

REPORT

OF THE

MANITOBA INCLUSIVE EDUCATION SUMMIT

OCTOBER 21ST, 2004

WINNIPEG, MANITOBA

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Manitoba

Inclusive Education Summit

Victoria Inn • Winnipeg

On October 21, ACL-Manitoba is convening an Inclusive Education Summit. The goals of the Summit are:

1. To celebrate our accomplishments and successes in Inclusive Education
2. To understand the perspective of the stakeholders in Inclusive Education
3. To encourage partnerships and involvement with the Department of Education, Citizenship and Youth, with the community, with schools, with individuals and with families, to further promote inclusion of children with disabilities in our schools.

We hope a wide range of partners will join us in a dialogue – teachers, parents, children and youth organizations, school administrators, school boards, policy makers, government representatives, education researchers, the disability community, and others committed to creating a public education system for all.

The proposed schedule includes:

- ◀ Keynote Address - Hon. Peter Bjornson, Minister of Education, Citizenship and Youth - Progress on Bill 13
- ◀ Panel Presentation - Why We Do Inclusion
- ◀ Concurrent Sessions (morning)
 - Working in Partnership - Parents & Teachers
 - Pulling It All Together - Universal Design
 - Evaluating the Quality of Inclusive Education
 - Findings From Our Research - From Observation to Action
- ◀ Understanding the Legal Aspects of Bill 13
- ◀ Promoting Inclusion Panel - Perspectives of Stakeholders
- ◀ Concurrent Sessions (afternoon) - repeat
- ◀ Concluding Remarks - The Challenges Ahead

MARK YOUR CALENDARS!

October 21, 2004

**We look forward to your participation in this
Manitoba Summit on Inclusive Education**

For more information, contact:
Cheryl at (204) 786-1607 or visit www.aclmb.ca

The Manitoba Inclusive Education Summit was planned to:

- 1) To celebrate our accomplishments and successes in Inclusive Education
- 2) To understand the perspective of the stakeholders in Inclusive Education
- 3) To encourage partnerships and involvement with the Department of Education, with the community, with schools, with individuals and with families, to further promote inclusion of children with disabilities in our schools.

The Planning Committee consisted of:

Dr.Zana Lutfiyya
Terri Bembridge
Val Surbey
Dale Kendel
Glen Rosse

Sandi McCaig
Phyllis Froese
Rod Lauder
Dr. Hermann Duschesne
Joan Martin

INCLUSION IT'S A WAY OF THINKING

Participants of the Summit were asked the question “What Does Inclusion Mean to You?”

Delegates were asked to pick a word to describe what inclusion means to them.....Here's the results.

MANITOBA INCLUSIVE EDUCATION Key Words

Category	Acceptance	Belonging	Communication	Community	Everyone	Opportunity	Respect	Together
Admin	9	20	1	8	77	7	6	12
Clinician	1	8	0	1	3	1	1	2
Parents	10	10	0	2	2	1	1	5
Teacher	2	17	0	10	7	3	1	9
Trustee	1	2	4	0	7	1	1	3

INCLUSION IT'S A WAY OF THINKING

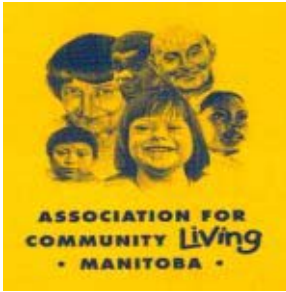
Delegates were asked what the “Barriers to Inclusion” were?

Here’s the results in rank order of response.

MANITOBA INCLUSIVE EDUCATION BARRIERS

Money / Funding	98
Non Responsiveness of System	57
Attitudes	47
Support	34
Training	23
Resources	21
Access	13
Parents	12
Scheduling	11
Class Size	5
Teaching Assistants	4
Composition	2
Leadership	1
Jurisdiction	1

INCLUSION IT'S A WAY OF THINKING



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October 12, 2004

NEWS RELEASE

For Immediate Release

Manitoba Inclusive Education Summit **Thursday, October 21, 2004** **Victoria Inn, Winnipeg**

On October 21, ACL-Manitoba is convening an Inclusive Education Summit. The goals of the Summit are:

1. To celebrate our accomplishments and successes in Inclusive Education for children with disabilities.
2. To understand the perspective of the stakeholders in Inclusive Education regarding children with disabilities.
3. To encourage partnerships and involvement with the Department of Education, with the community, with schools, with individuals and with families, to further promote inclusion of children with disabilities in our schools.

A wide range of partners will join us in a dialogue – teachers, parents, children and youth organizations, school administrators, school boards, policy makers, government representatives, education researchers, the disability community, and others committed to creating a public education system for all.

The proposed schedule includes:

- | | |
|------|---|
| 8:30 | Welcome |
| 9:00 | Keynote Address – Hon. Peter Bjornson, Minister of Education –
Progress on Bill 13 |
| 9:30 | Panel Presentation – Why We Do Inclusion |

- 10:45 Concurrent Sessions (morning)
to 12:15
- Working in Partnership – Parents & Teachers
 - Pulling It All Together – Universal Design
 - Evaluating the Quality of Inclusive Education
 - Findings from Our Research – From Observation to Action
- 1:30 Understanding the Legal Aspects of Bill 13
2:00 Promoting Inclusion Panel – Perspectives of Stakeholders
- 3:00 Concurrent Sessions (afternoon) – repeat
to 4:15
- 4:30 Concluding Remarks – The Challenges Ahead

“We are extremely pleased that 350 individuals have registered for this event as of October 11, 2004” said Dale Kendel, Executive Director of the Association for Community Living – MB. Kendel continues, “It indicates a high level of interest in Bill 13, the newly passed Provincial Legislation on Appropriate Education. In fact, 34 of Manitoba’s 37 school divisions have registered people to attend the Inclusion Summit.”

The event was planned with the cooperation of the Department of Education, Manitoba Association of School Trustees, Manitoba Teacher’s Society, Faculty of Education – University of Manitoba, Council for Exceptional Children and Student Service Administrators of Manitoba.

This Inclusive Education event is also timely as the Department of Education is in the midst of its consultation on Regulations for Bill 13 with stakeholders, school divisions and parents.

A report will be prepared and released during the National Inclusive Education Week, December 6th – 10th, 2004.

-30-

For further details, contact Dale Kendel at 786-1607.

APPROPRIATE EDUCATIONAL PROGRAMMING

Bill 17, *The Public School Amendment Act*, was introduced by the Manitoba Government in April 2003. This amendment to *The Public Schools Act* will ensure that all students in Manitoba are entitled to receive appropriate educational programming that fosters students' participation in both the academic and social life of the school. This legislation will assist all students, particularly those with special needs, in receiving the appropriate educational services they require.

Philosophy of Inclusion

The proposed legislation supports Manitoba's philosophy of inclusion, which states:

Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued, and safe. An inclusive community consciously evolves to meet the changing needs of its members. Through recognition and support, an inclusive community provides meaningful involvement and equal access to the benefits of citizenship.

In Manitoba, we embrace inclusion as a means of enhancing the well-being of every member of the community. By working together, we strengthen our capacity to provide the foundation for a richer future for all of us.

Special Education Review

The *Manitoba Special Education Review: Final Report* (1999) recommended that:

The Province of Manitoba make changes to Manitoba's legislation in order to achieve consistency with the Charter of Rights and Freedoms, particularly to ensure the right to equality as it is understood in Canada and relates to the right of access to education for exceptional children (B.5.i, p. 31).

The review also provided direction on the conditions required for appropriate educational programming:

- Instruction must be specially designed, follow proper evaluation, offer the student an opportunity to benefit, conform with the requirements of an Individual Education Plan, and be inclusive.
- It must be in the proper education setting.
- The school must observe procedural safeguards.

Several recommendations from the Special Education Review are to be addressed through the regulations, policies, and guidelines that will accompany the main legislation. This legislation also supports the consultation paper entitled *Follow-up to the Special Education Review: Proposals for a Policy, Accountability, and Funding Framework*, released in September 2001.

Regulations, Policies, and Guidelines

The specific details on the regulations, policies, and guidelines that will accompany the proposed legislation are being drafted and will be shared with educational stakeholders over the next few months. The broad areas to be addressed by these regulations, policies, and guidelines will:

- require a special education plan for students who require modified course content or individualized programming
- require meaningful involvement for the parents and students in the development and review of the Individual Education Plan when required to address special needs
- provide a resolution process for instances when there is a dispute between parents and educators
- ensure that student services plans are developed annually by schools/divisions/districts with input from families and the community
- ensure that schools offer a continuum of supports and services that will meet the needs of students
- inform parents in a timely fashion of any changes in programming, procedures, and delivery of specialized services used to accommodate their child
- ensure that decisions about instructional environment (placement) are based on inclusion and providing the most enabling environment
- ensure that disability is taken into account in making disciplinary decisions
- ensure decisions involving students with special needs be based on appropriate and well-documented assessments
- require school boards to develop policies and procedures consistent with the service standards in provincial policy

Involving Parents, Families, and Communities

As the proposed regulations, policies, and guidelines are developed, the Manitoba Government intends to share the proposals through regional meetings. These consultations will provide opportunities for schools, parents, and communities to share concerns regarding local issues. Watch your local newspaper for information on the regional consultation meetings.

Prior to the final assent of the new legislation on "appropriate educational programming," schools will need to examine their existing procedures and policies regarding students with diverse needs. This is an excellent opportunity for schools to work with parents and community members to plan for the implementation of the new legislation.

This section is the recommendations of the Manitoba Inclusive Education Summit – October 21st, 2004.

People were asked to write a short “Letter to the Minister” with their recommendation for action.

We have broken the recommendations into categories:

1. Planning with Students
2. Values and Attitudes
3. Teacher Preparation
4. Transition
5. Inter Sectoral Planning
6. Money and Funding

Planning with Students

1	Look at the “heart” of the problem by looking at the “heart” of the child
2	There are children whose extreme needs are not currently being met by the current funding model. Specifically, students with learning disabilities are one such group.
3	House programs for 18-21 year olds at the universities and colleges. The students with special needs feel it is unfair that they have to stay in high school with 14 year olds when they are 18+. Collaboration with other agencies / branches of government is required to meet the diverse needs of 18-21 year olds whose needs may not be adequately met in a school environment.
4	Inclusive Education is inconsistent with labeling students for funding applications. Provide schools with resources, personnel, support to make inclusive ed a success. Level II students require more than .5 EA support, especially those with EBD characteristics.
5	Please, please take another look at those students who do not fit the M designation and can not meet the regular curriculum outcomes. WE need more alternate paths to graduation. What we are doing now excludes a whole group of students who see themselves as failures. We need to provide a program for their needs.
6	Support inservicing / training of staff in the area of inclusive classroom strategies but, as well, assist with fostering an understanding of “the heart” issues related to “all belonging”.
7	Services, supports, programming, options and funding for student with significant behavioral challenges be addressed since this is the number 1 challenge for teachers and school administrators.
8	Inclusion is a great concept. There will need to be funding for professional development of administrators and teachers. There will also need to b funding for materials and staffing if inclusion is approached from a Universal Design for Learning perspective.
9	Listen to the teacher. Provide money for space, materials and trained staff. Recognize that most Level II students require 1:1 support.
10	Support, without apology., our most needful citizens, dreams and rights. Let th e people who fear the erosion of the public system through inclusion go to private schools. This often appears to be part of the political problem – an apprehension that articulating our commitment is going to rob someone of something.
11	I would like to see accountability on the part of the School Divisions specifically Louis Riel as to where the funding money is going –L2 and L3 – because it is not going to support students in the classroom. AS well, if we are expected to have inclusion in the high school, who is going to support these kids in the regular classroom.
12	It would be very nice if you could keep supporting the notion and practice of inclusion in this province. It would certainly be worthwhile taking a look at inclusion from the High School level to 21. How might you better support at these levels and support those students wanting to graduate at 18
13	You’re going to receive a ton of recommendations here today, I’d like to use this

