



**DISTRICT EDUCATION COUNCIL
Superintendent's Special Report**

POLICY NAME	Inclusive Education		
POLICY NUMBER	Provincial Policy 322	Number of Reports per year	1
Date of Report	November 20, 2014 (motion to move to next meeting) December 11, 2014		
Date of Previous Report (s) This School Year	N/A		
Date of Future Report (s) This School Year	N/A		
Report Filed by:	David McTimoney, Superintendent (supplementary report, filed on request)		
Report Supported by:	Catherine Blaney, Director of Education Support Services		

REPORT:

- **At the August, 2014, District Education Council (DEC) Working Session, the Council asked the Superintendent to report to the group on the progress, successes and challenges surrounding Provincial Policy 322: Inclusion Policy. The Council asked for this report to be provided in November, 2014**
- **Anglophone West School District (ASD-W) has 3 Inclusion Facilitators (IF) for a two year period, 2013-14 and 2014-15**
- **In 2013-14, there were a number of individuals who participated in professional learning regarding Policy 322. Appendix A provides a summary chart of this professional learning as facilitated by the Inclusion Facilitators**
- **In 2014-15, parents were invited to four different sessions throughout ASD-W (Oromocto, Fredericton, Woodstock, Grand Falls). The sessions were not well-attended. Information was sent through school newsletters and websites**
- **ASD-W has responded to the expectations of Policy 322 in a variety of ways. Appendix B provides a specific "section description" of what has occurred in the district relevant to the policy**

POLICY NAME**Inclusive Education**

- **As noted in Appendix B, ASD-W has revised two district policies to show greater alignment with Policy 322. These policies are ASD-W-319-5: Retention and Age Appropriate Placement of Students (Appendix C) and ASD-W-703-8: Student Discipline – Out-of-School Suspension (Appendix D)**
- **ASD-W recognizes some challenges associated with the implementation of Policy 322. These challenges are outlined in Appendix E**
- **The Superintendent wrote to all principals and vice-principals on October 29, requesting some parent feedback with respect to Policy 322. Four schools replied and a summary of comments from PSSC or general parent feedback is included in Appendix F**
- **The Department of Education and Early Childhood Development (EECD) has invested in Inclusive Education in our public school system. It has been considered a high priority. EECD has a staff that focuses on supporting Inclusive Education and will often share project updates. A sample of a project update is provided in Appendix G**
- **There is the potential for conflict between Provincial Policy 703: The Positive Learning and Working Environment Policy and Policy 322, where the learning environment is being jeopardized in order to maintain a student's presence in the class and the building. There is a potential for parents who might demand that their child has a right to be in school and other parents who demand action due to disruptions in the classroom environment. School staffs may at times find it difficult to combine these two policies. District staff continue to try and work with school staff to resolve these challenges**
- **The Education Support Services group works with the staff to develop behavior plans to teach alternative behaviors. It is essential to define the issue clearly and then gather data/information to determine if the targeted behaviors are changing with good teaching. If not, the plan needs to be tweaked. If schools can demonstrate a history of planning and attempting to implement different plans with no success, then the district can support the removal of a child until a support plan (with the help of outside agencies) can be developed**
- **ASD-W owns a district-specific report on alternate education. Ideally, there would be FTE provided to the Middle and High schools that would focus on alternative education programing; this would allow the students to remain in the building. Individuals working with these hard-to-serve students need to have proper qualifications. Historically, flexible budgets provided to schools were used for tutoring**
- **ASD-W has increased guidance support in schools and these individuals work with students with social/emotional issues. There is always a need for more FTE in this area, as the student issues are increasing. There needs to be stronger partnerships with agencies so problem solving can occur around students, without duplicating services**

