



Yellowknife Association for Community Living

**INCLUSIVE EDUCATION
FORUM REPORT
JANUARY 27, 2005**

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Social Development Canada has generously provided funding for the Inclusive Education Forum hosted by the Yellowknife Association for Community Living and the resulting Inclusive Education Forum Report.

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ACKNOWLEDGEMENTS

The Yellowknife Association for Community Living gratefully acknowledges the many organizations and individuals who contributed their time, knowledge, energy, and resources to help make our Inclusive Education Forum a success. Successful partnerships begin with a common vision and lots of communication.

The Steering Committee

I want to thank the individuals and organizations that formed the steering committee: Cecily Hewitt, Vicky Boyd and Carolyn Mackay from the NWT Council of Persons with Disabilities; Liz Baile, Student Services Coordinator, Yellowknife Catholic Schools; Maureen Miller and Sue Heron-Herbert from the Yellowknife Association of Community Living (YKACL); Arlene Talbot, representing parents; and Robert Hawkins, MLA, Yellowknife Centre. I also want to acknowledge the work of the Association's staff, Mimi Kennedy and Kirsten Larsen.

Funding Support

Social Development Canada has provided funding for the Association's Family Project for the past three years. It is with their financial assistance that the Forum and this report are possible. We look forward to continuing to partner with Social Development Canada in addressing the community's needs around education and other inclusion issues.

A special thank you to Robert Hawkins, MLA Yellowknife Centre, for his sponsorship. Mr. Hawkins was instrumental in facilitating the use of the Great Hall of the Legislative Assembly. Mr. Hawkins also provided the health break refreshments served during the Forum.

Speakers

Our thanks to the Honourable Charles Dent, Minister of Education, Culture and Employment, Government of the Northwest Territories, for his support and vision. Mr. Dent's opening remarks as our guest speaker started the day off positively and provided thought provoking insight into inclusive education in the Northwest Territories.

Thanks to Moe Miller, President of the Yellowknife Association for Community Living, for her inspirational words and direction.

The Forum was fortunate to have Sue Heron-Herbert, member of the Board of Directors, YKACL, as facilitator. We praise your dedication and flawless management, Sue.

Panel Members

Our Panel Members played a key role in inspiring the Forum participants and beginning our day in a positive manner. We appreciate your ongoing dedication to inclusive education.

Liz Baile, Student Services Coordinator, Yellowknife Catholic Schools

Alison Barr, Parent and Educator

Amanda Mallon, President, NWT Teachers Association

Leslie Merrithew, Grade 12 Student

Pam Petten, Director, Early Childhood Development, ECE

Small Group Facilitators

Thank you to all the volunteers who skillfully facilitated our small group discussions.

Participants

A final mention of gratitude goes to all the participants who shared their knowledge, ideas and stories during the Forum. Your energy and dedication to inclusive education is valued.

It is with great thanks to all those who participated in the Forum that we are able to present a perspective on inclusive education that more fully represents the community's ideas and needs, and provides direction we as a community can commit to achieving.

Jane Whyte, Executive Director
Yellowknife Association for Community Living

EXECUTIVE SUMMARY

Introduction

The Yellowknife Association for Community Living determined that now was an ideal time to revisit the issue of Inclusive Education following the implementation of the 1996 GNWT Department of Education, Culture and Employment policy addressing Inclusive Education. This report summarizes the Inclusive Education Forum hosted by The Yellowknife Association for Community Living January 27th, 2005 in the Great Hall of the Legislative Assembly of the Northwest Territories. The purpose of the forum was to determine the state of inclusive education in Yellowknife, and to a lesser extent throughout the territories, and to develop recommendations for future direction.

The attendees, including parents, students, educators, government officials and representatives from non-profit organizations, had the opportunity to discuss key Inclusive Education issues and work together towards developing recommendations for action plans. After participating in the Forum, participants feel positive about continuing commitments to Inclusive Education and believe that it is something that can be sustained on personal, community and governmental levels.

This report is valuable in many ways. It identifies recommendations from people who have direct information and experiences to share. The participants provided insight into current practices regarding student supports and unmet needs. Through collaboration and brainstorming, the participants identified future directions and objectives to further achieve and enhance Inclusive Education in our Community.

Inclusive Education Defined

Inclusive Education means that all students attend and are welcomed by their neighborhood schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school. Inclusive Education builds on each student's strengths and needs, it is community based and it promotes the involvement of parents and guardians in their children's education.

