop, implement and update the PLP (whenever significant modifications are required) in collaboration with parents, the student, teachers, ESS Team members, including relevant educational assistants, professionals and representatives from community agencies as required.
- 3) Receive, review and update the PLP when a student transitions from another grade and/or school, in consultation with parents, the student, members of the ESS Team, including relevant educational assistants and other professionals as required.
- 4) Ensure lesson plans and instructional strategies reflect the requirements of the PLP.
- 5) Monitor and evaluate, on an on-going basis, the effectiveness of the instructional strategies identified in the PLP, as well as the appropriateness of the identified goals and outcomes.
- 6) Provide formal progress reports for students with a PLP on the same document (report card) and at the same time as this is done for all other students, as well as providing documentation of progress on the PLP to parents or independent students.

6.4 Variation of the Common Learning Environment

- 6.4.1 Under specific conditions, a variation of the common learning environment may be necessary to address the needs of a student.
- 6.4.2 Prior to varying the common learning environment, it must be clearly demonstrated that the school's capacity to meet the needs of the student, even when supported by the school district and EECD, is not sufficient to achieve the learning outcomes of the student in a more inclusive environment despite all reasonable efforts to provide support and accommodation.

“Demonstrated” means: based on review of available evidence, including documentation of progress on learning outcomes, and results of supports and accommodations provided. Such evidence must be reviewed by appropriate school personnel in consultation with parents.

Department of Education and Early Childhood Development

POLICY 322

6.4.3 Decisions to vary the common learning environment must meet the following conditions:

- 1) A personalized learning plan respecting the requirements of section 6.3 is created for the student;
- 2) When a student requires learning outcomes other than those of the provincial curriculum, his or her parents are fully informed of, and have consented to, the anticipated effects on the education of the student;
- 3) A justifiable, rational connection is demonstrated between a student's needs/abilities, the learning program, the learning outcomes, and the assessment of learning;
- 4) On-going documentation and monitoring of success in achieving each learning outcome are in place;
- 5) Clear measures are established to ensure inclusion in the social life of the school, including co-curricular activities that provide the student access to a wide range of peers;
- 6) Explicit statements are included within the student's learning plan of the expected duration of the time outside the common learning environment and the plan for the student's return to the common learning environment;
- 7) Progress reports on the use of personalized learning environments and the progress of students, including the anticipated date of return to the common learning environment are provided by principals to the superintendent in November and March;
- 8) A yearly summary of progress reports on the use of personalized learning environments is submitted by principals to the superintendent by June 30 and a summary of this information will be provided to the EECD by August 15.

6.4.4 If a student is out of school for an extended period (more than two weeks), and it is determined, through the personalized learning plan of the student, that home tutoring is the primary or only education received, the student must be offered a minimum of eight (8) hours up to a maximum of twelve (12) hours of tutoring per week, as appropriate.

6.5 Behaviour Crisis Response

A behaviour crisis is a situation where a student's conduct or actions pose imminent danger of physical harm to self or others.

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

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

Department of Education and Early Childhood Development

POLICY 322

- 2) Establish practices that create a welcoming and supportive learning environment and promote, recognize and reinforce appropriate student behavior.
- 3) Implement evidence-based practices designed to teach pro-social behaviours for students with behavioural challenges.

6.5.2 When a behaviour crisis occurs, a principal must:

- 1) Ensure time-out procedures are in compliance with *Policy 703 – Positive Learning and Working Environment*, and any specific guidelines issued by EECD.
- 2) Ensure any removal from the common learning environment is temporary.
- 3) Ensure any removal from the common learning environment is never used as a punishment. School protocols and personalized learning plans must have measures in place to guard against the effect of humiliating or intimidating the student.
- 4) Follow guidelines and standards of practice about emergency physical intervention and supervised de-escalation, including requirements for documentation and reporting, as per relevant departmental policy.
- 5) Ensure that emergency physical intervention and/or supervised de-escalation are only used as a last resort in an emergency situation, when doing so does not endanger the student, and where continuous monitoring is provided.