POLICY NAME**Inclusive Education**

- **ASD-W is trying to support the development of Positive Learning Environment Plans and tiers of intervention for behavior. The district has invested in a qualified and experienced leader to do this. The district has changed the model for School Intervention Workers (SIW) to support the teaching of alternative behaviors for student. This has also come with it challenges of moving SIWs around since schools tend to want additional personnel and sometime struggle with thinking about teaching behavior**
- **Statistics on formal student education plans in our district are as follows: Accommodated Plans = 638, Modified Plans = 1292, Individualized Plans = 359 for a total of 2289 SEPs/PLPs (reflects those classified at time of data collection); Behavior Support Accommodated Plans = 151 (this includes behavior protocols developed for some students with Autism), Individualized Behavior Support Plans = 227; Alternative Education sees 32 students who are being tutored, 53 students at Enterprise (6 completed this year, but a waiting list to fill the seats) and 15 students enrolled in an alternative setting that has been established under the terms of the First Nations Enhancement Agreement with St. Mary's First Nation.**
- **It can be noted that 261 students in our catchment area have registered as being "home schooled" and do not fall under our umbrella for formal education**

Appendices:

- **Appendix A – Professional Learning Related to Policy 322**
- **Appendix B – Section Description of Actions Related to Policy 322**
- **Appendix C – Policy ASD-W-319-5: Retention and Age Appropriate Placement of Students**
- **Appendix D – Policy ASD-W-703-8: Student Discipline – Out-of-School Suspension**
- **Appendix E – Challenges Related to Policy 322**
- **Appendix F – Parent Feedback Related to Policy 322**
- **Appendix G – EECD Documentation – Project Update**

Superintendent's Signature: _____**DEC Chair Signature:** _____**Date:** _____

Appendix A

2013-2014 – Professional Learning (PL) Opportunities Specific to Policy 322: Inclusion Policy

Inclusion Facilitators provided the PL session on Policy 322 to Anglophone West School District Personnel

Inclusive Education Policy Overview	Number of participants	
District Staff	47	Social Workers, Speech Language Pathologists, Psychologists, Autism Resource Teachers, Subject leads, Alternate Education Teachers
Principals	75	
Vice Principals	67	
Education Support Teacher (EST)-Resource	146	
Education Support Teacher -Guidance	73	
Education Support Teacher -Literacy and Education Support Teacher -Numeracy	52	
Other Related Support Personnel	492	Education Assistants & School Intervention Workers
School Staffs	14 (Number of sessions in schools for whole staffs; upon request)	Principals invited Inclusion Facilitators to work with the school staff
Individual After School Teacher Session	1 session Afterschool, target classroom teachers	Open invitation to teachers to participate in an afterschool session.

Anglophone West School District Specific Actions Related to Policy 322

6.2.1

- to support the principals with “ensure the school-wide academic and behavior interventions are based on data analysis and evidence-based practices, and used systemically to respond to varied student needs”, our District Improvement Plan has an expectation of a pyramid of intervention for both academics and behavior. A subject coordinator supports schools with the development and implementation of a pyramid of intervention for behaviour.
- continue the process of reviewing the needs of schools for support. Coordinators and leads often go into the classrooms and other learning environments to observe students. Both will sit with Education Support Services (ESS) teams to review schedules and problem solve around issues at the school.
- The Supervisor of Data and Accountability looks for an alignment between School Improvement Plan and inclusive school practices
- In 2013-2014, all provincial schools received two days of Universal Design for Learning (UDL) professional learning (on line modules created by the Department of Education and Early Childhood Development (EECD). A conference in November was planned by EECD that focused on UDL.
- Assistive technology is requested twice a year to support students. Technology can be requested throughout the year, if an emergency exists.
- The Education Support Services (ESS) Liaison will support the development of school to work (life) transition plans for students who are on individualized plans

6.3.3

- Personalized Learning Plan updates will mirror the new report card timelines. Teachers will be sharing progress on all students.

6.4.4

- EECD is now supporting tutoring requests; ASD-W reports quarterly on spending for tutors.

6.5.1

- ASD-W developed and trained all guidance counselors on a writing and implementing a Behaviour Support Plan.
- Schools are developing and implementing Positive Learning Environment Plans

6.6

- The school district has revised the district suspension policy to reflect Policy 322. (Appendix D)
- A new ESS lead will focus on high schools to support those student who are often suspended with the development of transition plans to ensure the student is more successful when returning to the learning environment.