	opportunity instead to say thanks for addressing the letter I received and using it as a positive tool. We're doing the same thing. To try and get rid of the knot it's placed in my stomach, we've done a presentation on how inclusion will educate future adults to the benefits of inclusion. Thank you....Shane's mom.
14	Once a child is diagnosed with condition, the IEP for funding should be continuous throughout school years. Special needs dollars. Government funds used only for purpose of special needs.
15	Regional sessions for parents. PD for teachers. Include all stakeholders at the table to discuss next steps.
16	Listening to parents as to what their needs for the children are. Integrating more at high school levels. Work on Inclusion K-8 is okay but falls apart SI-S4. Collaborating with all involved.
17	Keep it real, relevant, meaningful...what is/are the objectives/goals of public education/ Keep that in focus. Don't allow the whole process to get derailed by emotional, very vocal minorities with personal issues. There's a whole realm of definitions of "inclusion":
18	Children with cognitive and physical needs do not impact the classroom as significantly as those with behavioral disorders. The safety and wellbeing of the individual and the group, needs to be addressed in order not to put in jeopardy the inclusion process.
19	Inclusion is happening quite well at elementary level – much more work needs to be done at high school level. For this to happen – need supports. School division need to hire division level staff who know special needs issues. High school – have special needs students graduate at 18 then go on to structured school to learn specific skills to entire work force. A "technical school" of sorts where they would graduate with a diploma in a work skill.
20	Recognize the uniqueness of each student with disabilities. Provide funding to support the growth and education recognizing the uniqueness of each student. Recognize that students who have graduated and are 18 years of age, may not want to stay in school till 21. there is a group of services between 18-21 years of age.
21	I would like to see transition program available at Ex: Red River to help special needs students leave high school and go with their peers, to post secondary education but learn how to enter the real out of school world.
22	Insist upon (legislate) all children have access to local catchment schools and have access to inclusive (most enabling) environment. Improve/establish measurements for IEP goals. Reduce required labeling for child to obtain funding and entrust teams request for support as valid. School teams are trusted with our children's education, they should be trusted to make reasonable requests for support. Require school divisions to remove layers of beauracracy – creating increased costs and foot dragging on creating of policy and implementing of policy re; inclusive education.
23	In speaking to other parents of special needs children the one thing I have been hearing over and over is that there is no physical support/access in all of the schools. Yet there are multi-handicapped children being forced to attend their local school because there is no money to transport them to the neighboring school where the child would be better accommodated. This is a major problem in rural areas. One example – a wheelchair bound child lives within the catchment

	area of school A, which does not have any wheelchair access, no trained EAs and no hydraulic change table. School B in the next town, has all of this. The parents are told that there is no wheelchair bus available, and because this is a choice of school issues, no payment in lieu of transport will be provided. The parent is given the option of transporting the child at her cost. Parent works full time and has other children to tend to. So this is not an option. The child goes to the local school, needs to be lifted in and out of the building and does not go into the playground. If her EA is absent, she is told to stay home. Is this inclusion?
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Values / Attitudes

24	Look at the “heart” of the problem by looking at the “heart” of the child
25	I agree with the Mission and vision of your department. I hope that adequate funding will follow.
26	Make culture inclusive, move to education that only special Education, address Aboriginal perspectives
27	Courses in university to prepare all teachers. Practice the philosophy in government. Include more teachers, community reps, parents or committees and what about special needs students. Send the Education Minister to the National Summit.
28	Develop a process and a system that enables health, justice, child and family etc to work in school to meet the individual needs of children. Supply resources if necessary.
29	I support inclusion and rethinking more on how to facilitate it.
30	I suggest you visit schools in the province that are successfully doing inclusion for special needs and find out why. What services and supports have been put in place?
31	Minister of Education attend National Summit. Dept of Ed. Personnel spend consecutive 3 days every year in a school – noticing challenges.
32	Leadership – modeling, provide support to help us create a common vision, philosophical, attitudinal to create inclusive communities.
33	WE need to continue to discuss our beliefs about the purpose of education. So long as we are undecided, unclear, or ambiguous on this topic, we will continue to struggle with the extent to which we are inclusive. This conversation must be initiated and sustained by the Minister of Education and must become a part of the fabric of our public school system.
34	Somehow, you need to ensure, that upper administrators embrace the philosophy of inclusion as outlined by MECY. When the wrong people are at the helm, the funding does not get down to the student level and school teams can't do what they want and need to do.
35	To improve inclusion for all students the government needs to make education a higher priority overall.
36	Continue support and train teachers to provide programming that is open-ended and inclusive. Also you're doing a good job. I like the website and the special ed documents.

37	I think we are on the right track – let’s keep going. Worry – what happens if we have a change in government? What can we do to prevent a movement backwards after coming so far?
38	Support, without apology., our most needful citizens, dreams and rights. Let th e people who fear the erosion of the public system through inclusion go to private schools. This often appears to be part of the political problem – an apprehension that articulating our commitment is going to rob someone of something.
39	It would be very nice if you could keep supporting the notion and practice of inclusion in this province. It would certainly be worthwhile taking a look at inclusion from the High School level to 21. How might you better support at these levels and support those students wanting to graduate at 18
40	The discussions today reflect the spirit and the commitment of Manitobans towards inclusive education. Your department must be represented at the upcoming National Summit on Inclusive Education in Ottawa in November, hosted by CACL. There will be Pan-Canadian stakeholders present and a great deal of learning and sharing.
41	Every child belongs. We all have a duty to accommodate. We have come a long way – Bill 58 – present. I would like to thank all of you in this room for the advocacy work you are doing on behalf of children.
42	Keep it real, relevant, meaningful...what is/are the objectives/goals of public education/ Keep that in focus. Don’t allow the whole process to get derailed by emotional, very vocal minorities with personal issues. There’s a whole4 realm of definitions of “inclusion”:
43	To ensure students throughout the province all get equal access to the services and programs that meet their needs. Equal through the province.
44	Ensure appropriate support in the classroom. Promote extensively the philosophy of inclusion. Attend the National Inclusion Summit in Ottawa.
45	Department of Education cannot be expected to fund all the costs of providing an inclusive education without money from Healthy, Justice and other community sources for a community responsibility. Inclusive education means inclusion in the community.
46	Government commitment to inclusion for deaf kids needs to be real. Best practices need to be strived for, with the financial and informed attitude, support of the government administration – such as the funding team, human resources, etc. any child with communication needs(FU system, interpreter) computer notetaker, TA notetaker)
47	Garder l’enfance dans sa communauté avec les services et appuis nécessaires. Services compatibles en français – au Ministère (consultant franc).
48	The heart and soul of inclusion is alive and well in Manitoba Schools. We need to stop having to write documents of negative behaviors and deficiencies to label children to access funds. Educators need to be trusted that when supports are needed, they are listened to.
49	Intelligent, informed allocation of sufficient supports (smart funding). Educate the educators about disabilities, about inclusion and about creative resolutions to problems. Lead by example – show Manitobans you really believe in inclusion- that anything less is discrimination and unacceptable.

Teacher Preparation

50	Additional funding, opportunities for professional development – substitute release time for both teachers and teacher assistance, provincial guidelines re class size / composition
51	We need to train educators in special needs. The 30 hours now is not enough.
52	More funding so kids can be included and training for all new teachers – Special Ed.
53	Courses in university to prepare all teachers. Practice the philosophy in government. Include more teachers, community reps, parents or committees and what about special needs students. Send the Education Minister to the National Summit.
54	The Minister of Education should attend the National Summit in Ottawa November 24-26.
55	Training and supports.
56	That the minister attends the National Summit in Ottawa in November.
57	Information sessions to all parents. Special ed in servicing / training mandatory
58	Decrease gaps between financial contributions to boards and what you expect to be offered.
59	To include special ed courses as mandatory in teacher training
60	Teachers and students need support (ie money) to be successful. Educate new teachers in Spec. ed so they don't think solution is more T.A.'S.
61	Support inservicing / training of staff in the area of inclusive classroom strategies but, as well, assist with fostering an understanding of "the heart" issues related to "all belonging".
62	Minister of Education attend National Summit. Dept of Ed. Personnel spend consecutive 3 days every year in a school – noticing challenges.
63	Inclusion is a great concept. There will need to be funding for professional development of administrators and teachers. There will also need to be funding for materials and staffing if inclusion is approached from a Universal Design for Learning perspective.
64	Teachers need to learn from different organizations about the issues they are faced with.
65	Continue support sp and train teachers to provide programming that is open-ended and inclusive. Also you're doing a good job. I like the website and the special ed documents.
66	Less struggle to get dollars needed. Mandatory education provided to other students, staff, parents and community members interested. Board members educated understand and agree with inclusive philosophy.
67	Importance of professional development for EA, teachers, administrators, in this field.
68	The discussions today reflect the spirit and the commitment of Manitobans towards inclusive education. Your department must be represented at the upcoming National Summit on Inclusive Education in Ottawa in November, hosted by CACL. There will be Pan-Canadian stakeholders present and a great

	deal of learning and sharing.
69	Regional sessions for parents. PD for teachers. Include all stakeholders at the table to discuss next steps.
70	Additional funding, professional development opportunities, create more partnerships with outside agencies.
71	Provide training for all staff including admin. Provide money for support staff, special ed and clinical services. Allow time for school systems to play for implementation of Bill 13.
72	Social services and Foster Family Association must be aware of how schools function and the load they put on schools by concentrating so many children in one area (rural_) without providing supports. More special ed courses in teacher training. Small class sizes. Maybe rethink the whole model – more teachers – EAs placed in buildings on call for EBD. Need more support for EBD. Multi-handicapped are well looked after.
73	I think that in order for real inclusion to happen staff, students and parents need to be better informed. They need to understand fully what inclusion is and then they need to put why they've learned into practice. People need to look at the abilities of kids and not their disabilities.
74	Ensure appropriate support in the classroom. Promote extensively the philosophy of inclusion. Attend the National Inclusion Summit in Ottawa.
75	Provide more in depth training pre-employment for teachers. Further training – professional development for TAs, teachers, administration. Commit to creating a culture of inclusion in all schools.
76	Remove segregated classrooms. Change the language. Involve families. Educate paras more extensively. Consistency among school division and among schools within divisions.
77	Work towards a new model of funding based on needs rather than a variety of labels and focusing on all negative behaviors. Compulsory Inclusive Education courses in year 1 and year 2 of education certificate at university.
78	Bring back “Gifted Education” programs to the public school system. Minister of Education should attend the National Summit.
79	The issues of funding, always an issue of course, does however, take an inordinate amount of time to complete, and creates a label for that child to live down....Let us do it once, evaluate the child annually and continue the funding until he changes in the evaluation. The Minister of Education should attend the National Summit in Ottawa.
80	Increase training opportunities for teachers, EAs, parents, community re inclusion and meeting student needs. Change funding structure. More intersectoral communication, supports, programming responsibility for funding. Closer attention to class size and composition. More push to Universal Design for instruction. Increased staffing for special ed teachers, OT/TPT, SLP, consultants, etc. to support classroom teachers. Need accountability mechanisms established.
81	Minister should attend Inclusive Ed Summit in Ottawa. Look at inclusion as not only academic, but as social expectation. Inclusion is an attitude and may require re-education of society past high school. Accessibility of our buildings. Still no uniform curricular outcomes / guidelines for lower level cognitive ability students. Graduate at 18. Very much a hodge-podge varying from school-to-

	school. Graduate at 18 and work experience for 3 years.
82	Inclusive education training – SMD Inclusive Ed and Training – Jennifer Perron and Rose Flaig. Let peers and teachers of the school make suggestions for inclusion. Usually its only the parents of the student or perhaps the teacher. Work with parents of school divisions. Coalition or advisory board.
83	Need for certification for resource teachers/special education teachers. Develop community awareness about inclusion – some parents do not understand why disruptive students are in their children’s classrooms. Students with Level 2 and Level 3 funding receive much attention. There are many Level 1 students who do not receive all the assistance we know and would like to give them.
84	Adequate support staff to allow inclusion to hap “in fact”. Ensure resource staff at school and division level actually know something about special education. Ensure transition from school to work adequately includes adult support agencies – early enough in the process to ensure seamless transition.
85	Acces aiuox services en francais. Certification des orthopedegaguos et des conseillers en orientation pour assurer une programmation approprie. Garder l'enfant dans sa communaute et lui effrir les services necessaries.
86	Make MTS a professional self-governing body so we an license teachers and remove ineffective teachers. More OT, PT, PSY, PTY and other services. Tremendous need for HS to be inclusive (kids run out of options when they leave elementary settings). Need for qualified Student Services (sp. Ed certification). Sp. Ed Level 1 funding does not reflect current need (inner city). Public educating on community /education inclusion and needs.
87	PR campaign to promote inclusive school culture throughout province. Full citizenship for all members of the school community. Attend National Summit in Ottawa.
88	Campaign for inclusiveness. Training for teachers already in mid-career. Public Relations training for admin and school divisions on how to help the other parents see inclusiveness as positive. Peter, go to the National summit in Ottawa in November.
89	Financial support so teachers, TAs etc can be at all IEP meetings, provide services/ equipment etc. Provide education sessions for educators. Minister of Education should attend Summit in November at Ottawa.