6.6 Suspensions

A principal must:

- 6.6.1 Follow procedures for student suspension as permitted by the *Education Act* and *Policy 703 – Positive Learning and Working Environment*.
- 6.6.2 Develop strategies and interventions to minimize the need to suspend students from class or from school by utilizing the professional skills of the school-based Education Support Services (ESS) Team as well as the district-based ESS Team.

6.7 Grade Retention

- 6.7.1 New Brunswick public schools must not use grade retention as a standard educational practice.
- 6.7.2 While grade retention is not a standard practice, if the school and/or parents consider it appropriate in an individual case, the superintendent must:
 - 1) Ensure teachers that are familiar with the student's progress and instructional needs complete an instructional assessment;
 - 2) Explore alternatives with the ESS Team and the parents;

Department of Education and Early Childhood Development

POLICY 322

- 3) Inform the parents of research and data regarding the impacts of grade retention;
- 4) Arrive at a decision, in collaboration with the student's parents, if possible; and,
- 5) Sign and maintain a record of the decision and supporting documentation.

6.7.3 When grade retention is supported, the principal must ensure a PLP is created, indicating how the teaching strategies, approaches and supports will be different in the upcoming school year than in the past to address the student's learning needs.

6.7.4 The superintendent must monitor and review grade retention records to ensure grade retention is not used inappropriately, and inform parents of their right to appeal the decision if they are not in agreement.

6.8 Graduation

6.8.1 In accordance with *Education Act* and *Policy 316 – Graduation Requirements*, a single version of the New Brunswick High School Diploma must be granted to students who successfully complete a program of studies prescribed by the Minister. This includes completion of an individually prescribed PLP.

6.8.2 Any graduation ceremony must be consistent with the principles of respect, equity and inclusion.

6.8.3 Distribution of diplomas at a graduation ceremony must proceed in an equitable order without any division of students based on performance.

6.8.4 Sections 6.8.2 and 6.8.3 do not preclude the presentation of awards and prizes at graduation ceremonies.

6.9 District-Based Education Support Services (district-based ESS) Team

6.9.1 Each superintendent must establish a district-based ESS Team, led by the Director of Education Support Services, which includes district education support teachers (resource, literacy, numeracy and francization), subject coordinators, psychologists, speech language therapists, social workers and other district-based staff that provide support to school-based ESS Teams. The work of the district-based staff will be coordinated through the respective Education Centre. Where appropriate, this would include connecting with the Integrated Service Delivery (ISD) Child and Youth Development Team.

6.9.2 The purpose of the district-based ESS Team is to support the school-based ESS Team as follows:

- 1) Ensure the capacity-building and skill development initiatives of the district and EECD are linked to the needs of school-based staff.

Department of Education and Early Childhood Development

POLICY 322

- 2) Liaise with school-based ESS teams to identify the effectiveness and success of teacher and student supports.
 - 3) Support the school-based ESS Team to identify the needs of school staff for professional growth and skill development.
 - 4) Ensure that specialized expertise of district staff is appropriately utilized to assist school-based staff to develop programs and strategies that facilitate student success in learning.
 - 5) Focus activities and work plans on strengthening the capacity of the school-based team to solve problems and remove barriers to student success.
- 6.9.3 District-based ESS Team members must be available to support school-based ESS Teams and review written records or attend meetings periodically to support the work of the team.
- 6.9.4 The superintendent must review the work of the district-based ESS Team at least on an annual basis to ensure that it is effectively meeting the outcomes described above.