Objectives of the Forum

- Collectively discuss and share information
- Identify key issues
- Find common ground among partners
- Identify directions and opportunities for future action

Topics of Discussion

- Leadership in Education and Society
- Effective Instructional Strategies and Practices
- Supports and Resources
- Professional Development

HISTORICAL CONTEXT

The Yellowknife Association for Community Living (YKACL), established in 1963, is a non-profit, registered charity, governed by a volunteer Board of Directors. The mission of the Association is to help those with intellectual disabilities and their families to lead meaningful lives in supportive communities.

Yellowknife Association for Community Living Programs

The Association has developed and expanded programs to increase participation of adults with intellectual disabilities in the community of Yellowknife since the early 1980's. It also responded to needs identified by the community by developing programs supporting children, adults, and families affected by other disabilities.

Yellowknife Association for Community Living programs include:

- The Literacy Outreach Centre
- Summer Café, Summer Café Catering and Business Services
- EmployABILITY
- Supported Independent Living
- The FASD Project
- Skills Training and Inclusion
- The Family Project
- The Respite Service

Department of Education and Inclusive Schooling

In 1982, recommendations in “Learning, Tradition and Change” provided the first formal direction towards integration of all students into regular classroom settings. In 1986, “A Directive and Guidelines on Special Needs Education in the NWT” published by the GNWT Department of Education, Culture and Employment (ECE), established the processes by which integration could occur. Ten years later, ECE released their Departmental Directive on Inclusive Schooling called, “Educating All Our Children”.

Yellowknife Association for Community Living and Inclusive Schooling

The Association shares the GNWT's belief that “Inclusive Schooling is more than a method or strategy; it is a way of life that is tied directly to the belief system that values diversity.” (GNWT ECE Departmental Direction on Inclusive Education, 1996). YKACL has shown their commitment to Inclusive Education by operating the Literacy Outreach Centre, in partnership with Aurora College, since 1996. The program offers basic literacy support to people with and without disabilities in an inclusive classroom.

In 1999-2000, the Association facilitated workshops in elementary schools in Fort Rae and Yellowknife to encourage inclusion. The Family Project was established in 2001 and its goal is to consult with families about their needs and work towards meeting those needs. Inclusive Education was an area identified by families as a concern.

Since 2001, the Family Project has sponsored workshops for parents, providing information on the school system and working with educators. The project also provides advocacy and

support for parents during meetings with school officials regarding the education of their children with disabilities.

Our most recent endeavor is the Inclusive Education Forum. The Forum was attended by parents, educators, government officials and community agencies. The results of this forum, outlined in this report, will be shared with ECE; school boards; community agencies, and parents and distributed through web sites. The Yellowknife Association for Community Living will follow up on the recommendations stemming from the Forum beginning with the 2005-2006 fiscal year.

“Inclusive schooling begins with the belief that students belong with their peers and should have equal access to educational opportunities. It is concerned with the support needs of all students. It is about finding ways to include all students in our school and to meet their unique needs.” (GNWT ECE Departmental Direction on Inclusive Education, 1996)

RECOMMENDATIONS

CENTRALIZED SUPPORT STRUCTURE FOR FAMILIES

Create and coordinate a centralized support structure for families to facilitate easy access to information, resources and services. Leadership and partnerships would include community organizations; territorial government departments such as Health and Social Services and Education, Culture and Employment; and school districts. The centralized support system may take the form of a Child Development Center/Community Family Resource Center.

Develop and maintain a web site with accurate, up-to-date information regarding available services, resources and information.

LEADERSHIP

Provide leadership that will clarify visions; existing services; roles and responsibilities; and make system navigation easier for families. All levels of leadership need to work together in strong partnerships with coordinated efforts and a more unified approach to information sharing

PROFESSIONAL DEVELOPMENT

Develop a system to facilitate planning and sharing professional development and training opportunities. All stakeholders, including educators and support staff, at all levels from preschool to post secondary; parents; community organizations; government representatives; and employers need opportunities for professional development, training, and information sharing. Professional development programs need to cater to all levels of learning and understanding to ensure the inclusion of all partners. This system may require a coordinator position.