Transition

90	We need to look at the transition process for our 18-21 year olds. Why can't education dollars flow to post secondary institutions? Why not a pilot project in this area.
91	House programs for 18-21 year olds at the universities and colleges. The students with special needs feel it is unfair that they have to stay in high school with 14 year olds when they are 18+. Collaboration with other agencies / branches of government is required to meet the diverse needs of 18-21 year olds whose needs may not be adequately met in a school environment.
92	Improve the process for smooth transitions to post secondary opportunities especially for the more severely disabled. We are required to transition – but to

	what?
93	Students over age 18 must be afforded the opportunity to attend some type of post secondary institution and to be supported to make the experience successful and oriented to job placement.
94	Need post-secondary availability other than university (transitions). There should be more funding (change the criteria) so students can have TA support, they need. (Half time funding is a crock). Is the child not disabled the other half of the day??
95	Minister should attend Inclusive Ed Summit in Ottawa. Look at inclusion as not only academic, but as social expectation. Inclusion is an attitude and may require re-education of society past high school. Accessibility of our buildings. Still no uniform curricular outcomes / guidelines for lower level cognitive ability students. Graduate at 18. Very much a hodge-podge varying from school-to-school. Graduate at 18 and work experience for 3 years.
96	Inclusion is happening quite well at elementary level – much more work needs to be done at high school level. For this to happen – need supports. School division need to hire division level staff who know special needs issues. High school – have special needs students graduate at 18 then go on to structured school to learn specific skills to entire work force. A “technical school” of sorts where they would graduate with a diploma in a work skill.
97	I would like to see transition program available at Ex: Red River to help special needs students leave high school and go with their peers, to post secondary education but learn how to enter the real out of school world.

Inter Sectoral

98	Make culture inclusive, move to education that only special Education, address Aboriginal perspectives
99	Develop a process and a system that enables health, justice, child and family etc to work in school to meet the individual needs of children. Supply resources if necessary.
100	Equity between rural and urban. Clinical support, Psych, OT/PT, audiology, Speech, Funding
101	More supports for classroom teachers with special needs students ie. OT, Physio, speech, child and family, EA, behavior specialists etc.
102	Create structure for intersectoral cooperation and hold all sections/departments accountable in the needs for special education students eg. Healthy Child Model.
103	Change the funding form - the least frequently involved one the highest priority on the existing form ie. Psychiatry. Put more support (money personnel) directly into the classrooms.
104	Have divisions, schools etc accountable. Put money where needed not necessarily divided by numbers. Instead of students staying in school form 18-21 years transfer use that money for college or university – money for tuition and TA support.
105	Provide training for all staff including admin. Provide money for support staff, special ed and clinical services. Allow time for school systems to play for

	implementation of Bill 13.
106	Increase in social work, psychiatric, psychological and speech-language support services. Decrease class size to allow for teachers to manage the multiplicity of needs. More support for parents with special needs. There is a tremendous lack of mental health resources for schools, parents and students. Nutrition is a huge concern that is affecting students ability to learn – food groups: caffeine, sodium, food colors.
107	Social services and Foster Family Association must be aware of how schools function and the load they put on schools by concentrating so many children in one area (rural_) without providing supports. More special ed courses in teacher training. Small class sizes. Maybe rethink the whole model – more teachers – EAs placed in buildings on call for EBD. Need more support for EBD. Multi-handicapped are well looked after.
108	To ensure students throughout the province all get equal access to the services and programs that meet their needs. Equal through the province.
109	Increase training opportunities for teachers, EAs, parents, community re inclusion and meeting student needs. Change funding structure. More intersectoral communication, supports, programming responsibility for funding. Closer attention to class size and composition. More push to Universal Design for instruction. Increased staffing for special ed teachers, OT/TPT, SLP, consultants, etc. to support classroom teachers. Need accountability mechanisms established.
110	Government commitment to inclusion for deaf kids needs to be real. Best practices need to be strived for, with the financial and informed attitude, support of the government administration – such as the funding team, human resources, etc. any child with communication needs(FU system, interpreter) computer notetaker, TA notetaker)
111	To provide funding for liaison positions in the school division. These individuals will liaison between the school and community programs (ie supported employment, adult services, post secondary schools etc). These positions will identify / bridge gaps in services from students transitioning out of the high school system.
112	Make MTS a professional self-governing body so we an license teachers and remove ineffective teachers. More OT, PT, PSY, PTY and other services. Tremendous need for HS to be inclusive (kids run out of options when they leave elementary settings). Need for qualified Student Services (sp. Ed certification). Sp. Ed Level 1 funding does not reflect current need (inner city). Public educating on community /education inclusion and needs.
113	More support – clinician support/health/OT/PT, funding for special needs, training programs Psych/S/Lat universally, intersectoral collaboration for meeting needs
114	Mental health support for younger children within interagency. ASD handbook with continued support for this population so SD can move into application phase.

Money / Funding

115	Look at the “heart” of the problem by looking at the “heart” of the child
116	Without more funding to push the reality of inclusion you can expect a growing resentment from parents with children without disabilities
117	I agree with the Mission and vision of your department. I hope that adequate funding will follow.
118	Please have more certified teachers of the deaf to ensure quality education exists across Manitoba.
119	Additional funding, opportunities for professional development – substitute release time for both teachers and teacher assistance, provincial guidelines re class size / composition
120	Make culture inclusive, move to education that only special Education, address Aboriginal perspectives
121	There are children whose extreme needs are not currently being met by the current funding model. Specifically, students with learning disabilities are one such group.
122	We need to train educators in special needs. The 30 hours now is not enough.
123	More funding so kids can be included and training for all new teachers – Special Ed.
124	Increase funding to accommodate extra TA etc. PSFB to fund accessibility requirements.
125	Education for all parents on inclusion. Funding to support inclusion adequately
126	Increase funding for special needs.
127	Pay now thru proper education to allow them to be a tax paying member of society or pay later to support them financially.
128	Do not cut special needs funding which results in a decrease in learning for these valuable students.
129	Remember to keep kids at the level they are comfortable at – that may not always be in the regular classroom.
130	Courses in university to prepare all teachers. Practice the philosophy in government. Include more teachers, community reps, parents or committees and what about special needs students. Send the Education Minister to the National Summit.
131	Develop a process and a system that enables health, justice, child and family etc to work in school to meet the individual needs of children. Supply resources if necessary.
132	The Minister of Education should attend the National Summit in Ottawa November 24-26.
133	Schools require more funding to provide adequate support. Educators should also be included and consulted regarding decisions such as this. Inclusion is workable if tackled by adequate resources.
134	Sufficient funding and resources to walk the walk on inclusive education.
135	Ad Hoc Committee formed in each school division to have regular information sessions and consultation.

135	To strengthen the inclusion involvement by providing adequate resources.
137	That school divisions and the Province be accountable for where the special ed funding is going.
138	The support staff has to be significant enough to provide the individual assistance in the regular classroom. More people will initially be needed until it is implemented and stabilized at this level.
139	Funding to education must keep up with cost of service.
140	Funding – classroom / student. Funding – clinical services.
141	Money.
142	Training and supports.
143	To re-evaluate how funding for special education is provided. Completion of IEP's is very time-consuming and parents feel that the process dehumanizes their child.
144	I support inclusion and rethinking more on how to facilitate it.
145	That the minister attends the National Summit in Ottawa in November.
146	Increase funding for special education.
147	Ensure that there is supports to teachers in the classroom to be more inclusive
148	Information sessions to all parents. Special ed in servicing / training mandatory
149	Decrease gaps between financial contributions to boards and what you expect to be offered.
150	More money.
151	I suggest you visit schools in the province that are successfully doing inclusion for special needs and find out why. What services and supports have been put in place?
152	To include special ed courses as mandatory in teacher training
153	More funding for appropriate supports. More funding to universities to train teachers-in-training about inclusion.
154	Equity between rural and urban. Clinical support, Psych, OT/PT, audiology, Speech, Funding
155	Communications / publicity campaign on inclusiveness in Manitoba schools aimed at students, teachers, administrators and parents.
156	Increase the number of funding for resource / student services teachers.
157	More supports for classroom teachers with special needs students ie. OT, Physio, speech, child and family, EA, behavior specialists etc.
158	More funding for special ed.
159	More professional student and parent communication / development
160	Post-secondary institutions need to become more inclusive
161	We need to look at the transition process for our 18-21 year olds. Why can't education dollars flow to post secondary institutions? Why not a pilot project in this area.
162	House programs for 18-21 year olds at the universities and colleges. The students with special needs feel it is unfair that they have to stay in high school with 14 year olds when they are 18+. Collaboration with other agencies / branches of government is required to meet the diverse needs of 18-21 year olds whose needs may not be adequately met in a school environment.
163	There should be adequate resources for people living with a disability – eg. Staff, money, staff support from Department of Education, student services.

	Minister should attend Education Summit.
164	Inclusive Education is inconsistent with labeling students for funding applications. Provide schools with resources, personnel, support to make inclusive ed a success. Level II students require more than .5 EA support, especially those with EBD characteristics.
165	Teachers and students need support (ie money) to be successful. Educate new teachers in Spec. ed so they don't think solution is more T.A.'S.
166	Please, please take another look at those students who do not fit the M designation and can not meet the regular curriculum outcomes. WE need more alternate paths to graduation. What we are doing now excludes a whole group of students who see themselves as failures. We need to provide a program for their needs.
167	Improved funding, access to rural school divisions and communities to ensure equity for all students/children.
168	I would like to see further ed/n available to intellectually disabled students at all post-secondary colleges ex. Red River, St. Boniface, Arts & Tech, South Wpg. Tech.
169	Support inservicing / training of staff in the area of inclusive classroom strategies but, as well, assist with fostering an understanding of "the heart" issues related to "all belonging".
170	Minister of Education attend National Summit. Dept of Ed. Personnel spend consecutive 3 days every year in a school – noticing challenges.
171	Once the regulations for Bill 13 are in ?????, review funding for special education.
172	Leadership – modeling, provide support to help us create a common vision, philosophical, attitudinal to create inclusive communities.
173	WE need to continue to discuss our beliefs about the purpose of education. So long as we are undecided, unclear, or ambiguous on this topic, e will continue to struggle with the extent to which we are inclusive. This conversation must be initiated and sustained by the Minister of Education and must become a part of the fabric of our public school system.
174	If there is supposed to be enough funding for all schools, why are we not getting it to all rural schools? In some of our rural school, if you're not being destructive you don't need help. If you're quiet, you get left out and behind.
175	Improve the process for smooth transitions to post secondary opportunities especially for the more severely disabled. We are required to transition – but to what?
176	Create structure for intersectoral cooperation and hold all sections/departments accountable in the needs for special education students eg. Healthy Child Model.
177	Somehow, you need to ensure, that upper administrators embrace the philosophy of inclusion as outlined by MECY. When the wrong people are at the helm, the funding does not get down to the student level and school teams can't do what they want and need to do.
178	When the funds are distributed to school divisions, there needs to be a clear process to be sure the resources are reaching the child they are intended. Children do not need more student service administrators.