6.10 School-Based Education Support Services (school-based ESS) Team

- 6.10.1 The principal must establish and operationalize a school-based ESS Team to provide systemic support (e.g., coordination) to classroom teachers.
- 6.10.2 The school-based ESS Team must operate under the leadership of the principal and consist of school-based staff, including education support teachers (e.g., resource, guidance, literacy, numeracy, and francization) and others as appropriate.
- 6.10.3 The school-based ESS Team must meet on a regular basis, preferably once a week but at least every 10 school days, to develop strategies to support teachers in meeting students' needs and to reduce barriers to students' success in learning; solve specific problems; address systemic issues as well as those issues that are teacher- or student-specific; and maintain written records of their meetings.
- 6.10.4 Professionals from other government departments should participate, as needed, including members of the Integrated Service Delivery Child and Youth Development Team. Involvement of external professionals must be in compliance with the *Right to Information and the Protection of Privacy Act* and the *Personal Health Information Privacy and Access Act*.

Department of Education and Early Childhood Development

POLICY 322

6.11 Guidelines and Standards of Practice

A superintendent must ensure:

- 6.11.1 Members of the district- and school-based Education Support Services (ESS) Teams adhere to the standards of practice established by EECD for their respective positions.
- 6.11.2 Education support teachers - resource (EST-Resource) - must have the necessary experience, competencies, skills and knowledge to perform their duties, consistent with the standards of professional practice established by EECD.
- 6.11.3 EST-Resource must adhere to the following time allocation over the course of the school year, recognizing that the percentage of time spent on administrative duties will be higher in the first and last month of the school year:
 - 1) Minimum of 60% of time spent on directly supporting and collaborating with classroom teachers. For example, classroom observation, co-planning of instruction, initiating and supporting instructional strategies, problem solving, modeling, co-teaching, coaching and associated activities.
 - 2) Maximum of 25% of time spent on direct instruction or intervention with small groups of children, and occasionally, with individual students, but in all cases with specific entry and exit criteria, and documentation of outcomes achieved.
 - 3) Maximum of 15% of time spent on administrative duties directly associated with supporting teachers and students. For example, work on personalized learning plans, working with educational assistants, consulting with other professionals, meetings and performing other related functions.

6.12 Funding

A superintendent must:

- 6.12.1 Ensure that funding allocated for Education Support Services is used solely for that purpose.
- 6.12.2 Utilize the funding norms established by EECD to provide staff allocations that are equitable in providing essential services and supports, based on identified school needs and priorities.
- 6.12.3 Distribute ESS staff, including education support teachers and educational assistants, among district schools based on school enrolment and an assessment of relative needs and priorities.
- 6.12.4 Ensure that consideration is given to enhanced supports for individual schools to meet identified needs that are evidence-based and objectively defined.

Department of Education and Early Childhood Development

POLICY 322

6.12.5 Maintain appropriate funding sufficient to meet student and teacher needs that may not be anticipated prior to the start of the school year, and that require additional resources.

6.13 Accountability

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

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

6.14 Protection of Privacy

The sharing of personal information about a student must be in compliance with the *Right to Information and Protection of Privacy Act* and the *Personal Health Information Privacy and Access Act*.

7.0 GUIDELINES/RECOMMENDATIONS

N/A

8.0 DISTRICT EDUCATION COUNCIL POLICY-MAKING

A District Education Council may develop policies and procedures that are consistent with, or more comprehensive than, existing provincial policies.