Create a mentoring system, including appropriate training for mentors, for sharing knowledge with teachers new to the Northwest Territories, educational assistants, pre-school and post-secondary stakeholders. A goal of this system needs to be sharing the vision and raising awareness of inclusive education.

A cultural awareness component needs to be included in professional development at all levels.

Train teachers on how to implement recommendations of health professionals.

Training needs to focus on best practices, disability awareness, and effective behaviour strategies.

Build time into educators' schedules to plan for professional development, to reflect on what they have learned, to implement and share strategies.

ALTERNATE EDUCATIONAL CURRICULA

Develop and implement alternative educational curricula recognizing alternative pathways and goals for individual students. Provide for emphasis on best personal achievement and social advancement, rather than on academic achievement. Adjust curriculum to meet the needs of the student and develop appropriate life-learning goals such as life skills or independence.

Develop and share effective strategies to ensure behavioral and mental health issues are addressed in a manner that ensures students remain a part of, and are included in, the educational community with their peers. Develop policies and procedures that allow educators to be flexible with the rules.

PLANNING FOR TRANSITIONS

Develop protocols and implement procedures for sharing information between systems including education, health, social services, and non-governmental agencies to assist with transitions. The protocols need to begin with the pre-school system and continue through elementary, secondary, post secondary education and employment.

Develop links between the education system and employers to assist with transition between school and employment. Offer appropriate on the job training opportunities for students.

Develop procedures for consistently sharing information from year to year, including approaches, strategies, and educational practices that have assisted the individual student in working towards and achieving their goals.

COMMUNICATION/ADVOCACY

Provide advocacy skills training/teamwork training for students, parents and teachers to assist with relationship building, information sharing and development of education plans as a means of encouraging parents to participate in their child's education.

Encourage communication through the use of plain, jargon and acronym free language and by defining terminology.

Ensure students have an understanding of, and input into, decisions regarding their education.

Listen to parents.

RAISE AWARENESS

Promote awareness about the benefits of inclusion and diversity by creating opportunities for the community to share stories, experiences, information, views and journeys and by holding forums, workshops, and utilizing the media.

Focus on life-long learning within the community and how relationships and interactions mutually enhance everyone's experience of community. Develop a culture of understanding, acceptance and support.

FUNDING

Stakeholders need to work collectively to ensure adequate and secure funding is consistently meeting needs. Partners need to create and work within a community culture.

SPEAKERS CONTRIBUTIONS

HONORABLE CHARLES DENT

MINISTER OF EDUCATION, CULTURE AND EMPLOYMENT, GNWT

Good Morning and welcome to the Legislative Assembly building. It is encouraging to see you here today to address the important issue of inclusive schooling. I believe that forums like this one are critical to the success of initiatives like inclusive schooling – it allows the voices of those who are working in the field to be heard – and it also allows the voices of those who we all serve to be heard. I can tell you how the Government of the Northwest Territories (GNWT) supports inclusive schooling but first I would like to tell you why: We believe that everyone has a right to be included in and be a part of our society. The right to participation in a meaningful way is fundamental to the way we do business

- The focus of Inclusive Schooling in the Northwest Territories (NWT) is on the education of all students with their age peers in regular classrooms in their home communities.
- The NWT concept of Inclusion is not about disabilities or deficits, but rather about all students.
- This is consistent with the value system and worldview of a majority of northerners.
- We recognize that some students will not be able to access or participate in schooling without support and the Government, working in partnership with education authorities, provides resources to do just that.
- The challenge is to identify all students' needs and to respond to them with appropriate educational programming, teaching strategies and support services so that each student can learn.
- Since 1985, Student Support funding provided to school jurisdictions in the NWT has increased from approximately \$75,000 (for what was then the current NWT and Nunavut combined) to approximately \$15 million (for the current NWT only).
- \$15M represents approximately 15% of total school funding.
- This funding is distributed to NWT school districts through a formula, based on enrolment, not on categories of exceptionality.
- Districts have the flexibility to deploy these funds as needed in their jurisdictions and are mandated with the responsibilities to provide for any and all identified needs.
- More inclusive systems such as those in the Atlantic Provinces, tend to use a block funding approach, as do the Northwest Territories, Nunavut and the Yukon. Special Education or Student Support funding is allocated to school boards in addition to regular funding, and

the boards then have both the freedom, and the responsibility, to use the funds as the needs of their population dictate.