6.7

- The school district has revised the district retention policy to reflect Policy 322. (Appendix C)

6.7.4

- Directors of Schools will report the number of retentions for students in kindergarten to grade 8.

6.9.1

- Literacy and Numeracy Leads now fall under the responsibility of the Director of Curriculum and Instruction

6.9.2

- ESS has and will oversee core training, annually (VTRA, ASIST, NVCI, CSSP, Changing Minds)
- Working collaboratively with Directors of Schools, ESS Coordinators and IFs, school based ESS teams will decide a plan of action for support where needed.
- Development of a new consultation model with the intent that the district team will be able to respond quicker.

6.9.4

- monthly Senior Administration meetings.
- ESS Director shares the team's work plan and provides updates throughout the year.
- data is collected and shared, when requested, on the number of crisis responses and VTRAs
- data is gathered on the number of school contacts by Coordinators

6.10.3

- it has been requested that ESS teams upload team meeting minutes to the district ESS portal. ESS Coordinators review minutes throughout the year to ensure teams are meeting and moving towards working on systemic issues along with student issues.

6.11.1

- Before hiring School Based ESS teachers, schools have conversations with ESS Director or Coordinator.

6.11.3

2013-2014 – Professional Learning Opportunities

Inclusion Facilitators provided the PL session on ESS Guideline Document to ASD-W personnel.

ESS Guidelines Documents Overview		
Principals	75	
Vice Principals	67	
EST-Rs	146	
EST-Gs	73	
EST-Ls and EST-Ns	52	
Other Related Support Personnel	47	Social Workers, Speech Language Pathologists, Psychologists, Autism Resource Teachers, Subject leads, Alternate Education Teachers

EST Instructional Coaching Part 1		
Principals	75	Attended for morning. Approximately 12 stayed for afternoon.
Vice Principals	67	
EST-Rs	146	
EST-Ls and EST-Ns	49	
Others (describe)	20	Subject coordinators & district leads

2014-2015 Professional Learning Opportunities

- All principals were invited to a session in October that focused on ESS teams. Principals were grouped by clusters.
- In January, EST – Resource teachers will participate in a session titled Coaching Part II.

6.11.3

-EST- Resource will participate in a time use survey three times this year (EECD)

- Director, Coordinators and IFs are working with Fredericton High School, Leo Hayes High School, Oromocto High School, Woodstock High School and Carleton North High School (large high schools) to implement changes to the resource role. Schools are provided release days to support the process in their buildings.

6.12.1

- ESS funding allocation is provided to the ESS Director for distribution in the system

- FTE (Full Time Equivalent, Staffing) has been provided to schools using the formula for resource and adding additional guidance to respond to the challenges around mental health and behaviour

6.13.2

- Coordinators and directors have provided conference calls on the new consultation form, CSSP, SIWs, PLEP

- Leads will have on-going Lync learning sessions for resource and guidance

- 10 schools will be provided with face to face Positive Behaviour Interventions and Supports training

- Schools previously trained will have access to release days to work with a District ESS member to continue the planning for Positive Behaviour Interventions and Supports



Anglophone West School District

EECD 319
POLICY NO. ASD-W-319-5
RETENTION AND AGE APPROPRIATE PLACEMENT OF STUDENTS
Category: Educational Services

Draft: October 2014

Policy Statement


Anglophone West School District is committed to the education of students in settings appropriate to their age. However, in the event that a student is experiencing difficulty, the School District will follow a plan for intervention.