Department of Education and Early Childhood Development

POLICY 322

9.0 REFERENCES

Education Act (<http://laws.gnb.ca/en/BrowseTitle>)
Policy 703 – Positive Learning and Working Environment
(<http://www.gnb.ca/0000/policies.asp>) Policy 316 – Graduation Requirements
(<http://www.gnb.ca/0000/policies.asp>)
New Brunswick Human Rights Act (<http://laws.gnb.ca/en/BrowseTitle>)
Canadian Charter of Rights and Freedoms (<http://laws-lois.justice.gc.ca/eng/const/page-15.html>)
United Nations Convention on the Rights of the Child (<http://www.pch.gc.ca/ddp-hrd/docs/crc-eng.cfm>)
United Nations Convention on the Rights of Persons with Disabilities
(<http://www.un.org/disabilities/convention/conventionfull.shtml>)
Government’s Response to the Recommendations: Strengthening Inclusion, Strengthening Schools
(<http://www.gnb.ca/0000/publications/comm/InclusionActionPlanReport.pdf>)
Strengthening Inclusion, Strengthening Schools
(<http://www.gnb.ca/0000/publications/comm/Inclusion.pdf>)
Standards of Practice for Education Assistants
(<http://www.gnb.ca/0000/publications/curric/teacherassisguide.pdf>)
Standards of Practice for Education Support Teachers
Standards of Practice for School Psychologists
(<http://www.gnb.ca/0000/publications/ss/Guidelines%20for%20Professional%20Practice%20for%20School%20Psychologists.pdf>)
Standards of Practice for Social Workers
Standards of Practice for Speech Language Pathologists

10.0 CONTACTS FOR MORE INFORMATION

Department of Education and Early Childhood Development – Educational Services
- Anglophone Sector (506) 453-3326

Department of Education and Early Childhood Development – Policy and Planning Division
(506) 453-3090

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BY

MINISTER

APPENDIX H

Description of Universal Design for Learning (UDL)

“Universal design is the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.”

–Ron Mace, Father of Universal Design

Since we are teaching in diverse classrooms, educators need to learn new strategies that will help them include all learners. Using the Universal Design for Learning is one way of doing that.

Universal design benefits students of all levels and abilities. Educators using Universal Design for Learning are designing their lesson plans in ways that all students in the classroom can learn from them. This can be done by:

- Providing students with multiple means of representation
- Providing students with multiple means of expression
- Providing students with multiple means of engagement

This can also be done by providing all students in the classroom with Universal Accommodations like enlarged print or photocopied notes, assistive technology, etc.

This would **not** include lowering the standards for the students.

For more information, you may visit www.cast.org.

APPENDIX I

Prohibited Grounds of Discrimination

The New Brunswick Human Rights Act recognizes that discrimination occurs most often because of a person's membership in a particular group in society. If a person faces discrimination on the following grounds, then she or he is protected by the Act. Please note that there are certain exceptions to the prohibited grounds and that some apply only in particular social areas, such as employment and housing.

There are sixteen prohibited grounds for discrimination:

- Race
- Colour
- National origin
- Place of origin
- Ancestry
- Religion
- Age
- Marital status
- Sex
- Sexual orientation
- Physical or mental disability
- Social condition, which includes source of income, level of education and occupation, and
- Political belief or activity

Resources

Websites

www.inclusionnb.ca
Inclusion NB website

www.gnb.ca/0000/index-e.asp
New Brunswick's Department of Education website

www.gnb.ca/hrc-cdp/index-e.asp
New Brunswick's Human Rights Commission official website

www.inclusiveeducation.ca
Inclusive Education Canada website

www.inclusive-education.ca
Ontario Coalition for Inclusive Education website

www.bcacl.org
British Columbia Association for Community Living

www.brookespublishing.com
Publications on inclusive schools – includes research on benefits of inclusion

www.circleofinclusion.org/english/guidelines/moduleone/values.html
University of Kansas, Circle of Inclusion

www.dice.org.au/IN/reportcard/
Inclusion National Report Card – Report Card on the State of Inclusion Education in Australia

www.disabilityisnatural.com
Disability is natural site

www.disabilityresources.org
Disability resources – click on Education and then Inclusion

www.edc.org/urban/publicat.htm
National Institute for Urban School Improvement (did first National Inclusive Schools Week)

www.inclusion.com
Inclusion Press and Inclusion Network – excellent resources

<http://inclusion.uwe.ac.uk>
Centre for Studies on Inclusive Education, United Kingdom

www.kidstogether.org
Information and resources for student/adults with disabilities – click on Inclusion