- An inclusive system views all students as potentially needing supports to overcome barriers to their learning, with some students needing few/occasional supports, while at the other end of the continuum there are students who need ongoing/multiple supports.
- Divisional Education Councils (DEC) annually provide the Department of Education, Culture and Employment (ECE) with their audited financial statements, which include accounting for funds designated for inclusive schooling.
- Recently, DEC's have provided more specific information to give a clearer picture of expenditures of inclusive schooling funding and of how student needs are being met across the NWT.
- This information is taken into consideration when developing plans for support to boards and for further allocation of resources.
- Through *Educating All our Children: Departmental Directive on Inclusive Schooling (1996)*, ECE recognizes the importance of allowing all children equal access to education programs in their home communities and with their peers, as well as the importance of school-home-community partnerships in supporting children in their educational programs.
- We must continue to work to recognize students' strengths and needs, and through support, best practice and effective resource allocation, provide appropriate programming for them, to provide them with the opportunity to grow and learn to their individual potentials.

ALISON BARR ***PARENT***

Thank you to the Yellowknife Association for Community Living for the good work you are doing all year-round, and thank you for today's event.

My name is Alison Barr, and I am here as a parent of a child with a learning disability. My daughter has Prader-Willi syndrome. She was diagnosed when she was 2 _ years old. It is a genetic dysfunction that results in learning delays, poor gross motor coordination and strength, and food-related problems.

I'm going to discuss the questions related to what supports are needed by the teachers, parents and students for the learning disabled.

What do teachers need to provide students with disabilities an effective education in a regular classroom? The teachers need professional development that is specific to handling special needs in the classroom. The teachers need consistent planning and guidelines from the Boards of Education, in terms of modified programming and IPA's. Mostly though – the teachers need helpers, classroom assistants, special needs assistants, teachers' assistants, whatever they may be; teachers need additional help in the form of bodies to spend that one-to-one and remedial time with students.

What are the ways students can get the supports they need to participate effectively in their own education? Everything that teachers need - will of course support the students' needs. One area that needs attention is providing social opportunities for special needs kids. I have been fortunate to work with a great team at Sissons School who have been very willing and creative to offer ideas and activities that involve my daughter socially and help her build her self-esteem and sense of belonging.

To be very honest, I have never seen "special needs" funding in my daughter's classroom. I hear about lots of money for special needs education – but I don't know what that looks like. I've been told my daughter's needs are not severe enough to warrant special assistance, and I've accepted that. And I have been very appreciative and grateful for the additional work, efforts and resourcefulness that the teachers and principals have offered to meet my daughter's special needs.

How can parents be supported to assist their children and their teachers to have a quality, inclusive education experience? I'm thinking a work-release program might be helpful – so I can go in the classroom once a week and be the classroom support for my child. As well, it would offer additional time to go over homework requirements and projects – because for the special needs child, communication takes more time and more patience. More time is something we all need.

The other thing we need as parents is encouragement. If anyone is guilty of putting limits on my child it would be me. I've had a couple of experiences that have stayed with me and have meant so much. A year before my child was going into grade 4, I called the principal of the middle immersion program and said I was considering registering my daughter but wanted to check if that would be okay, and to express my concerns. His response was "That's exciting!"

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– There was no judgment or hesitation – just a keen interest in my daughter’s education. When my daughter did the 2 week pre-immersion, I met hesitantly with the teacher and again, expressed my concerns and my worries and wondered out loud if she could do the program. The teacher responded by saying “We don’t care if she gets it right – we just care that she tries – and she tries!!”

I’m really here to listen and learn today, so I’ll stop here, and look forward to the discussions with all of you. Thank you.

AMANDA MALLON
PRESIDENT, NWT TEACHERS ASSOCIATION

Introduction

Thanks for the opportunity to speak at this forum on Inclusive Education.

I believe effective education depends on partners, communication and relationships; I look forward to building on existing relationships and forging new links.

I had the opportunity to attend the National Conference on Inclusive Education in Ottawa in November. It was an excellent introduction to this session; I found it a good basic foundation to build on.

Leadership in education and society

1. What kinds of leadership are required?
 - Support is needed by all partners in education including but not limited to: Parents and parent groups, supportive professionals, advocacy groups like the Yellowknife Association for Community Living (YKACL); the NWT Literacy Council; Government departments including Education, Culture and Employment (ECE); Health and Social Services (H&SS); as well as the Financial Management Board Secretariat (FMBS); the Teacher Education Program (TEP); Divisional Education Councils (DEC) and District Educational Authorities (DEA); the Northwest Territories Teachers Association (NWTTA); First Nations groups; Industry and businesses.
 - We also need support from the public, media and members of our own profession.