179	Services, supports, programming, options and funding for student with significant behavioral challenges be addressed since this is the number 1 challenge for teachers and school administrators.
180	Inclusion is a great concept. There will need to be funding for professional development of administrators and teachers. There will also need to be funding for materials and staffing if inclusion is approached from a Universal Design for Learning perspective.
181	Teachers need to learn from different organizations about the issues they are faced with.
182	Re-evaluate the way funding is determined and ensure that all children have access to funding required to establish the necessary supports.
183	I recommend that with adult ed in St. James School division that work with literacy teacher. With his attitude with us. He hates aboriginals and black people. Attitude problem with some of us. Old James Wood school on Braintree st. Please check him out because I don't think he is the right teacher for teaching adult Literacy class.
184	Listen to the teacher. Provide money for space, materials and trained staff. Recognize that most Level II students require 1:1 support.
185	Change the funding form - the least frequently involved one the highest priority on the existing form ie. Psychiatry. Put more support (money personnel) directly into the classrooms.
186	Changes needed to make the low incidence funding application better.
187	To improve inclusion for all students the government needs to make education a higher priority overall.
188	Continue support and train teachers to provide programming that is open-ended and inclusive. Also you're doing a good job. I like the website and the special ed documents.
189	We need a separate pay scale for signing TA's (interpreters for the deaf) which recognizes their training beyond the TA level. MSD (MB school for the Deaf) is the most inclusive setting for many deaf students and should be recognized as such.
190	I think we are on the right track – let's keep going. Worry – what happens if we have a change in government? What can we do to prevent a movement backwards after coming so far?
191	Support, without apology., our most needful citizens, dreams and rights. Let the people who fear the erosion of the public system through inclusion go to private schools. This often appears to be part of the political problem – an apprehension that articulating our commitment is going to rob someone of something.
192	Less struggle to get dollars needed. Mandatory education provided to other students, staff, parents and community members interested. Board members educated understand and agree with inclusive philosophy.
193	I would like to see accountability on the part of the School Divisions specifically Louis Riel as to where the funding money is going –L2 and L3 – because it is not going to support students in the classroom. AS well, if we are expected to have inclusion in the high school, who is going to support these kids in the regular classroom.

194	We the willing led by the unknowing have been doing the impossible or the ungrateful (not meaning our clients/parents). We have been doing so much for so long with so little...we are now qualified to do anything with nothing.
195	Improve funding and support for post secondary education.
196	Please sir, may I have more money?
197	Students over age 18 must be afforded the opportunity to attend some type of post secondary institution and to be supported to make the experience successful and oriented to job placement.
198	It would be very nice if you could keep supporting the notion and practice of inclusion in this province. It would certainly be worthwhile taking a look at inclusion from the High School level to 21. How might you better support at these levels and support those students wanting to graduate at 18
199	Increased wages. Prevention of fetal alcohol (more education in high schools).
200	Increased funding and equitable funding for all schools. If all students are to receive inclusive education resources must be available (money, diverse curricula)
201	More funding for schools and students.
202	Importance of professional development for EA, teachers, administrators, in this field.
203	You're going to receive a ton of recommendations here today, I'd like to use this opportunity instead to say thanks for addressing the letter I received and using it as a positive tool. We're doing the same thing. To try and get rid of the know\it's placed in my stomach, we've done a presentation on how inclusion will educate future adults to the benefits of inclusion. Thank you....Shane's mom.
204	Reviewing the process of how school divisions apply for funding for children with disabilities is important to the acceptance of inclusion in schools. ie. Looking at an application from a position viewpoint (abilities) versus a negative viewpoint (disabilities).
205	Need post-secondary availability other than university (transitions). There should be more funding (change the criteria) so students can have TA support, they need. (Half time funding is a crock). Is the child not disabled the other half of the day??
206	Once a child is diagnosed with condition, the IEP for funding should be continuous throughout school years. Special needs dollars. Government funds used only for purpose of special needs.
207	It is getting increasingly difficult to secure funding for students with special needs despite the fact that we are seeing increasing numbers of students that need extra support in order to be successful. Students who may have qualified for funding a few years ago are sitting in larger more diverse classrooms with beautiful yet challenging curricula without the support they need. Do we have students falling between the cracks? Of course we do. Students, teachers, and parents need to feel supported or we will lose these "borderline" kids. A better, wider, more forgiving method of securing funding is necessary to assure Inclusive Education is truly successful for all.
208	The discussions today reflect the spirit and the commitment of Manitobans towards inclusive education. Your department must be represented at the upcoming National Summit on Inclusive Education in Ottawa in November,

	hosted by CACL. There will be Pan-Canadian stakeholders present and a great deal of learning and sharing.
209	Regional sessions for parents. PD for teachers. Include all stakeholders at the table to discuss next steps.
210	More funding to support classroom teachers: clinical services, therapy services – OT/PT, services for LD kids, PD for all
211	Additional funding, professional development opportunities, create more partnerships with outside agencies.
212	Have divisions, schools etc accountable. Put money where needed not necessarily divided by numbers. Instead of students staying in school form 18-21 years transfer use that money for college or university – money for tuition and TA support.
213	Every child belongs. We all have a duty to accommodate. We have come a long way – Bill 58 – present. I would like to thank all of you in this room for the advocacy work you are doing on behalf of children.
214	Fund inclusive education adequately and equitably through Manitoba, based on need. Fund the proposed school psychology training program and the U of M.
215	More wheelchair accessible play structures are needed. Become more involved at a direct level with children and parents and discuss concerns or praises. Increase or advocate to increase funding for occupational / PT to be more involved with students. Spend time with families of special needs children.
216	Ultimately I understand that Bill 13 is to support children and their rights to education. In order for teachers, schools, school divisions etc. to fulfill all of these requirements, funding to support these requirements must be in place. We are challenged on a daily basis to meet the diverse needs of all of students with fewer monetary and human resources. Kids...as I write are suffering as a result of this. If we are to instill a sincere sense of hope in these kids our actions must echo our words.
217	Spend money now to save money later (education has profound effects on society). Assist us in helping raise “responsible” and “contributing” members of society.
218	Provide training for all staff including admin. Provide money for support staff, special ed and clinical services. Allow time for school systems to play for implementation of Bill 13.
219	Increase in social work, psychiatric, psychological and speech-language support services. Decrease class size to allow for teachers to manage the multiplicity of needs. More support for parents with special needs. There is a tremendous lack of mental health resources for schools, parents and students. Nutrition is a huge concern that is affecting students ability to learn – food groups: caffeine, sodium, food colors.
220	Increase funding to schools so that programming needs for special needs students can be met. It would allow more EA time, resources for meeting all students’ needs. Increase knowledge of teachers by providing appropriate Pd or courses for pre-service teachers.
221	Social services and Foster Family Association must be aware of how schools function and the load they put on schools by concentrating so many children in one area (rural_) without providing supports. More special ed courses in teacher training. Small class sizes. Maybe rethink the whole model – more

	teachers – EAs placed in buildings on call for EBD. Need more support for EBD. Multi-handicapped are well looked after.
222	Listening to parents as to what their needs for the children are. Integrating more at high school levels. Work on Inclusion K-8 is okay but falls apart SI-S4. Collaborating with all involved.
223	If a child has special needs and is funding half time what is he/she supposed to do with the other half a day that he has no TA? Why when a special needs child shows progress/improvement the threat of no TA for the following year is there?
224	I think that in order for real inclusion to happen staff, students and parents need to be better informed. They need to understand fully what inclusion is and then they need to put why they've learned into practice. People need to look at the abilities of kids and not their disabilities.
225	Keep it real, relevant, meaningful...what is/are the objectives/goals of public education/ Keep that in focus. Don't allow the whole process to get derailed by emotional, very vocal minorities with personal issues. There's a whole4 realm of definitions of "inclusion":
226	Increase funding of courses at collegiate level ie. There are students who are too strong to be modified but adaptation doesn't do the job. Alternate courses for weaker students so we don't have to rely on SPs and SCs.
227	Children with cognitive and physical needs do not impact the classroom as significantly as those with behavioral disorders. The safety and wellbeing of the individual and the group, needs to be addressed in order not to put in jeopardy the inclusion process.
228	Thank you for bringing greetings and for expressing such strong support for inclusive education. Please remember that adequate financial resources need to be in place for students with emotional behavior disorders. It is these children, with their very special needs, that cause us the most difficulty in including them in regular class settings.
229	To ensure students throughout the province all get equal access to the services and programs that meet their needs. Equal through the province.
230	Ensure appropriate support in the classroom. Promote extensively the philosophy of inclusion. Attend the National Inclusion Summit in Ottawa.
231	Provide more in depth training pre-employment for teachers. Further training – professional development for TAs, teachers, administration. Commit to creating a culture of inclusion in all schools.
232	Remove segregated classrooms. Change the language. Involve families. Educate paras more extensively. Consistency among school division and among schools within divisions.
233	Work towards a new model of funding based on needs rather than a variety of labels and focusing on all negative behaviors. Compulsory Inclusive Education courses in year 1 and year 2 of education certificate at university.
234	Get more money out of Department of Health and Social Services in to Department of Education. Get 100% funding from Federal Government re: First Nation special needs children. Have a one hour program on a Manitoba TV station re inclusion.
235	Ensure that adequate resources are in place to truly implement Bil 13 and its regulations and supporting policies and guidelines.

236	The government needs to be held accountable for Education not just schools. Tax cuts don't buy textbooks or funding. We didn't ask for it, stop placating the vocal minority. Stop making post-secondary education the priority (Globe and Mail) and start putting more money into elementary and middle schools.
237	Funding needs to be allocated to all children who need it, not just the severely disabled. The government needs to be accountable. Health and education go together. The children who need the money in education are the ones who have been sick. Therefore the same money put in health should be put into education. Our kids will not even make university if they don't get the help they need in elementary. Therefore, they will depend on the government for support.
238	Bring back "Gifted Education" programs to the public school system. Minister of Education should attend the National Summit.
239	Department of Education cannot be expected to fund all the costs of providing an inclusive education without money from Healthy, Justice and other community sources for a community responsibility. Inclusive education means inclusion in the community.
240	Allow students to graduate at 15 (not 21). Change legislation. Allow work experience to start prior to 16 (flyers etc.). allow schools and divisions to have students placed and working in jobs of their choice, before graduation.
241	The issues of funding, always an issue of course, does however, take an inordinate amount of time to complete, and creates a label for that child to live down....Let us do it once, evaluate the child annually and continue the funding until he changes in the evaluation. The Minister of Education should attend the National Summit in Ottawa.
242	Increase training opportunities for teachers, EAs, parents, community re inclusion and meeting student needs. Change funding structure. More intersectoral communication, supports, programming responsibility for funding. Closer attention to class size and composition. More push to Universal Design for instruction. Increased staffing for special ed teachers, OT/TPT, SLP, consultants, etc. to support classroom teachers. Need accountability mechanisms established.
243	Minister should attend Inclusive Ed Summit in Ottawa. Look at inclusion as not only academic, but as social expectation. Inclusion is an attitude and may require re-education of society past high school. Accessibility of our buildings. Still no uniform curricular outcomes / guidelines for lower level cognitive ability students. Graduate at 18. Very much a hodge-podge varying from school-to-school. Graduate at 18 and work experience for 3 years.
244	Inclusive education training – SMD Inclusive Ed and Training – Jennifer Perron and Rose Flaig. Let peers and teachers of the school make suggestions for inclusion. Usually its only the parents of the student or perhaps the teacher. Work with parents of school divisions. Coalition or advisory board.
245	More money. Rather than/ or in conjunction with. TV show / documentary on Bill 13 – implications. Need for community involvement.
246	Examine the role of ASL interpreters in the classroom versus para professionals who work with other students. Hire deaf staff to teach ASL as a credit. Talk to deaf people about what inclusion means to them – very different perspective. Use more universal design approach. Look at the inequities of employment for paraprofessionals – pay scales, duties, pd opportunities, pd paid time, hours,

	summer job opportunities, etc. Have a meeting with your advisory board on deaf and hard of hearing issues. Have a meeting with the wide deaf community.
247	Meet with your grassroots staff more often. Attend National Summit. Attend special interest groups days on specific issues of FAE, Down Syndrome, etc. Examine length of day (working hours) of paraprofessionals.
248	Access to funding for all children in need, not just the severely disabled. If education and Health have been combined (physio, OT, Social Work etc) the Education should receive the same amount of funding as Health. Stop downloading all responsibilities to schools and school divisions.
249	Government commitment to inclusion for deaf kids needs to be real. Best practices need to be strived for, with the financial and informed attitude, support of the government administration – such as the funding team, human resources, etc. any child with communication needs(FU system, interpreter) computer notetaker, TA notetaker)
250	To need funding to provide more support to have to help with people who have disability. And to need more teacher aid to help and try to support children with special need and so they could learn more different skills and also special programs to learn different things.
251	Need for certification for resource teachers/special education teachers. Develop community awareness about inclusion – some parents do not understand why disruptive students are in their children’s classrooms. Students with Level 2 and Level 3 funding receive much attention. There are many Level 1 students who do not receive all the assistance we know and would like to give them.
252	Inclusion is happening quite well at elementary level – much more work needs to be done at high school level. For this to happen – need supports. School division need to hire division level staff who know special needs issues. High school – have special needs students graduate at 18 then go on to structured school to learn specific skills to entire work force. A “technical school” of sorts where they would graduate with a diploma in a work skill.
253	Adequate support staff to allow inclusion to hap “in fact”. Ensure resource staff at school and division level actually know something about special education. Ensure transition from school to work adequately includes adult support agencies – early enough in the process to ensure seamless transition.
254	Acces aiuox services en francais. Certification des orthopedegaguos et des conseillers en orientation pour assurer une programmation approprie. Garder l’enfant dans sa communaute et lui effrir les services necessaries.
255	Garder l’enfance dance sa communitute avec les servcies et appuis necessaries. Services compatibiels en francais – au Ministere (consultant franc).
256	To provide funding for liaison positions in the school division. These individuals will liaison between the school and community programs (ie supported employment, adult services, post secondary schools etc). These positions will identify / bridge gaps in services from students transitioning out of the high school system.
257	Recognize the uniqueness of each student with disabilities. Provide funding to support the growth and education recognizing the uniqueness of each student.

