

# Integration Action for Inclusion

**Annual General Meeting**

June 12th, 2021



## Ontario's Education Equity Action Plan



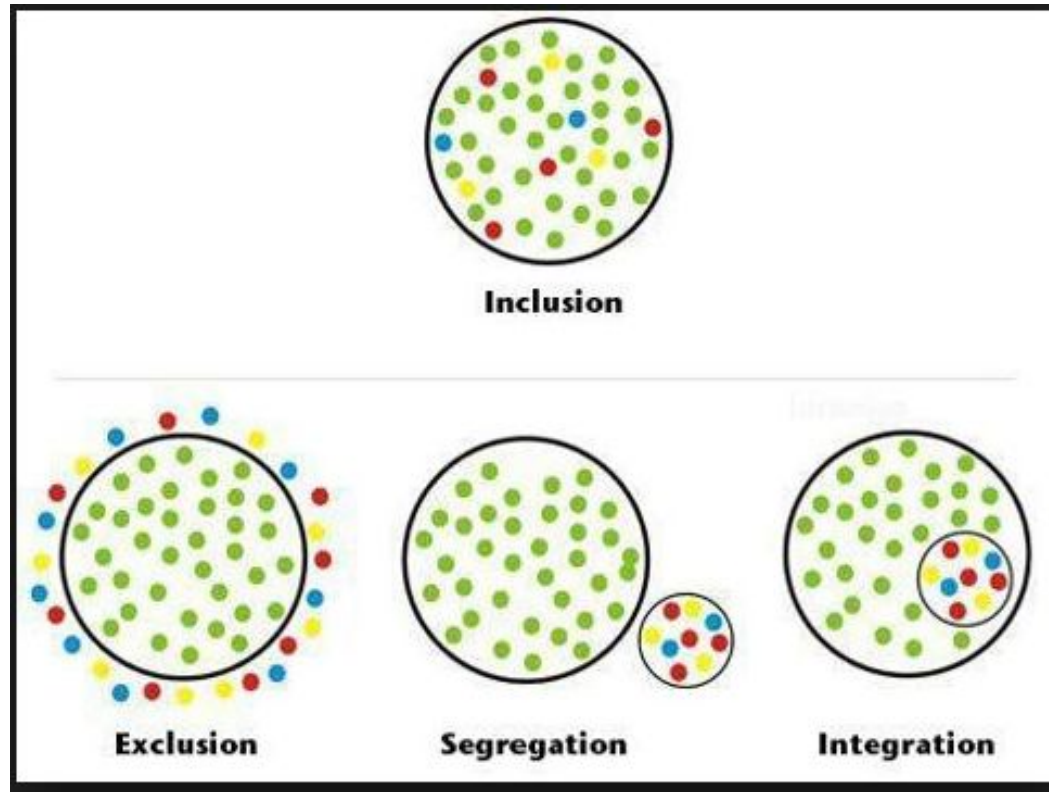
It stems from a fundamental principle that every student should have the opportunity to succeed personally and academically, regardless of background, identity or personal circumstances.

# Legal Interpretation of the UN Convention of the Rights of Persons with Disabilities

Article 24 guarantees students with disabilities the right to an inclusive education system at all levels with others in the communities in which they live without discrimination and on the basis of equal opportunity.

In realizing this right, State Parties (including provinces and territories in Canada) shall ensure that students with disabilities receive reasonable accommodations and support required for effective academic and social development consistent with the goal of full inclusion in regular classrooms and regular schools.

# Visual Representation of the Stages of Inclusive Education



# The 'Why'

- Decline in interest for Self Contained programs
- Research
- Lack of evidence confirming the impact of the programming in Self contained classrooms
- Majority of youth with intellectual disabilities are unemployed
- Concerns about the lack of social connectedness of students graduating from Self Contained classrooms
- Mounting provincial inclusive education documents
- Moral Imperative



A great example of student voice.