Procedures

1. Parents/guardians are informed of their child's situation and are consulted about the learning requirements for success in the current grade; the school's assessment of the student's learning problems, and the school's attempts to increase achievement by the end of January. This purposeful meeting or communication shall occur to support student learning.
2. The school will provide interventions and explore alternatives. A meeting of the problem solving team (including Principal and pertinent school staff) occurs where the student's case is reviewed, recommendations are generated and prioritized and recorded in the form of meeting minutes.
3. If it is decided by the administrator, teacher(s), ESS-Resource, parents/guardians and student that grade retention would benefit the future success of the student, a Personal Learning Plan shall be agreed upon, monitored and recorded for implementation in the upcoming school year.
4. The Personalized Learning Plan, which includes instructional strategies to enable the student to achieve the essential skills, is developed by school staff in collaboration with parents/guardians. This plan must denote areas of responsibility.
5. This Personalized Learning Plan will be monitored throughout the year by teacher(s), school administrator, parents/guardians and student where applicable.
6. Principals will complete the ASD-W Retention Profile and submit to the Director of Schools no later than June 15.
7. Personalized Learning Plan will be uploaded to the completed by June 15.
8. All decisions regarding placement may be appealed under the Education Act, Article 11. Should a parent(s)/guardian(s) decide to appeal, they should place a request in writing for an appeal hearing to the Superintendent of Schools.

Reference

- [A User's Guide for The Appeal Process](#) As Provided for In The New Brunswick Education Act
- Department of Education and Early Childhood Development – Policy 322 (6.7)
- Education Act

 Anglophone West School District	EECD 703 POLICY NO. ASD-W-703-8
	STUDENT DISCIPLINE – OUT-OF-SCHOOL SUSPENSION
Category: Health and Safety	Draft: October 2014

Policy Statement

Out-of-school suspension is the temporary exclusion of a student from physically being present on the school property and at school-sponsored events during the period of the out-of-school suspension. The power to suspend students for good and sufficient cause is subject to defined procedures.

The District recognizes suspension, in addition to other interventions, as a method of discipline for students who are persistently disobedient, unruly, or destructive. Immediate suspension is permitted when the presence of the student in the school endangers that student, other students, or school staff, or substantially disrupts the rights of others to an education.

Some students with exceptionalities may behave in challenging ways that are beyond the student's control or understanding. Where this appears to be the case, such students may not be subject to the typical consequences established by the school.

This policy is used when interventions have not been successful and/or the nature of the behavior necessitates the temporary removal of a student from school.

Procedures

1. Out-of-school suspension may be considered for any of the following reasons:
 - a. persistent disobedience or disruption,
 - b. persistent refusal to do assigned school work,
 - c. conduct injurious to the moral tone of the school or to the physical or mental well-being of others in the school, while on the school premises, while attending any school activity, or while on a school bus,
 - d. willful damage to or destruction of property while at school,
 - e. the persistent use of profane or improper language,
 - f. involvement with drugs and/or alcohol,
 - g. behaving in any other manner which, in the opinion of the Principal or designate, is detrimental to others in the school.

It is understood that these actions may occur off school grounds and outside the instructional day and still warrant consideration of a suspension.
2. Absenteeism is not grounds for out-of-school suspension. Persistent failure to comply with an absenteeism intervention plan may provide grounds for an out-of-school suspension.
3. Informal or "off-the-record" suspensions shall not be permitted.

STUDENT DISCIPLINE – OUT-OF-SCHOOL SUSPENSION

Category: Health and Safety

Draft: October 2014

4. Before suspending a student, due process needs to be exercised. School officials should explore other possible options or interventions. In all cases when a student exhibits high risk behaviours as addressed in the Violent Threat Risk Assessment (VTRA) protocol, conduct a Violent Threat Risk Assessment.
5. Records must be kept by teachers regarding student misbehaviour. The Principal or designate shall notify the parent/guardian and the student that the student's behaviour warrants such a record being kept and that continued unacceptable behaviour may lead to suspension. It is understood that some behaviours may warrant an out-of school suspension without this prior communication.
6. The Principal or designate may suspend a student for not more than five (5) school days cumulative without informing the parent of the Right to Appeal, as per the Education Act.
7. The Principal or designate shall receive approval from the Director of Schools of any suspension of more than five (5) consecutive days prior to assigning the suspension. It is understood that the principal or delegate may start the suspension with the final length pending the decision of the Director of Schools.
8. Before suspending a student, a Principal or designate shall inform the student of the formal disciplinary nature of suspension and its consequences, the reasons for which suspension is being considered, and shall provide an opportunity for the student to offer an explanation in defense or mitigation.
9. When a decision is made to suspend a student, the Principal or designate:
 - a. shall make a reasonable attempt to notify the parent/guardian by telephone, regardless of age,
 - b. shall notify the appropriate bus driver, either directly or through the transportation office,
 - c. In the event that an adult is not present in the student's home or that an adult from home cannot provide transportation, the Principal shall, in the cases of a bus student, see that adequate transportation is provided or that the student be maintained in an in-school suspension room until the end of the school day.
10. The Principal or designate shall mail, within one (1) school day, a written notice of a suspension to the parent/guardian of the student, and to the student, when 18 years of age or older and living independently, with a copy forwarded to the Director of Schools and appropriate school personnel.