	Recognize that students who have graduated and are 18 years of age, may not want to stay in school till 21. there is a group of services between 18-21 years of age.
258	Make MTS a professional self-governing body so we can license teachers and remove ineffective teachers. More OT, PT, PSY, PTY and other services. Tremendous need for HS to be inclusive (kids run out of options when they leave elementary settings). Need for qualified Student Services (sp. Ed certification). Sp. Ed Level 1 funding does not reflect current need (inner city). Public educating on community /education inclusion and needs.
259	Continue to educate all involved: community/administration/parents/teachers/ and students. Celebrate what we have done thus far – and recognize what we need to do. Continue the commitment.
260	Reduce the paperwork required to request funding. What happens to inclusive community support of and for individuals once they leave school – we need to partner with corporations – jobs, training. The corporate sector must be involved.
261	The heart and soul of inclusion is alive and well in Manitoba Schools. We need to stop having to write documents of negative behaviors and deficiencies to label children to access funds. Educators need to be trusted that when supports are needed, they are listened to.
262	Intelligent, informed allocation of sufficient supports (smart funding). Educate the educators about disabilities, about inclusion and about creative resolutions to problems. Lead by example – show Manitobans you really believe in inclusion- that anything less is discrimination and unacceptable.
263	IA salaries have been increased, but level 1, 2, and 3 monies have not been adjusted accordingly. Although a full time coverage may be 18,000 (level 3) a .6 coverage is only 7,000 or 8,000 (level 2). This is misleading and makes allocation difficult.
264	That resources be increased to support the children with special needs in our schools. That parents and families be supported in coping with the additional pressures they experience having a child/ren with special needs. That a comprehensive strategy for educating the public re inclusivity be put in place.
265	PR campaign to promote inclusive school culture throughout province. Full citizenship for all members of the school community. Attend National Summit in Ottawa.
266	Campaign for inclusiveness. Training for teachers already in mid-career. Public Relations training for admin and school divisions on how to help the other parents see inclusiveness as positive. Peter, go to the National summit in Ottawa in November.
267	The recent assessment expectations to receive categorical funding has diverted resource teachers and clinicians availability to support the classroom teacher, students and their families. Suggest switching to block funding or some other vehicle while allowing assessment of return to being drive by programming needs.
268	I would like to see transition program available at Ex: Red River to help special needs students leave high school and go with their peers, to post secondary education but learn how to enter the real out of school world.
269	Inclusive education is expensive – please supply more money. The Public

	Schools Finance Board must be able to approve all requests that elate to accessibility – wheelchair ramps etc.
270	Financial support so teachers, TAs etc can be at all IEP meetings, provide services/ equipment etc. Provide education sessions for educators. Minister of Education should attend Summit in November at Ottawa.
271	More support – clinician support/health/OT/PT, funding for special needs, training programs Psych/S/Lat universally, intersectoral collaboration for meeting needs
272	Continue with the student services department. They have been a valuable resource for the school division s and student services administrators. Need behavior specialists for divisions.
273	Adequate supports and service (IA time) and clinicians (speech-language). Adequate funding to met the above. Educe resistance by others to inclusion for all students.
274	Insist upon (legislate) all children have access to local catchment schools and have access to inclusive (most enabling) environment. Improve/establish measurements for IEP goals. Reduce required labeling for child to obtain funding and entrust teams request for support as valid. School teams are trusted with our children’s education, they should be trusted to make reasonable requests for support. Require school divisions to remove layers of beauracracy – creating increased costs and foot dragging on creating of policy and implementing of policy re; inclusive education.
275	Mental health support for younger children within interagency. ASD handbook with continued support for this population so SD can move into application phase.
276	In speaking to other parents of special needs children the one thing I have been hearing over and over is that there is no physical support/access in all of the schools. Yet there are multi-handicapped children being forced to attend their local school because there is no money to transport them to the neighboring school where the child would be better accommodated. This is a major problem in rural areas. One example – a wheelchair bound child lives within the catchment area of school A, which does not have nay wheelchair access, no trained EAs and no hydraulic change table. School B in the next town, has all of this. The parents are told that there is no wheelchair bus available, and the because this is a choice of school issues, no payment in lieu of transport will be provided. The parent is given the option of transporting the child at her cost. Parent works full time and has other children to tend to. So this is not an option. The child goes to the local school, needs to be lifted in and out of the building and does not go into the playground. If her EA is absent, she is told to stay home. Is this inclusion?
277	More funding to schools/ students who require Level 1 supports. General education: educators and all stake holders.

Understanding the Legal Aspects of *Bill 13*

Speaking notes by Yvonne Peters

I am particularly pleased to be asked to join you today in your discussions on the implications of *Bill 13*. In fact, it is kind of a historical event for me.

Many years ago, my family had no choice but to send me from Saskatoon, Saskatchewan to Brantford, Ontario; to a special school for the blind. While I have no complaints about the quality of education I received, I felt very strongly that the idea of being separated as a young child from my family and living in a segregated environment for 10 months of the year was unfair and cruel treatment. I longed for the day when I could go to my neighbourhood school with my sisters and brother.

That wish came true when I was in grade 12 and I was sent to a local high school near my home. Unfortunately, resources and supports were scarce in those old days and it was a bit of a struggle. But I was thrilled to be a part of my community. The fact that inclusive education has now become a widely supported goal for legislators, governments and educators alike is another dream come true and I am pleased to be apart of the discussions.

As I'm sure you all now know, *Bill 13* was passed last June. This bill amends the *Public Schools Act* by adding a new clause to Subsection 41(1). Essentially, *Bill 13* will add 2 requirements to the *Public Schools Act*.

Section 41 of the *Act* sets out the duties of school boards. *Bill 13* will add to these duties the requirement that school boards provide "appropriate educational programming" for all students as directed or prescribed by the Minister. This sounds interesting, but what does "appropriate educational programming" really mean? This is where the second requirement comes in. *Bill 13* will also add a clause to section 41 which gives the Minister the authority to make regulations respecting "appropriate educational programming" including but not limited to, establishing programming standards (resources and supports) and a dispute resolution process where there is a disagreement about the appropriateness of the educational programming.

Now I don't wish to bore you or put you to sleep after your nice lunch, but I think it is important to understand how legislation is put together. So bare with me while I engage in a bit of a law 101 on the legislative process

Generally, legislation is made up of 2 key components; the act or statute and the regulations and policies that flow from the act. The *Public Schools Act* is a statute passed by the legislature. It is primarily a policy document with legal status that enables the government to carry out its goals. While we all have high hopes for *Bill 13*, the actual wording doesn't tell us much. In fact, it's downright vague and definitely subject to all kinds of interpretation. However, it does put into law the intentions or direction of the government.

The critical component of the legislation is the regulations. Regulations also have legal status. Their job is to put meaning or teeth into the legislation. In other words, they must spell out clearly and specifically how the policy contained in the statute is to be carried out. So, as I'm sure you are all well aware, the real work is still before us in terms of ensuring that the regulations are precise, clear and thorough, and that they are passed by cabinet in a timely manner.

Education is an important aspect of an individual's life. It provides opportunities for personal, social and academic development and is important for future employment and integration in society. The impact of the school setting on a student's image of herself, her self-esteem and her development in later life cannot be underestimated. The school experience is therefore a fundamental building block in the growth and development of the lives of students with disabilities.

In Canada, education is recognized and legislated as an important social good. It is also very much a human rights issue. Indeed, the right of students with disabilities to access educational opportunities is protected by the *Manitoba Human Rights Code*. I therefore intend to spend the rest of my time considering *Bill 13* within an analytical human rights framework.

First I will briefly review key human rights principles that have evolved in Canada in relation to the equality of persons with disabilities. I will then apply these principles to *Bill 13*. Finally I will identify some of the issues that I think must be addressed in order for *Bill 13* to be a meaningful foundation for the human rights of students with disabilities.

Human Rights Principles

In Canada, there are two sources of law which are responsible for delineating human rights principles. Under statute law we have human rights legislation referred to as the *Human Rights Code* in Manitoba. Under the *Constitution* we have the *Canadian Charter of Rights and Freedoms*, which guarantees the equality of all persons in Canada.

The *Manitoba Human Rights Code* is founded on the principle that the individual worth and dignity of every member of the human family should be recognized. The *Code* prohibits discrimination on the basis of disability in a number of areas including education, whether it is offered in a publicly or privately funded school. The *Code* takes precedence over all legislation in Manitoba. In other words, the *Public Schools Act* must comply with the provisions of the *Human Rights Code*.

As a *Constitutional* document, the *Charter* is the supreme law of Canada. It applies to

all governments (including laws, programs, policies and services) and those bodies carrying out government activities such as public school boards. It guarantees people living in Canada equality before and under the law and equal protection and equal benefit of the law.

Over the last several decades a number of key human rights principles have been articulated under both sources of human rights law.

1. Scope of Discrimination

Discrimination includes direct forms of discrimination such as a deliberate action aimed at limiting or preventing an individual or group from enjoying an opportunity or benefit because of certain characteristics such as their race, sex or disability. However, discrimination also includes unintentional acts which may have a negative impact on an individual or group. For example, a school discipline policy that does not take into account behaviours associated with certain disabilities may be found to be discriminatory because of its disproportionate impact on certain students with disabilities, even though there was no overt intention to discriminate.

2. Scope of Equality

The flip side of discrimination is equality. Generally our first thought about equality is that everyone should be treated the same. This is a good first step but groups like persons with disabilities who have historically experienced social, political and economic disadvantage need more than same treatment. They need specific measures or initiatives that are aimed at eliminating historical disadvantage and that will ensure that they enjoy equal benefit and participation in society. This is called substantive equality.

The importance of substantive equality was poignantly illustrated by the Supreme Court of Canada in the *Eldridge* case. In this case, the B.C. medical system refused to provide deaf persons with sign language interpreters so they could communicate effectively with their health care provider. The B.C. government argued that deaf persons enjoyed equality in that they could access the medical system in the same way as hearing persons. The court rejected this argument and stated that once the state offers a benefit, it must do so in a non-discriminatory manner. This may include establishing measures, such as sign language interpreters, to ensure that the disadvantaged person can actually enjoy the benefit. The Court summed it up this way:

"To argue that governments should be entitled to provide benefits to the general population without ensuring that disadvantaged members of society have the resources to take full advantage of those benefits bespeaks thin and impoverished vision of (equality)."

3. The Duty to Accommodate as a Feature of Substantive Equality

Many of us are probably familiar with the term "reasonable accommodation" as a mechanism for reducing the effects of discrimination. However, over the past 5

years or so, the Court has given this concept a much more important and substantive meaning. There have now been a number of cases including the *Eldridge* case which suggests that the court is serious about accommodation and views it as a mechanism for achieving a more inclusive society. This is good news for persons with disabilities as the duty to accommodate is the corner stone of disability equality rights.

Simply put, accommodation means that employers and service providers (educators) have a duty to take specific steps to ensure that persons with disabilities enjoy equal opportunity and equal benefit. All relevant parties share a responsibility to participate in the accommodation process. So for our purposes today that could include the school board, the Department of Education, school administration, teachers, and the student and her family.

If the board cannot accommodate the student, it must show that it has done everything possible and to do anything more would create an undue hardship. Undue hardship generally means that the accommodation needed would create a significant safety risk or that it would require large expenditures of money. With respect to cost, it is likely that the appropriate basis for evaluating the costs would be based on the budget of the organization as a whole, and not just the branch or unit in which the person with the disability has made an application. Evidence supporting undue hardship must be objective and based on fact rather than impressions or assumptions.