# STRATEGIC



2012-2015	2016 - 2020	2020 - 2024
<p>We will create <b>Positive, Inclusive Learning Environments</b></p> <ul style="list-style-type: none"> <li>• Honour all student pathways with a focus on individual strengths, needs and learning preferences</li> <li>• Create a culture of acceptance and inclusion</li> <li>• Ensure safe learning and working environments in collaboration with the broader community</li> </ul>	<p>We will create <b>Positive, Inclusive Learning Environments</b> and Maximize Outcomes for Students</p> <p>By</p> <ul style="list-style-type: none"> <li>• Engaging our students, staff, families, communities and our world</li> <li>• Inspiring with evidence-informed teaching and learning</li> <li>• Innovating through the creative potential of emerging technologies</li> </ul> <p>Guided by principles of Equity, Character, &amp; Stewardship</p>	<p>I am Prepared</p> <ul style="list-style-type: none"> <li>• We will provide all students and staff with the <b>opportunities to develop the skills needed to thrive in a global world.</b></li> </ul> <p>I am Well</p> <ul style="list-style-type: none"> <li>• We will foster a <b>collaborative culture</b> that supports and enhances the well-being of students and staff.</li> </ul> <p>I am Engaged</p> <ul style="list-style-type: none"> <li>• <b>We will create a community that respects individuals</b> as well as the collective, and that promotes lifelong learning.</li> </ul>



**Dr. Gordon Porter**  
**Director of Inclusive  
Education Canada**  
**Legal Frameworks  
of Inclusive Education**



**Dr. Sheila Bennett**  
**Faculty of Education  
Brock University**  
**Board Level Support  
in Research and  
Dialogue**



**Dr. Steven Katz**  
**Director of Res. and Evaluation  
University of Toronto (OISE)**  
**Educational  
Leadership and Change**



**Dr. Jacqueline Specht**  
**Director of Cdn. Research Centre  
of Inclusion Education  
Faculty of Education  
University of Western Ontario**  
**Inclusive Policy and Research**

# Mentors



**Dr. Michael Giangreco**  
**University of Vermont: Centre of  
Disability & Community Inclusion**  
**The Role of Educational  
Assistants in Inclusive Classrooms**



# Mentors



**Dr. Shelley Moore**  
University of British Columbia,  
**Inclusive Education**



**Dr. Caroline Musselwhite,**  
**Emergent Literacy**



**Dr. Jim Knight**  
University of Kansas  
**Instructional  
Coaching Cycle**



**Dr. Jennifer Katz**  
Faculty of Education  
University of British Columbia  
**UDL and Role  
of the Resource Teacher**




**David and Roger Johnson**  
University of Minnesota  
**Cooperative Learning**

# Supporting our Stakeholders

School Leadership	School Board Trustees	Classroom Teachers
<ul style="list-style-type: none"><li>● Mandated SIPSAW Goals related to Inclusive Education</li><li>● Inclusive Education was standing agenda at monthly Principal Meetings</li><li>● Regular presentations to share the work of inclusive education</li><li>● Created a Principal FAQ</li><li>● Supportive conversations with Learning For All Coach</li><li>● Language work- Person First / Labelling / Titles of Roles</li></ul>	<ul style="list-style-type: none"><li>● Supported community conversations</li><li>● Presented regularly at School Board Meetings</li><li>● Invitations to learning sessions and Student Symposiums</li><li>● School tours</li></ul>	<ul style="list-style-type: none"><li>● Coaching partnerships</li><li>● Coach supported learning at staff meetings, lunch and learns, PLC tables, book clubs</li><li>● Student Symposiums</li><li>● School Group Training re: Modified Programming</li><li>● Special Education AQ Part 1 - offered and taught by L4All Coordinators at no cost</li><li>● PD Opportunities with Support Services (SLP, OT, PT)</li></ul>



# Supporting our Stakeholders

Resource Teachers	Educational Assistants	Students
<ul style="list-style-type: none"><li>● Sharing research to promote learning and leading</li><li>● L4All Coach Support</li><li>● Increased FTE to promote a coaching stance in the classroom</li><li>● Collaborative Inquiry around the model of resource support</li><li>● Secondary School LS Network central meetings once a month</li></ul>  <p>LEARNING SERVICES BETTER TOGETHER</p>	<ul style="list-style-type: none"><li>● Collaborative teams - CRT, EA, Coach</li><li>● iPads for Inclusion - Technology and Inservice</li><li>● Professional Learning Opportunities</li><li>● Participation in Research Study</li></ul>	<ul style="list-style-type: none"><li>● Student voice opportunities<ul style="list-style-type: none"><li>○ Student Symposiums</li><li>○ Student clubs</li><li>○ Assemblies</li><li>○ Videos</li><li>○ Special Events</li></ul></li><li>● Classroom conversations to educate students about neurodiversity</li><li>● Provided access to bundled courses to support Skills for Life</li></ul>