STUDENT DISCIPLINE – OUT-OF-SCHOOL SUSPENSION

Category: Health and Safety

Draft: October 2014

11. The notice of suspension shall include:
 - a. the age and grade of the student
 - b. the reasons for the suspension
 - c. the restrictions placed on the student during suspension
 - d. the follow-up actions needed for the suspended student to be readmitted which may include a conference with the home prior to the student being readmitted
 - e. When the suspension is for more than five (5) school days, the Principal shall advise the student and the parent/guardian of their right to appeal the decision as provided in the Education Act.
12. The school shall make reasonable effort to provide alternative education support and services to students who are suspended from regular classroom activity for a lengthy period of time and in cooperation of the student.
13. A suspended student shall be permitted to write formal examinations.
14. A re-entry plan to determine strategies for student success will be arranged, prior to return from suspension with school administration or designate.
15. Public school transportation is not available to students for the length of their suspension.

Reference

- Department of Education and Early Childhood Development [Policy 703: Positive Learning and Working Environment](#)
- Department of Education and Early Childhood Development Policy 322: Inclusive Education
- New Brunswick [Education Act, Section 14](#)
- New Brunswick [Education Act, Section 24](#)
- New Brunswick [Education Act, Section 25](#)
- ASD-W VTRA Policy and Protocol
- [A User's Guide for the Appeal Process](#) As Provided For in the New Brunswick Education Act

Anglophone West School District (ASD-W) Challenges Associated with Policy 322

6.2.1

- Some teachers have yet to see themselves as the individual to provide instruction to all students, including those on individualized programs. This could be a culture shift for some teachers, support staff and their respective collective bargaining units.
- providing homogenous grouping of students at high school level. This is another potential culture shift with expectations from parents influencing schools decision to continue to stream students.
- The Personalized Learning Plan is (PLP) referenced throughout the policy. Currently, there is a name change from Special Education Plan (SEP) to PLP. The SEP will not work for most of what is listed in Policy 322.
- Money allocated for assistive technology doesn't meet the needs of students in the system. Often times, difficult decisions are required or money is found in other budget areas.

6.4.3

- EECD has not confirmed what the "progress reports" or "yearly summary of progress reports" need to look like at this time; currently, no request for this information has been given to schools. Once Power School is completely operational, there will be a need to be able to extrapolate the information from the database. These reports are to be given to the superintendent.

6.5.2

- limited resources for students who are unable to stay in school due to severe behavior or mental health issues. The district has one alternative education program (not linked to programs in schools) that serves only the Fredericton and surrounding area.
- need to do a review of time-out procedures in the district. Students with severe behavior issues who are not responding to interventions have very limited options. There may be a difficult decision to remove them from school or isolate for safety issues.

6.5.1

- EECD description of the Educational Assistant's role does not reflect the current job; this needs to be updated to note the changes in student needs
- The Right to Refuse and CUPE 2745's understanding of the Health and Safety Act has proven to be a challenge

Parent Feedback
Information Pulled from Replies to Call for Information

School #1 – Grade 9-12 High School - Large

Concern raised about the cancellation of a grade 9 enrichment class in mathematics.

The enrichment in mathematics appears to be the one area where parents of the school community are very concerned.