When partners work together, powerful things can happen, I'd like to point to one of the more significant advances in student support over the past five years.

Teachers across the NWT identified a lack of resources for special needs as one of the highest priorities for the 2000 collective agreement. They felt so strongly about this need that they initiated job action. As a result of this, an agreement was reached to increase funding from eight percent of board funding to fifteen percent for student support in Government of the Northwest Territories (GNWT) schools. Both Yellowknife (YK) school boards received this same increase in each of their subsequent collective agreements.

One of the outstanding concerns of teachers is that teachers' expectations were the extra funds are directed to special needs; instead the funds were labeled student support. As Minister Dent mentioned in his speech, until ECE has a better idea of where these funds are directed, there will be no more funds forthcoming from the Government. ECE is preparing a directive for the DEC/DEAs to become more accountable for the spending of these funds.

2. How should governments support and enforce policies they have created?
 - Look to the GNWT to establish interdepartmental cooperation, we need all the players at the table
 - Review, revisit and insist on accountability for funding for student support
 - Create, develop, borrow, and steal appropriate curriculums
 - Provide in-services to uphold policies
 - Collect and share best practices

3. What other sectors could provide support and leadership for inclusive education?
4. How can leadership at all levels be developed and sustained?
 - Build capacity.
 - Increase teacher retention through dealing with those issues that cause teachers to leave, particularly lack of appropriate teacher housing, affordable, available and adequate.

Effective Instructional Strategies

The importance of the teacher - All the research affirms the role of the teacher in implementing effective inclusionary practices, “ Warm responsive teachers who are committed to inclusion are KEY in securing quality education that results in positive developmental outcomes” Roeher Institute 2004.

Importance of school administration – They set the climate, cultivate lifelong learning, make resources available, support Professional Development (PD), focus on instructional strategies, make staffing decisions that affect student support, timetables and class sizes.

Challenges across Canada and in the NWT include but are not limited to:

- Class sizes
- Class composition
- Increased expectations of educators and education to address diverse issues such as: challenging behaviours; emotional well being of students, parents and community; mobility; increased development and the need for a trained workforce
- Paperwork ranging from Individual Education Plans (IEPs) to referrals
- Lack of training by teachers
- Lack of support for classroom teachers
- Lack of time within the school day/school year
- Finding the balance between teaching all learners and those who need special assistance
- Diagnosis issues – lack of personnel, lack of cooperation and then the implications of those diagnosis.

Specific challenges in the NWT include:

- Teacher turnover - implications of offering effective inclusionary skills are affected if there is no continuity from year to year
- Lack of diagnosis/supports for teachers in small communities
- Professional development opportunities or lack thereof
- Differing backgrounds of teachers who teach in our schools, new, experienced from different jurisdictions, different practices adapting to our curriculum(s)

We need to invest whatever resources are available to:

1. Keep class sizes reasonable
 2. Provide proper support to teachers in terms of training, planning and professional support
 3. Retain our good teachers
-
1. How can teachers meet the diverse needs of students (with disabilities) within an inclusive classroom and school?

- The theory of reaching all children, including children with special needs, is very timely due to the increased focus and research on how children learn. Teachers do things differently. This includes a strategy called Differentiated Instruction (DI); both YK boards have brought up the DI guru, Carol Ann Tomlinson, over the past 10 years; Gardeners Multiple Intelligences Research; as well as recent research on Brain Theory.
3. What kinds of mentoring, knowledge-sharing and mutual support make for effective teaching?
- Teacher mentoring program with built in time to talk professionally. Professional development etc.
 - Learn from the experiences of Program Support Teachers (PST) - conversation with PST regarding understanding parents' worries and concerns
 - Document everything - if a strategy doesn't work, try something else
 - Reflection with self, and others e.g. Ecole Saint Joseph School (ESJS) team meetings
 - Classroom visits, concrete examples of effective inclusionary practices