It is important to stress that the courts are interested in both the process used to identify the right form of accommodation as well as the actual accommodation achieved. Cases have been lost because the respondent did not engage in a serious and thorough effort to explore possible accommodations.

Does *Bill 13* Promote Equality for Students with Disabilities?

Bill 13 can be viewed as an expression of the government's commitment to provide appropriate educational programming to all students, which one assumes includes students with disabilities. Theoretically, this is not really a new commitment. For 20 years or so, the Manitoba government has been bound by both the *Charter* and the *Human Rights Code* to prohibit discrimination and guarantee equality. However, enshrining such a commitment in law signifies its importance, and hopefully a willingness on the part of government to take proactive measures to realize fully the rights of students with disabilities. As I said earlier, the proof of the government's commitment will be in the quality and scope of the regulations.

I understand that consultations as to what should be contained in the regulations are currently underway. I urge all of you involved to ensure that human rights principles are used to guide the regulation making process.

The importance of applying a human rights framework to the educational opportunities of students with disabilities was recently illustrated in a report released by the Ontario Human Rights Commission. After consulting with a wide range of stakeholders, the Commission concluded that many students with disabilities in Ontario do not have equal

access to educational opportunities. While we may consider ourselves to be quite different from Ontario, I think it is still prudent for us to contemplate the lessons learned by the Ontario Commission.

The key barriers identified by the Ontario Commission include: inadequate funding, physical inaccessibility, cumbersome and time-consuming accommodation processes, negative attitudes and stereotypes, and a lack of understanding of the rights and responsibilities of all parties under the *Code* and Commission policy. Of particular concern to the Commission were the problems surrounding the accommodation process. Accommodation was not always provided in a timely manner, was often insufficient and in some cases not offered at all.

I'm going to conclude my remarks by identifying some key human rights concepts that I think are essential to the promotion of an inclusive educational environment. I'll leave it to you to decide if they should be incorporated into regulations or government or school board policy.

- In all aspects of educational programming for students with disabilities, apply human rights principles that recognize students with disabilities as individuals first, that prohibit discrimination and uphold equality and that foster integration and full participation;
- Recognize that all relevant parties share a legal duty to accommodate students with disabilities; accommodations may include support in the classroom, alternative methods of taking exams, adaptive technology, and the provision of class material in alternative formats.
- Develop a process for identifying and designing individual accommodation plans (this may be reflected in IEPs);
- Ensure that disability is not just regarded as a separate and unique issue but is incorporated into all aspects of the educational programming including physical access (go beyond access for wheelchairs), the curriculum, school and classroom materials and activities, technology and equipment, school planning, school board policy, school related resources, parent involvement, and program information such as newsletters, web sites and brochures.
- Develop a monitoring/accountability mechanism to ensure that standards are implemented consistently across the province, and are indeed, being implemented;
- Provide sufficient supports and resources; to realize the goal of substantive equality, supports or resources may be needed to enable a student with a disability to fully enjoy the equal benefit of educational programming.
- *Recognize that equality is not a monolithic concept; many adamantly believe that full integration of students with disabilities into their local school constitutes the ideal of equality. While integration should be recognized and supported as the starting point, there may be circumstances where equality interests are better served in a different

environment. For example, some Deaf students may choose to go to a school for the Deaf where sign language is the norm and there is respect for Deaf culture.

- Provide opportunities for all school staff and officials to become informed about disability and education issues to foster a welcoming and inclusive environment;
- Ensure that officials involved in a dispute resolution process are well informed about the requirements of human rights law and its relevance to students with disabilities;
- Where a dispute resolution process is established, ensure that a student with a disability or her parent or guardian receives support and assistance to participate fully in the process;

In closing, I know that many of you have worked hard to bring about *Bill 13*. It is indeed a significant milestone and I commend you for your efforts. I trust that you will apply the same enthusiasm and fervor to the regulation process to ensure that the Manitoba government lives up to its obligation to promote and uphold the human rights and equality rights of students with disabilities. Good luck!

Working in Partnership – Parents and Teachers

Anne Kresta

As Tara said, I have three children, aged 8, almost 12 and 14 y. My two oldest children have multiple neurodevelopmental disorders. These include Tourette's Syndrome, Asperger's Syndrome, Obsessive Compulsive Disorder, and Attention Deficit Hyperactivity Disorder. My younger son, Michael also has a visual perceptual disability that makes interpreting the visual world very difficult and at times overwhelming. Along with this lovely package of disorder, you can imagine there is sensory integration dysfunction and a lot of anxiety! In short, for my two sons, the world is a very confusing place and the social mores are an absolute mystery!

As my children were growing up, there were strong suspicions on my part and that of my husband that things were not as they should be. But we were so busy coping with the day-to-day struggles that we didn't have a lot of time to spend on trying to tease apart the why behind certain behaviours that we were seeing. It was not until the boys started school that things began to escalate and family life reached a crisis. At one point, when my oldest son was in grade 1 and Michael was in nursery school, I would arrive at Michael's classroom door to see the nursery teacher with the all too familiar gleam in her eye. I would hear of yet another transgression and yet another thing that I should be doing as the responsible parent/mother. As I was reeling from this daily encounter, I would spy my older son at the door waiting to tell me that his teacher needed to see me right away for something that had happened in his classroom.

For me, this was my lowest point. I felt that the school was blaming me for the behaviour of my children and was desperate to get to the bottom of their issues. As my health began to deteriorate, I approached my sons' teachers on a personal level and asked for their assistance in working with my children and giving me the guidance that I needed to negotiate the educational system.

Ironically, it was my breakdown, which seemed cause things to turn a corner. I felt that the teachers and school administration began to see me as a person and not just "another mom".

In a fortunate turn of events, the school that my sons were attending seemed to be a satellite for children with Aspergers and related disorders, and with our introduction to the school Special Education resource Teacher, things gradually began to turn around. The day to day struggles continued throughout my sons elementary education, but by partnering with school staff, we worked together with the various professionals within my sons lives to develop strategies and an underlying understanding of how to help my sons cope and work to their potential both academically and socially.

Building effective parent-school relations:

- Have an appreciation for who you are and where you are in the grand scheme of things. We all go through the five stages of grieving when we discover that our children are not “normal”. We need to nurture ourselves so that we can have the energy to nurture our children.
- Have an appreciation for your child as a legitimate human being who deserves respect and dignity.
- Be present. At parent advisory group meetings, as a school volunteer, in the school yard dropping off and picking up your children. This allows you to see how things work, understand underlying attitudes towards inclusion and how diversity is handled by school staff and other parents.
- Be approachable. Model effective skills for dealing with your child and be open to how the teachers and other school staff approach your child.
- Introduce yourself and your child to their teacher prior to the first day of school. Be open and offer additional information. Encourage them to read your child’s file.
- Establish some sort of daily communication...a communication book, e-mail, phone calls, meetings can help both parents and teachers learn to work effectively with your child.
- Offer to bring in outside professional help.
- Encourage flexibility when problems are anticipated or encountered.
- Work around the personnel who may not “get it”. Find an ally and enlist their help.

Examining the roles of various professionals in the lives of students

- Read over documents provided by the school regarding Child Guidance Clinic etc.
- Seek outside professionals if you are not satisfied with the speed, or nature of any prescribed assessments.
- Understand the pecking order at school...administration, SERT, classroom teacher, teaching assistants. Use the new “working together” documents as a guide. Different schools emphasize different members of this pecking order. The SERT should be in charge of programming and guide the TA, but sometimes it is the administration that is more directly involved. The Teaching assistants can also be your child’s lifeline in a class where the teacher is not as able to “get” the issues association with your child.

How to get various people to act effectively in their roles, to create a partnership

- Try to understand where they are coming from and who they are...Are they veteran teachers or just starting out? Have they had any training regarding teaching children with diverse learning styles? What is their attitude towards inclusion? How do they model it in the classroom, or in the school?
- Be approachable in a nice way...treat them with respect and dignity...you are modelling the behaviour that you want them to show to your children.
- Offer help in whatever way you can...be a volunteer in the classroom, class mom, or a resource for help outside of the needs of your child....you will come to be seen as a person and gain more trust.
- Be patient if change is needed...small steps are easier to take than big leaps.

How to build an effective IEP that is meaningful to the individual, family and school

- Use a holistic approach. Involve all stakeholders including OT, PT, speech, psychology, teachers, teaching assistants, parents and outside professionals involved with the child. Even the family physician can offer advice or gain understanding of some of the important issues facing a child while at school.
- Address problem behaviours and use a collaborative approach to problem solving.
- Set specific attainable goals that are short-term but aimed towards long-term global skills (you have sometimes up to 6 years to attain the bigger goals)
- OT, speech, classroom behaviours and academic skills should all be addressed within the IEP
- Give copies of the IEP to parents and any other outside professionals who have had a stake in it.

The bottom line is that you should follow the golden rule...treat others as you would like to be treated and as you would like your child treated. Showing a personal interest in the people working with your child helps you to gain an understanding of that person and leads to improved two way communication. Ask for help and if you can't get it from one source, explore other sources until you are satisfied with the results.

You may not like all of the goals and the approaches used with your child. That is normal. Sometimes we are afraid to let our children take on too much. The school staff can sometimes help you to see that your child is ready to take that next step, even when you do not think so.

Working in Partnership – Parents and Teachers

Tracey Busby

Good morning, I am Tracey Busby and I'm a mom. I'm also a physiotherapist, occupational therapist, speech language pathologist, audiologist, resource teacher, behaviour specialist, chauffeur, nurse and advocate. But mostly I try just to be MOM.

When we speak about parents and teachers working in partnership I believe we should be talking about all parent / teacher relationships. Effective communication can only lead to better outcomes for all children. Today, though, we are speaking to those children, including my son Sullivan whose education and learning process is much more complicated than most of the twenty other kids in his classroom. We have between 15 – 25 people in attendance at his IEP meetings; just to give you an idea of the co-ordination required.

Building an effective relationship with all of Sullivan's "professionals" is more than having a good IEP meeting or making sure we write regular notes in the communication book. Don't get me wrong though, these are also important tools. For me, it's important to be there, be visible and be a participant at the school. You become much more aware of your Childs' surroundings if you understand all of the dynamics in the school setting.

A major outcome of being there means that through casual chats and familiarity you are always problem solving and therefore there aren't as many surprises. Through my experience, it also means that I am regularly receiving positive feedback about how well he is doing at school. I am a believer and proponent of attending your community school. This is the child's main community and it simplifies a whole list of issues for the child living with special needs..., but that's a different discussion.....It also reinforces what I have mentioned already about being visible. If you are there you are always problem solving and celebrating and understanding what is going on in the classroom. When we speak about the various professionals who are involved with our special kids it's important to keep up, the parents, involved in planned expectations and outcomes. When planning the child's goals for the next time period be clear to yourself, the team and the parents if those goals are system limited or fully challenging the child appropriately to ensure they are becoming the best they can! To be honest, if the current system isn't capable (and I understand your financial limits) of completing the task, parents need to know that alternatives are available and we are the best advocates to challenge our governments to provide better funding.

Parents have always been involved in our kid's therapy and follow through is important at home. We rise to the challenges presenting to us, but we are mostly doing just what every parent does, trying to give the best to our kids and like all parents we need your help and support to succeed. However on the other side of the coin, professionals.... Please also keep in mind that we are still parents first. Sometimes we need to focus time either on a specific regime, and sometimes I just need to spend time playing with my son and being MOM.

If I had a chance to ask on thing, I would like to ask you to please treat my child and family with the same respect, dignity and enthusiasm that your treat all families. If you do this together we can succeed and continue building our wonderful communities.

In closing I would like to say that this journey so far hasn't been without its bumps. But the school my son is attending has accepted the challenge, faced it's fears and embraced Sullivan and our family into the Grosvenor community. So far we've had lots of little successes, lots of laughter and I feel my heart jump every morning (including Saturday and Sunday) when Sullivan says to me.....

“Mom can I go to school today?”

Evaluating Inclusive Education

Marilyn Taylor, Consultant MECY
Joanna Blais, Coordinator MECY

At the Inclusion Summit in the fall we had the opportunity to discuss with many parents and educators inclusive education. As part of our conversation we asked three questions. Below you will find a summary of the participants' responses.