Resources

Websites

www.communitylivingontario.ca
Community Living Ontario

www.quasar.ualberta.ca
Inclusive Education: Stories/Strategies for Success, by Heather Raymond – click on J.P. Das
Developmental Disability Centre, then Inclusive Education

www.rushservices.com/Inclusion/homepage.htm
Inclusion: Yours/Mine/Ours

<http://soeweb.syr.edu/thechp.htm>
Centre on Human Policy, Syracuse University – policy, research and advocacy organization ensuring
rights of people with disabilities

www.tash.org
International advocacy association of people with disabilities, their family members, other advocates
and people who work in the disability field

Resources on Diversity

New Brunswick Human Rights Commission. *Guideline: Accommodating Students with a Disability*.
New Brunswick: The New Brunswick Human Rights Commission, 2007.

Schniedewind, N. & Ellen Davidson. *Open Minds to Equality: A Sourcebook of Learning Activities to
Affirm Diversity and Promote Equality*. 2nd e.
Boston: Allyn & Bacon, 1998.

Dei, G. *et al.* *Removing the Margins: The Challenges and Possibilities of Inclusive Schooling*.
Toronto: Canadian Scholars' Press, 2002.

Dei, G. *et al.* *Inclusive Education: A Teacher's Guide to Removing the Margins*.
Toronto: Canadian Scholars' Press, 2002.

Ontario Human Rights Commission: *Teaching Human Rights in Ontario: An Educational Package for
Ontario Schools*. Toronto: Ontario Human Rights Commission, 2001.

Resources

Publications

Achieving Inclusion: A Parent's Guide to Inclusive Education in New Brunswick; Pike, Kenneth Victor; Inclusion NB, 2000

Inclusive Education brochure; Inclusion NB

Adolescents and Inclusion: Transforming Secondary School; A. Bauer, G. Brown, Paul Brookes Publishing Company, 2001

All My Life's a Circle, Using the Tools: Circle, MAPS and PATHS, Mary Falvey, Marsha Forest, Jack Pearpoint, Richard Rosenberg; Inclusion Press, Canada, 1997

Best Practices for Inclusion; Department of Education, Student Services Branch, Government of New Brunswick, 1994

Cooperative Learning and Strategies for Inclusion, Celebrating Diversity in the Classroom, JoAnne Putnam; Paul H. Brookes Publishing Co., Toronto, 1993 (teaching strategies and rationale)

Creating Schools for All Our Students, A Product of the Working Forum on Inclusive Schools, Published by The Council for Exceptional Student, U.S. 1994 (teaching strategies)

Inclusive Education, A Parent Handbook, British Columbia Association for Community Living; Canada, 1993

Inclusive Education Policy Analysis: A Framework for Assessing Government Policy; Roeher Institute, 2002

Inclusion: How to, Essential Classroom Strategies, Gary Bunch; Inclusion Press, Canada, 1999 (teaching strategies)

Index for Inclusion: Developing Learning and Participation in Schools; Centre for Studies in Inclusive Education, UK, <http://inclusion.uwe.ac.uk/csie/index/aunch.htm>

Lessons for Inclusion, Inclusion Press, 1994

Making School Inclusion Work, A Guide to Everyday Practices, Katie Blenk with Doris Landau Fine; Brookline Books, U.S., 1995 (teaching strategies)

Partners for Inclusion; The BCTF Case Studies; available through Research and Technology Division of British Columbia Teachers Federation

Reflections on Inclusive Education, Patrick Mackan; Inclusion Press, Canada, 1991

School Diversity Inventory; Columbia, South Orange, NJ; Developed by G. Gottfredson, E. Czeh, J. Lambert, R. Friend, Gottfredson Associates Inc., 2000.

Special Education Awards for Exemplary Practice in Integration, Ministry of Education and Training, Canada, 1996

The Book on Inclusive Education: Inclusion – School as a Caring Community; G. Le Boutillier and L. Sutherland, www.quasar.ualberta.ca/ddc.incl/intro.htm



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