School #2 – Grade 9-12 High School - Small

I introduced the policy to our PSSC last fall when it was in draft. I gave the members copies of the policy. We discussed the goals of the policy, and how it relates to the SIP. We spent most of one meeting on it. The committee was very supportive and I think that was because we had talked about inclusion, UDLs, and adjusting presentation and assessments to meet everyone's needs. They understand that Policy 322 has nothing to do with children with disabilities but everything to do with all students.

In general, the committee was supportive of the policy and I believe that's because it covers differences other than intellectual and physical.

School #3 – Grade 9-12 High School - Small

My PSSC met last week and we went over Policy 322. Overall they liked the policy and were very interested in it. The only comments that were a concern were regarding the human supports (or lack thereof) needed to support both the students and staff in addressing the requirements of the policy (for example, EAs and SIW support,) and that the PLP has to reflect the individual needs of the child so to consider that some needs could best be met outside of the class working with specialists, on life skills, etc.

School #4 – Grade 6-8 Middle School - Large

- **Under this policy, all public schools in New Brunswick are to be "inclusive." According to this policy, each student is to feel "respected, confident and safe." However, this is not always possible with students who have behavioral issues (whether controlled or uncontrolled.) Some students with behavioral issues get frustrated and understandably lash out at other students or teachers. How can this behavior, controlled or uncontrolled, create a learning environment that is beneficial to all students? What support systems/interventions/consequences are at the teachers' disposal when there is a student(s) who's behavior is disruptive (voluntarily or involuntarily) or who's behavior provides an unsafe learning environment for other children?**
- **Not all learning environments that are inclusive can be considered safe when the appropriate support team is not available or if there is a support team, some of those members are shared between schools due to a lack of funding.**
- **Common Learning Environment: How can students learn if instruction is delivered to students with mixed learning abilities? Isn't the teacher's focus taken away from teaching when they are trying to address the concerns/issues of the child/ren with the behavioral issue? And how does that benefit the rest of the class, trying to learn but are distracted by these students? Inclusion works ONLY if the proper number of education support teachers is available.**
- **Education Support Teacher: Certified teachers are supposed to provide support to a classroom teacher. But, in some instances,**

one additional certified teacher is not enough, especially if that classroom has two or more students with learning behaviors that can lead to disruption.

- **Inclusive education is supposed to provide students with respect, confidence and safety. But there are times when students cannot "learn and develop to their full potential" as expected under this policy. Furthermore, students who are blatantly disrespectful to teachers, especially in front of other students, violate those students' rights under Policy 703. What choices do teachers and principals have when a student consistently demonstrates such behaviors and actions? Under Policy 703 (Positive Learning Environment), these actions should not be tolerated, however, alternatives are not offered, suggested or even allowed (in any significant way) under policy 322.**
- **There is a clear disconnect between implementing Policy 322 and Policy 703 in some cases. Schools must be provided with additional funds to allow them to properly staff their building in order to deal with these cases.**
- **We all agree that Policy 322 is an "ideal" policy. We would all love to see it work as it is outlined, however, the reality is that without proper funding and staffing, it is not feasible and is, in fact, contradictory to Policy 703. As one policy (in theory) should not supersede the other, we are not sure how, practically speaking, both can co-exist without proper resources.**

INCLUSION PROJECT UPDATE

NB EDUCATION AND EARLY CHILDHOOD DEVELOPMENT

MARCH 2014

Building Capacity: Inclusive Practices

Professional Learning Plan 2013-2014

Focus has been on building the capacity of school-based ESS Teams and instructional practices that support inclusive education.

Inclusion Facilitators

(10) The IF Team have developed and facilitated numerous sessions for instructional leaders and Education Support Teachers on the new Policy 322 and support for ESS Teams. They are using the material from these sessions to create online versions so they will continue to be available to educators. The IFs have also worked directly with schools and

their ESS teams to provide support.

School-Based ESS Teams Guidelines

The draft documents are available on the Portal. The documents include a description of the RTI model and school-based ESS team members' roles and responsibilities. The PL has focused on the team functions and responsibilities, problem solving and collaboration, and instructional coaching. The official version will be available in September 2014.