Supports for teachers, parents and students

1. What do teachers need to provide students with disabilities an effective education in a regular classroom?
- Clear and transmitted vision, policy and guidelines
 - Resources
 - A teaching environment - "Teachers working conditions are children's learning environments" - class sizes/compositions/safe school policies, NOT zero tolerance!!
 - Information/professional development on various disabilities (example: a teacher in Fort Laird explaining that at a recent Fetal Alcohol Spectrum Disorder (FASD) workshop he saw slides of individuals who had FASD. When he saw the holes in brain created by this disorder, it made a huge impact on him and changed his teaching practice)
 - Exposure to best practices
 - Develop and maintain partnerships with all stakeholders – parents, PST, classroom teacher and administration
 - Support from above
 - Diagnosis skills and finances to provide follow-up in education - we do need labels to be able to access funds for support
 - Safe school strategies – work hard to bully proof students, build community within school, make staff and students aware of the forms of 'isms' in our systems, racism, sexism, etc.
2. What are ways students can get the supports they need to participate effectively in their own education?
- Understand their own learning styles – build on strengths, involve partners
3. How can parents be supported to assist their children and teachers to ensure they have a quality, inclusive educational experience?
- Articulate needs and expectations
 - Keep expectations high but realistic

- Keep lines of communication with school open, contact teacher, administration

Pre-Service Training Professional Development

4. How can effective professional development and pre-service be developed and shared for the benefit of teachers?
 - Invite parents and partners in Inclusion - this conference is a good example. If another forum were planned, I would hope to see more of the partners earlier identified at this forum, some of the decision makers at FMBS, H&SS and representatives from ECE who don't start by telling everyone NOT to expect any financial support!
 - Pre service training – focus on demands of the universities to provide certain mandated materials and lack of time in program. Refer to the presentation of the speaker from University of Prince Edward Island (UPEI) at the Ottawa conference.
 - Professional Development (PD) – touched on throughout this presentation. Must adhere to the identified characteristics of successful PD for educators including the recent definition agreed to at a GNWT PD workshop in November:

Characteristics of Effective Professional Development (developed by GNWT teachers at Nov29/30 PD forum)

1. Linked to enhanced student learning and improved teaching practice (growth)
2. Involves careful planning including goals, evaluation and reflection
3. Includes a variety of activities
4. Based on teacher identified needs (teacher centred)
5. Changes teacher knowledge and practice
6. Research based
7. Promotes an active professional learning community
8. May include individual and collective/collaborative activities
9. Continuous and on going by nature (sustained over time)
10. Purposeful (student learning)
11. Relevant and contextual (connects to culture)
12. Connects with system/school goals
13. Elements of practical/hands on activities
14. Timely for effective implementation

How the NWTTA can support Inclusive education in the NWT:

Ideas include but are not limited to:

- Develop a policy on Inclusive education for our members
- Newsletter - educate members
- Website links - www.nwtta.nt.ca
- Communication systems - we have a local receiving officer in each school to pass on information, share best practices, celebrate what works and report back to members on this conference.

LESLIE MERRITHEW
STUDENT, ÉCOLE SIR JOHN FRANKLIN HIGH SCHOOL

Good morning everybody! My name is Leslie Merrithew, and I am a grade 12 student at École Sir John Franklin High School.

About a week ago, I was asked to come here today and speak on our inclusive school system from a student's point of view. To be honest, this really took me by surprise because I didn't know what an inclusive school was, or that I was even in one. When I had the term explained to me, I started thinking. I realized that I've been in an inclusive school system all my life.

When I was in kindergarten at N.J. Macpherson, all of the students in the school were taught sign language so that we would be able to communicate with another student.

I moved to Mildred Hall for grade one to three, and what I remember from being there is that students with physical disabilities had a lot of trouble getting around because of the way that the school was built.

I then went to J.H. Sissons when I joined the french immersion program. At this school, there was a buddy system between the older kids and the younger kids. The older kids would read stories, make crafts, and watch out for the younger kids on the playground. One year, I was paired up with a young girl who happened to have a disability. My experiences with my little buddy were no different than the experiences that my friends had with their little buddies.

When I made the switch to William Macdonald, I started noticing extra adults in the classrooms. They were helping particular students with their work.

And now, here I am at Sir John. This is my fourth and final year at this school. As I get older, I find that I'm more aware of my surroundings. I'm seeing that students with disabilities are participating not only in school classes, but are also active in the social and the extra-curricular activities.