# Supporting our Stakeholders

Parents	Human Resources	System
<ul style="list-style-type: none"><li>● SEAC sponsored parent nights</li><li>● Parent forums</li><li>● School open houses &amp; meetings</li><li>● Individual conversations</li><li>● Transition fairs</li></ul>	<ul style="list-style-type: none"><li>● New questions related to IE incorporated</li><li>● Emerging Leaders Professional Development</li></ul>	<ul style="list-style-type: none"><li>● Program, Student Success and LS Interdepartmental Work (assessment and programming)</li><li>● Student Success collaboration with LS (experiential learning design, transition supports)</li></ul>

# Support Timeline

## 2013-2019 **Learning for All Coaches**

- 300+ collaborative partnerships - Elementary & Secondary

## 2016 -2019 **Additional Resource Teacher Time**

- allotted to some schools to engage in a collaborative model of in-class support

## 2018 **Transition Teacher Assigned to Each Secondary School**

- 4 sections per school regardless of # of students on modified programs

## 2019 **L4A Coach Position Dissolved**

## 2019 - **Transition Teacher renamed 'Learning Services Section'**

- sections assigned based on # of students on modified programs

22 SCC 2011 ---- 9 SCC (Secondary) 2015 ---- 2.5 (Secondary) + 2 Present

# At the student's desk

## Elementary

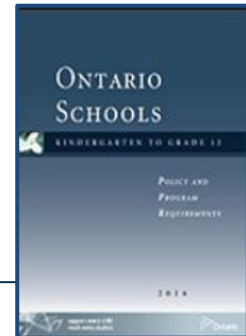
- Learning goals developed based on modified number and/or complexity of grade level curriculum expectations.

## Secondary

- Learning goals developed based on modified number and/or complexity of grade level curriculum expectations ~ resulting in:
  - Modified credit
  - Modified partial credit
  - No credit



Supports aligned; role of administrator; monitoring



# Research

- [The Relationship between School Leaders' and Teachers' Perceptions of their value in Promoting a Culture of Inclusive Education](#)

*University of Western Ontario (2016)*

- [Examining Learner Engagement Strategies](#)

*Brock University (2017)*

- **Learning for All: A Report of the Collaborative Coaching Process**

*University of Western Ontario*

- [Moving Toward Inclusion: Inclusion Coaches' Reflections and Discussions in Supporting Educators in Practice](#)

*Brock University (2015)*

- [Educational Assistants Supporting Inclusive Education in Secondary Schools](#)

*University of Western Ontario (2015)*

- **Collaborative Inquiry on the Role of the Resource Teacher**

*University of Western Ontario*

- [Re-Culturing the Role of the Resource Teacher: Final Research Report](#)

# Sharing Conversations...

## Guests To Our Board:

- Grand Erie District School Board
- Thames Valley District School Board
- Greater Essex District School Board
- Niagara District School Board
- Upper Grand District School Board
- Limestone District School Board
  
- Netherlands District School Board
- United Arab Emirates - Dubai
- Educators from South Africa
- Researchers from Denmark
- Researchers from Spain



## Sharing Outside of Our Board:

- Ontario Ministry of Education, L4All Conference
- Community Living Ontario
- Council For Exceptional Children
- ETFO
- Toronto District School Board
- Near North District School Board
- South Africa Middelburg School District
- Hamilton Wentworth District School Board



# Moving Forward

- Indicators of Inclusive Education - developing a tool for use for professional learning, school improvement planning and metrics to measure how we continue to evolve and improve.
- Equity, Diversity and Inclusion Plan - ensure that ableism continues to be one of the categories of oppression that are in our plan.

# Action Plan Belief Statements

## **We Are:**

Activists and advocates, working on becoming better allies.

## **We Believe:**

All members of the Avon Maitland District School Board community are responsible for identifying and dismantling systemic racism and oppression.

## **We Are Committed To:**

Addressing Equity, Diversity, and Inclusivity in all areas of Avon Maitland District School Board.

## **We Will Know We are Moving Towards Social Justice When:**

An evolving and responsive Equity, Diversity and Inclusivity Action Plan: 2021 -2024 with measurable success criteria is enacted in all sectors of Avon Maitland DSB, resulting in growth that leads to change.





## **Inclusive Education -**

**Kaitlinn Shaw**

**(former Grade 12  
Student)**