Planning for All (UDL)

All educators have been provided with 2 days of professional learning on UDL. Leadership Teams in 14 Schools have been

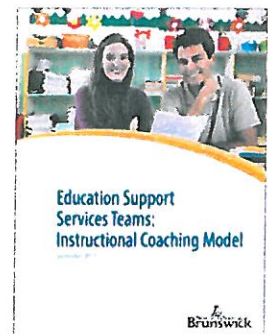
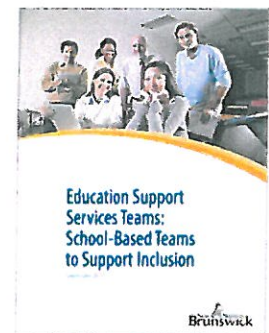
working on action research projects. A module on PBIS will be available to educators in April 2014.

Formative Assessment

A brochure is being created to support the effective use of formative assessment. Resources have been reviewed and shared with districts.

Prospective EST-R Training

Each district has identified educators who have been receiving PL during the past year. By the end of this school year this group will have completed 3 modules which include EST-R roles and responsibilities, Policy 322, instructional coaching, assessment and planning.



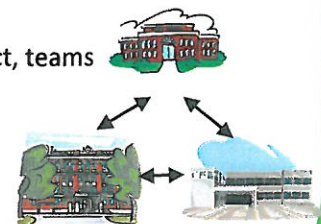
High School Triads

There are 9 Triads with 27 of the largest high schools.

- Each Triad have had at least 2 meetings. Schools have taken turns hosting the other schools.
- The Triads have set learning targets and are working on plans to achieve these goals.
- Support is available to the Triads through coaches, IFs, and tools such as templates.
- To help monitor the impact of this project, teams complete surveys.

Next steps:

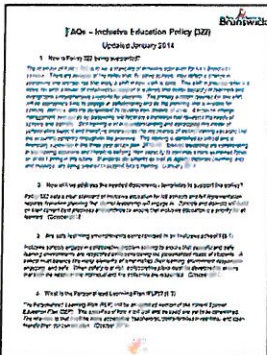
- Continued support for Triads reaching targets.
- Create opportunities for sharing among the Triads.
- Extend the project to create other learning networks.



Coaching CONVERSATIONS



Copies of this resource have been provided to district instructional leaders and all Education Support Teachers



Teachers Helping Teachers
30-Minute Team Problem-solving
Process



Other Professional Learning Initiatives

District-based Projects

Initiatives are underway to support positive behaviour and inclusive practices in high schools.

Online Modules

Work continues on PBIS, Principal Certification, and Bullying Prevention.

NBPES Conference

Training. EST-Rs and EAs.

French for All:

Gr. 5 IF Project

Sample unit has been created using UDL strategies which will include video exemplars.

French Immersion

ASD-W Project

Partnership with UNB and Dr. Arnett.

School Improvement Service:

New indicators relating to inclusion have been used this year. A draft Inclusion "Look Fors" document is also being used.

EST Time Use Survey

Data was collected in November and survey will be done again next November.

Policy Development: New and Revised

Inclusion Policy (322):

This policy was signed and implemented this fall. An FAQ document has been developed to support the implementation.

Positive Learning and Working Environment Policy (703):

The revised policy which includes support for sexual minority youth has been completed.

Prevention & Resolution of Disputes Policy:

Draft of this policy has been completed.

Alternative Education Policy:

Development of this policy is underway.

Other Initiatives Underway

Minister's Advisory Committee met Dec. 2013

Renewal of High Schools

- Collected feedback from a variety of stakeholders
- PLCs to provide additional information have been formed

Pilot project to support vulnerable schools initial research is completed.

Personalized Learning Plans Research and development is underway.

Bullying Prevention

- Pink Shirt Day and Youth Conference
- Respect in Schools PL project

Communication Project

2nd newsletter will be printed and published online this school year.

Read 180 Intervention Pilot

Projects with Partners

- Inclusive School Culture Project: NBACL
- Inclusion Champions: NBDEN

Teachers Helping Teachers Video

A short animated video has been created to describe the problem solving process.



Prepared by:
Cathy Martin
Gordon Porter