What are we doing well in inclusive education? (keep doing)

- Sometimes we do planning well.
- Willingness to work with others.
- Collaboration.
- Identifying the needs of the child rather than the label.
- Taking risks to address the fear.
- Better at teaching children not classes.
- More and more visibility of all children – inclusive high school programs.
- Better at networking and IEPs in general.
- We do communication between families and schools better
- Peer support and liaison with others.
- Bill 13!
- Changing attitudes – positive
- MECY Parent Handbook.
- Better at asking input of parents.
- Better at making information available to parents – parent friendly.
- Some schools doing well providing a community approach.
- Schools educating other students about inclusion.
- School divisions developing philosophy of inclusion – practice.
- PD for all staff.
- Classroom based EA support – not attached to a specific child – sharing of resources.
- More resources for teachers.
- Better job of communicating with parents in a meaningful way.
- Provide a safety net for students in need of transition support.
- Better interagency support.
- Teachers are becoming more open to inclusion/adaptation (slower in high school).
- Making inclusion a priority!
- Access to services – school
- School divisions – more accessible
- New schools – attention to access.
- Implementation of Special Education Review.

- More adaptation use in province.
- Moving past integration to the next level.
- Change in teachers' attitude – more conscious effort – more teaming.
- Better ability to assess and understand need – functional.
- Increased use of technology.
- Recognizing it is a process not an end point.
- IEP process much improved part of practice.

What should we start doing?

(next steps)

- Consistent policies/resources in all school divisions.
- IEPs for all students.
- Work more with high schools on transitions and planning – senior years.
- Celebrate and share our successes.
- More intersectoral planning.
- Promote more parent advocacy.
- Act on removing physical barriers.
- More work with educators on behaviour.
- Empower more students to speak up on inclusion.
- More education with parents and community.
- More work on pre-service – how to work with EAs.
- Educate all stakeholders on inclusive education, e.g., tax payers.
- More networking with community groups/schools/agencies.
- Networking between high schools and adult services/employment.
- Do more on DI at the high school level
- Dollars to upgrade buildings – accessibility.
- More training for pre-service/in-service and peer training.
- Need for certification for SE/RT.
- Compulsory courses on SE/Inclusion for all teachers.
- Revamp funding (Education/Health/Family Services/Justice).
- Better physical access/busing.
- Start giving the teacher the responsibility not EA – funding may be the cause.
- Schools should be working with parents – ADHOC committees.
- Division should share what works.
- Parent Advisory Committees for parents of special education.
- Review staff/support models.
- Start educating the public about the need for access and inclusion/inclusive education for support.
- Start educating students about inclusion.
- More funding for inclusive practice.
- Have the most qualified people working with children with special needs.
- Start more intersectoral planning at the high school level.
- Match the services to age population.

Things That Get in the Way of Inclusion:

- Putting the worst light on children to access support.
- Having therapy under Education – put it under Health; students need it for life.
- Having IEP meetings/planning without kids.
- Punishing and excluding for behaviour.
- Having lower expectations based on label/diagnosis.
- Dependence on EAs – use other ways.
- Pull-out model for programming.
- Seeing the disability first – see the whole person.
- Blaming!
- Lack of understanding about what inclusion is
- Lack of communication.
- Rigid boundaries between other departments/services.
- The exclusionary practice of labeling.
- Being paper driven if it gets in the way.
- Focusing on weaknesses.
- Class size and composition.
- Equating inclusion with placement.
- Using labels – people first.
- Doing too much for students.
- Neglecting the voice of the child and parent.
- Making schools responsible for medical costs.
- Things not happening quick enough.
- Refusing funding.
- Excluding children who need support.
- Funding mechanisms that focus on the child.
- Having people without training.
- Understaffing (EAs, therapists).
- Putting kids in classrooms and assuming that's inclusion.
- Pulling kids out of communities for cluster programs.

The following is the hand out provided to participants.

PLANNING FOR YOUR CHILD'S EDUCATION

- ✓ What is your vision for your child's educational experience?
- ✓ Does your child have specific learning needs that should be considered in programming or placement decisions?
- ✓ Do you have specific programming or placement expectations?
- ✓ What are your school division's policies or practice in the areas of inclusion, placement, transportation and programming?
- ✓ Is the school division's policy on special education and inclusion consistent with your beliefs?
- ✓ Do you feel the administration has welcomed you and your child as a part of the school community?
- ✓ Is there access to the school building or a plan for access?
- ✓ Are you a part of individual education planning and the decision making process for your child?
- ✓ Are the outcomes written in the IEP clear to you?
- ✓ Is there a plan to evaluate your child's progress on his IEP and if appropriate on curriculum outcomes?
- ✓ Is the setting where your child is learning meeting his individual needs?
- ✓ Is there a plan to build a relationship between your child and other students in the learning setting?
- ✓ Does the teacher use adaptations to provide instruction and evaluate learning?
- ✓ Is there a plan for the staff working with your child to receive training to better understand your child's individual needs?
- ✓ Does the support provided in the classroom promote learning and independence?
- ✓ Is there a plan to meet regularly to discuss issues and review your child's progress?
Is there a communication protocol?

French School Administrator Needs Regarding Inclusive Education¹

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Purpose and Context of the Study

It is generally accepted that “administrative support and leadership are crucial for school wide adoption of inclusion” (McGregor and Vogelsberg, 1998, p. 13). It is, therefore, of utmost importance to have a better understanding of the administrators’ needs regarding inclusive education in order to help them support school personnel, parents, and students in their journey towards inclusion.

During the school year 2001-2002, I interviewed 33 administrators from the 22 schools of the Franco-Manitoban School Division. Among other questions, the administrators were asked about the challenges they are presently facing in regards to inclusion of students with special needs, and what knowledge, skills and attitudes should be included in a strategic professional development plan in order to help them meet these challenges. During this presentation, I will first identify the major challenges facing administrators; second, I will review the administrators’ needs in regards to their own professional development; and third, I will discuss ways to answer those needs. I will only present findings that I believe to be of general interest. I will not discuss the findings specific to the French language minority context. Readers interested in knowing more about the research methodology should contact the author.

Challenges facing administrators in an inclusive school

The school administrators identified four main challenges for an inclusive school.

The first challenge relates to the difficulty of determining realistic academic and behavioural levels of performance for special needs students.

The school administrators attribute this challenge to a lack of information regarding how to plan academically and behaviourally for children with special needs (particularly level 2 and 3 students, but also for quite a few children considered level 1). They say that “they do whatever they can,” “whatever they think is good,” but they are not convinced that they really do what is in the best interest of the child. By looking closely at their answers, most

¹ The author would like to thank the Social Sciences and Humanities Research Council of Canada and the Franco-Manitoban School Division No 49 for their financial support for this research project.

administrators would like guidelines that would tell them, for example, that if a student with Williams Syndrome comes to the school, this is the level of performance to be expected of him or her.

School administrators seem to have difficulty understanding the implications of elaborating an Individualized Education Program (IEP) based on the real “individual” needs of the child. They would prefer a “category” approach where every child with a certain type of diagnosis would follow a certain type of education according to guidelines developed for this category of children. Of course this approach would be counter productive in the context of inclusion and would actually be a step backward by promoting exclusion practices.

Therefore, in order to meet the challenge of determining realistic expectations, it is of utmost importance that school administrators better understand the nature of inclusion as well as of an Individual Education Plan (IEP) or a Behavioural Individual Plan (BIP). Their understanding of the concept of “needs” should be strengthened, and their awareness of the dangers associated with homogenous educational practices based on diagnostic categories should be heightened.

The second challenge, closely associated with the first one, deals with how to evaluate success of supportive interventions.

Most school administrators state that they do not have criteria that would allow them to evaluate the success of supportive interventions given to special needs students. In particular, they are not sure how to evaluate support given by specialized personnel such as resource teachers or counsellors. For example, administrators seem to have difficulty evaluating the appropriateness of an IEP developed under the guidance of a resource teacher and involving coordinated interventions by various participants. Therefore, resource teachers are often left alone in this endeavour and do not benefit from adequate professional support from their administrators. As a result, special needs children are directly affected by this lack of criteria needed to evaluate their IEP and the support they receive.

Again, a better understanding of the nature of an IEP and/or BIP based on needs would alleviate some of the concerns associated with evaluating the appropriateness and, eventually, the success of supportive interventions. Also, this challenge suggests that it is urgent to clarify the roles and responsibilities of resource teachers and other specialized personnel in the school.

The third challenge relates to the disproportionate number of special need students in the school.

There is no way, within the scope of this research, to verify if the disproportionate number of special need students is indeed a fact or a “misperception” of the reality. However, although presented as a matter of disproportionate number of special needs students in the school, this challenge brings to the surface the problem of the very limited resources.

The difficulty seems to be related to the perception that the school board has a tendency to favour “equal” distribution of resources instead of distributing resources according to needs, which could be considered as a more equitable approach. By promoting equal distribution based on the total number of children enrolled in a school, certain schools benefit more than other schools with the same overall enrolment, but with a greater number of special need students. Also, schools with a very small number of students get what is believed to be an insignificant amount of resources that do not really address their needs. The problem is compounded when some schools do not have level 2 and 3 students, while another may receive three or four such students. It is not surprising, therefore, that when administrators compare their school to other schools, many feel like the resources do not support their perception of the disproportionate number of special needs students in their school.

This particular challenge calls for revisiting the financing and resource distribution formulas in order to make them more equitable. Administrators should be made more aware of the importance of distributing the available resources according to actual needs in the schools. Particular attention should be given to their perception of being an integral part of the decision making-process in regards to distribution of resources.

The fourth challenge is concerned with establishing partnerships with parents, health and social services, and community agencies.

Administrators argue that answering the special needs of students often goes beyond what the school is able to provide on its own. Collaborations and partnerships must be developed with school personnel and parents, as well as with agencies that provide health, social assistance, or other community services. The nature of the difficulties administrators encounter here is threefold:

- First, there seems to be a “lopsided” understanding of what collaboration is about. For example, administrators often refer to parents’ collaboration as their willingness to do what the school personnel wants them to do at home to complement what is done at school. Rarely do they mention sitting down with parents to determine a realistic level of academic or behavioural expectations for their child.
- Second, collaboration and partnerships need time for meeting, discussing and planning together. There is very little or none of this time integrated in the regular schedule of the school.
- Third, there seems to be confusion about the health, social and community agencies, and the kind of services they provide. This problem is compounded by the fact that such agencies and services are reorganized on a regular basis.

Hence, this fourth challenge calls for a better understanding of collaboration and of the necessary conditions under which it may flourish. It also points to the importance of a better knowledge of the different school partners and their potential contribution to the child’s programming.

Specific knowledge, skills and attitudes needed

The discussion of these four challenges led us to identify many professional development needs. When asked what specific knowledge, skills and attitudes they would like to include in a strategic professional development plan, administrators expanded this list with a very wide array of suggestions.

1- Knowledge

In relation to knowledge, administrators would like to develop:

- A general understanding of the nature of disabilities and their impact on academic, personal and social aspects of the child's development. This should be complemented by information about services and agencies that could provide support to the school personnel and the family. In particular, administrators would like to know more about the roles of different specialists in order to maximise the benefits the school personnel and the child can gain from their expertise.
- A deeper knowledge and understanding of the "philosophy of inclusion" and its implications for the general functioning and administration of the school. This includes a better understanding of the rights of students and parents, the continuum of support (differentiated instruction, personal support, pedagogical adaptations, modified and individualized programming, IEP and BIP process, etc.) and the roles and responsibilities of the school personnel towards creating and nurturing a more inclusive environment.
- A basic knowledge of the principles guiding "helping relationships" in order to deal more effectively and empathically with parents, school personnel, students, specialists, etc.

2- Skills

With respect to skills, administrators would like to acquire strategies:

- to facilitate the process of elaborating an IEP or BIP, including strategies for establishing priorities in answering needs
- to support a collaborative environment whereby every member of the school personnel accepts his or her role and responsibilities with respect to special needs students

- to evaluate inclusive classroom management and support the school personnel in responding positively to diversity in the classroom
- to work as a team (pull in the same direction, establish a consensus, deal with difficulties, communicate effectively, listen actively, etc.), including skills to conduct a successful multidisciplinary meeting
- to communicate effectively with parents and to facilitate their participation in every aspect of the decision-making process related to their child's programming, including an evaluation of their satisfaction of services offered to their child
- to communicate and collaborate with the community regarding joint projects
- to resolve conflicts and to deal effectively with people who have different and sometimes conflicting values
- to deal with difficult situations and emergencies
- to develop, in collaboration with all school personnel, a school wide code of conduct including both proactive and reactive disciplinary measures
- to better deal with serious behaviour problems, and in particular, to conduct successful debriefing interviews.

3- Attitudes

With respect to attitudes, school administrators would like suggestions regarding:

- adopting and fostering a child-centered philosophy which embraces and celebrates inclusion
- creating more flexibility in school curricula, particularly at the senior levels, so that expectations suitable for the child take precedence over standards outlined in the curricula
- fostering a climate of acceptance of all children, including children with special needs
- enhancing collaborative team work
- eliminating exclusion practices.

Where do we go from here?

As the data from this survey suggest, school administrators already have a heightened awareness about inclusion of special needs children which facilitates their ability to present a clear vision of the challenges they face and of their professional development needs. They seem to embrace the philosophy of inclusion and are striving to better understand its implication in the day-to-day life of the school and their own leadership. The question we now face is how to best answer their needs.

The Franco-Manitoban School Division and the St-Boniface College are now working on the development of a strategic professional plan that would include three general components.

First, the content of university courses related to school administration is being reviewed. Many topics identified in the category of knowledge, for example, can be studied within the existing course structure. It is our belief that creating a new course to cover inclusion topics would contribute to reinforce the myth that inclusion is something “different” that needs to be studied on its own.

However, the more traditional course approach is not enough. School administrators are men and women of action, and many prefer to learn “hands on”. This is why we envision a second component based on a problem solving approach. This involves identifying administrators who have strengths and skills already well-established and who are willing to share their expertise and serve as mentors for others. The mentors would support their protégés and help them solve day-to-day problems relevant to inclusion. This approach is already used in the context of a “Leadership Program” and is highly praised by administrators.

The third component is designed to maintain a high level of interest and motivation towards the inclusive philosophy and best practices by organizing an “information sharing network.” New research developments, best practices, as well as local success stories, answers to questions, and so on, could be shared on a regular basis using various formats such as summer institutes, conferences, videos, Web sites, newsletters, etc. Again, using existing networks is of utmost importance in debunking the myth that inclusion is extraordinary.

In conclusion, the results of this study are quite optimistic. They show the philosophy of inclusion is already taking hold in the life of our schools, and they provide suggestions to reinforce the change process that is now evolving. It is hoped that in the near future, concrete actions will take place to answer the needs of administrators and enhance their leadership role with respect to inclusion of all children.

Reference

McGregor, G. & Vogelsberg, R. T. (1998). *Inclusive Schooling Practices: Pedagogical and Research Foundations. A Synthesis of the Literature that Informs Best Practices about Inclusive Schooling*. Baltimore; Toronto : Paul H. Brookes.

Universal Design for Learning

Karen Priestly; Teacher of the Deaf, Winnipeg School Division

Sandy McCaig, Director of Student Support Services, WSD

Manitoba Education

● Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued and safe. An inclusive community consciously evolves to meet the challenging needs of its members. Through recognition and support, an inclusive community provides meaningful involvement and equal access to the benefits of citizenship.

Manitoba Education

● In Manitoba we embrace inclusion as means of enhancing the well being of every member of the community. By working together, we strengthen our capacity to provide the foundation for a richer future for all of us.

How Did We Get to Inclusion?

- Early 1900's – students with special needs did not go to school
- 1950's – separate schools were established
- 1975 – PL 94.142 Right of all children to attend school in the LRE

Historical Perspective

- 1980's – mainstreaming and integrations; students were the responsibility of the specialist
- 1990's – inclusion: students became the responsibility of the classroom teacher and importance of social learning was emphasized

Inclusive School Practices

- Charter of Rights and Freedoms
- 1997 Eaton vs Brant County Board of Education – Supreme Court decision
- Research on Best Practices
- SERI document – October 2001

Historical perspective cont'd

- 2000 – inclusion is largely accepted and research has demonstrated the academic and social benefits of inclusion
- Special education has evolved from a “place” for isolation and containment to a system of services and supports for students with disabilities within the broader context of school and community
- Our student population is more linguistically, ethnically, economically, culturally and educationally diverse than it has ever been.

Needs Survey 2003

- In 2002/03 there were 1361 students receiving special education supports in integrated settings; 58%
- In addition, the majority of students in low enrollment settings and cluster programs are integrated for a portion or all of the day.
- The role of the educator is being redefined on many levels. There is current demand for systems change to align practices with ideology.

Can We Move Further Towards Inclusion?

UDL

- A paradigm for teaching, learning and assessing, which draws on new brain research and new media technologies to respond to individual learner differences.

Why UDL?

- Inflexible curriculum and materials and methods are barriers to diverse learners
- There is no core group of learners that is mostly homogeneous, outside of which other learners fall
- Students with disabilities fall along a continuum of learner differences rather than constituting a separate category

Universal Design for Learning

- A curriculum in which the goals, materials, methods and assessments serve widely diverse learners within the regular classroom

UDL

- Curriculum should be accessible and appropriate for students with different backgrounds, learning styles, abilities and disabilities
- Instead of remediating students so that they learn from a set curriculum, the curriculum is made flexible to accommodate learner differences
- Students are provided with multiple and varied avenues to learning

Universal Design

- Coined by the renowned architect and industrial designer, the late Ron Mace, in the early 1970's
- Based on his theory of building a marketable product that addressed the needs of all people, regardless of age, ability or status in life
- Met guidelines of the Americans with Disabilities Act and the market for a larger clientele

Examples of Universal Design?

- A kitchen sink that adjusts to the height of the user
- A bathroom cabinet where height is adjustable at the touch of a button with the whole unit moving up or down including the sink, mirror, faucet, lighting, and storage drawers

- A bathroom with a toilet that adjusts to the height and seating of the user and has optional armrests. The bowl can rotate into a wall cavity where it is automatically sanitized and stored to free up floor space.
- Mace and his team subsequently developed seven guiding principles for UD with the intent that they remain flexible enough to continue meeting the ongoing needs of the changing population.
- The UD concept required a change in paradigm from adapting buildings to meet consumer needs as they arose to using foresight to plan for all needs initially.

UD was applied to education in the 1990's...

- UD in education works in tandem with inclusive education pedagogy as educators attempt to include all students, regardless of learning needs, in their classrooms
- Teachers take responsibility for the acceptance and instruction of all the children in their school's community
- The paradigm shift is from adapting instruction, curriculum and assessment to meet diverse or exceptional student needs as they arise (inclusion), to using foresight to expect and plan for all needs as the norm (UD).
- Inclusion, like UD, is about accepting and responding to diversity and it requires flexibility of thought and action.

Universal Design Components

- Scope and sequence (goals and milestones for instruction)
- Media and materials to be used by students
- Instructional methods
- Means of assessment

Widely diverse curriculum for widely diverse learners

- Goals provide appropriate challenges for all learners
- Materials have a flexible format
- Methods are flexible and diverse enough to provide appropriate learning experiences, challenges and supports for all students
- Assessment is flexible enough to provide accurate ongoing information that helps teachers adjust instruction and maximize learning

UDL

- Includes a range of options for accessing, using and engaging with learning materials
- recognizing that no single option will work for all students

Curriculum Goals

- Goals need to provide an appropriate challenge for all students

- Goals need to be stated broadly – select critical features of content
- Look for universal design features which connect big ideas within a curriculum area or across subjects

Materials

- Students can achieve most goals if you provide flexibility in the means of achieving them; multiple media (text, voice, images), scaffolds and supports
- Print alternatives(digital text in any size, color, Braille, spoken text or with symbols)
- Hyperlinks to glossaries; graphics, animation; queries, sequenced stages, tools for expression, Hyperstudio, ClarisWords
- E-text/web/internet
- Videos
- Books on tape
- Graphic organizers
- Posters
- Supplementary materials (manipulatives)
- Enlarge print
- Spellchecker
- Laptop

Methods

- Flexible pedagogy, which adopts the most effective methods so that all children learn
- Present concepts in multiple ways through differentiated instruction and in partnership with students
- Teach strategies to improve learning and performance
- UD brings educators one step further towards inclusion by expecting them to predict and regularly plan for diversity and exceptionality.
- UD in education Villa and Thousand (2003) stress that UD provides “contemporary approach to facilitate successful inclusion” p.22
- In the traditional inclusion model educators determine the content, instructional and assessment strategies without considering the special characteristics of the learners. They then adapt to meet diverse learner needs.
- Conversely, when using UD, the teachers consider their learners first and differentiate curriculum content, process and products before instruction.

Adaptations

- Maximize student participation
- in curriculum and instruction to increase the chance of learner success
- with student peer groups

Adaptation Checklist

- Pacing
- Environment
- Presentation (input)
- Materials
- Assignments (output)
- Self-Management
- Assessment (output)
- Social Interaction
- Motivation and Reinforcement

Types of Adaptations

- Input
- Output
- Size
- Time
- Difficulty
- Level of Support
- Degree of Participation

Instruction/ Representation

- Copy of notes available
- Cooperative learning
- Flexible deadlines
- Daily feedback
- Peer support
- Examples provided
- Present information in varied ways
- Pre-teach vocabulary / concepts

- Study sessions
- Interpreter

Assessment

- Effective teaching requires adequate knowledge of progress
- Allows multiple means of expressing knowledge
- Extra time
- Crib notes
- Alternate assessment
- Diorama
- Drop the lowest grade
- Re-writes
- Review or preview the test
- Concept overview
- Actual test as study guide

Seven Principles of UDL

- Equitable
- Flexible
- Straightforward
- Effectively Communicated
- Tolerant of Error
- Low Physical Effort
- Effective Size and Shape

Equitable

- The same repertoire of instructional strategies is available to all students, avoiding segregating or stigmatizing any users, i.e. class notes and tutorials are available to all if they choose.

Flexibility in Use

- Design accommodations for a range of preferences and abilities. The same information is offered in a variety of ways to provide choice for students” lectures, drama, videos, music, reading, story telling, art, etc.

Straightforward: Simple and Intuitive Use

- The use of design is easy to understand, regardless of the user's experiences, knowledge, language skills or concentration level. Students must be clear on the learning goals and instruction is straightforward. Clear grading rubrics (print, audio, graphic) are provided indicating expectations for assignments.

Effectively Communicated: Perceptible Information

- Includes a design that communicates necessary information effectively regardless of the user's sensory ability. This provides for various modes of presentation of materials (textbooks, pictures, graphs, dictionaries, laptops, etc.)

Tolerant of Error

- Fail safe methods are provided
- Students have opportunities to redo tasks, obtain frequent formative feedback or do partial tasks
- Varying types/amounts of practices are provided

Low Physical Effort

- Design can be used efficiently and comfortably with a minimum fatigue
- Students may have a choice in seating preferences or workspaces available and may be permitted the use of a laptop for assignments.

Effective Size and Shape

- There is a clear line of sight for important elements; all components are comfortable and adequate space for assistive devices is available. Students may choose to sit or stand when listening to lectures; various options are available for work locations; various seating arrangements may be used (rows, circles, group tables).
- Teachers can begin by stretching, individualizing, and intensifying many of the same approaches they have used for years.
- UD is built on what people already know from research and practice about creating accessible environments and good teaching.

UDL Websites

- National Centres for Accessing the General Curriculum (NCAC)<http://www.cast.org/ncac>
- CAST – <http://www.cast.org>
- Teaching Every Student: TES <http://www/cast/org/tes>

PERSPECTIVES OF PARTICIPANTS WITH INTELLECTUAL DISABILITY ON FACILITATING COMMUNITY INVOLVEMENT

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Abstract Aim:

Collaboratively facilitated by a team of university-based researchers and key staff members from a variety of community organizations, *Perspectives in Change* was the first phase of a participatory action study of issues pertaining to community involvement of people with intellectual disability. This phase involved 70 individuals who represented a wide range of informant groups (e.g., parents, employers). The perspectives of individuals with intellectual disability will be highlighted in its presentation.

Methods:

Two focus groups, involving nine individuals, were used to explore factors affecting community involvement. A key theme approach was used to analyze the data; graphic facilitation and face-to-face member checking process also were instituted to ensure accurate data interpretation.

Results / Conclusions:

Two key factors were identified: (a) the importance of interpersonal relationships, at work and in other community activities, in promoting feelings of acceptance and value; (b) active and practical assistance of support providers, co-workers, supervisors, friends and family. The personal attributes or characteristics that participants felt contributed to their successful participation in community life also will be discussed. These include: having faith in oneself, persistence, patience, strategies for coping with difficult situations and the importance of gaining relevant work experience while still in high school. Practical implications and recommendations for support services also will be presented.

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