Take for example, two of my fellow students. Brad played a mean trombone in the school's concert band. I even had the pleasure of being his date at his graduation two years ago. And Scott, who is one of my peers and soon to be a 2005 graduate of Sir John, has been very active in the dramatic arts. He even got a bigger part than I did in last year's school musical.

In my mother's generation, not that she's old or anything, people with disabilities were hidden away. But now, in my generation, because of inclusive schooling, students of all abilities have a future in the community. At numerous part-time jobs, I have worked with adults with disabilities, and have thought nothing of it.

My whole education has been in an inclusive system. To me, I can't imagine a school that ISN'T inclusive and that DOESN'T provide education to all students. From my experiences, I believe that even if there is still a lot to do, Yellowknife has already taken big steps towards providing a quality education for all students.

PAM PETTON

DIRECTOR, EARLY CHILDHOOD DEVELOPMENT, ECE

Leadership:

- The Education Act is clear that students are to be educated in regular classroom settings with their age peers
- 15% funding in addition to regular school operating funds to facilitate the above
- Additional funding is provided for staff development
- Student Support Consultant (SSC) in each board – the SSCs are key “point people”
- Identify, promote and facilitate staff development activities that help teachers develop skills to accommodate diverse learners. (e.g. Effective Behaviour Systems (EBS) and DI)

Effective Instructional Strategies

There is an old saying that if the only tool you have is a hammer, you treat every problem as a nail. The flip side of that is that the more tools you have in your tool kit, the more you can look at each problem and choose the appropriate tool or set, or sequence of tools for the situation. Teachers too need tools for their tool kits, such as differentiated instruction, multiple intelligences, learning styles and team teaching.

How do teachers add these tools? First by being lifelong learners themselves (“When your education is finished so are you!”), and then through a variety of courses and workshops, but also through ongoing opportunities to collaborate with their colleagues. Problem solving teams, peer coaching and collaborative planning help move teachers away from the old paradigm of Lone Ranger, to the new (and only one that will work today) one of Partner with Supports.

Above all else Inclusive schooling is a belief that all kids belong, supplemented by a commitment by adults to problem solving in order to help figure out how to make it happen.

Supports for Teachers, Parents, and Students

The first things that teachers need is the belief that all kids belong – and the critical understanding that the students in their class are *their* kids, and they may need to enhance the tools in their tool kit.

What are ways for students to get support they need? There are as many answers to that as there are students. What does *any* student have to do to get the support they need to effectively participate in their own learning? First they need to know what kind of learner they are, how they learn best and in what kind of environment. Alone or with others? What are their interests? What are their strengths? What are their weaknesses or needs?

Secondly, they need teachers to “get to know” them and teachers do this in various ways – actively and directly asking (e.g. interest or learning style inventories), talking to previous teachers, the program support teacher, reviewing files....

Thirdly they need their parents’ to share what they already know about their son/daughter with a child’s teacher. Depending on the particular abilities of the student in question, the “weight of responsibility” for these three roles will shift. But the bottom line is there is no one formula for students to get the support they need to effectively participate in their own learning. It’s student/ teacher/family/and context dependent.

In the case of students with Individual Education Plans (IEPs), part of the answer to this question clearly lies in, and should begin with, the IEP development process, which includes parents and to whatever extent possible, students themselves.

How can parents be supported? Again, there will be as many answers as there are parents and schools. There’s no one method. We should focus on “How can all of us together determine what’s best for this child, and then do it?” And the “all of us” needs to include more than educators – e.g. Occupational Therapy (OT) or Speech Language Pathology (SLP) or whoever it is – players that are noticeably absent from the list.

Pre-service Training and Teacher PD

Pre-service programs now often include a course in teaching diverse learners, or students with exceptionalities. The real learning, however, comes from and with experience in the classroom, from team teaching, from problem solving with other teachers, from being mentored by more experienced teachers, and supplementing that with courses, workshops, summer institutes, etc. Teachers are well supported and have many opportunities to hone the skills of their trade, both through the NWTTA and ECE. As an example, for the current school year ECE is providing \$1.7M in staff development funding to school boards as part of Inclusive Schooling.

GROUP DISCUSSION QUESTIONS

These questions were developed to help focus the small discussion groups during the Forum.

LEADERSHIP AND EDUCATION IN SOCIETY

How can leadership at all levels be developed and sustained to promote and implement community knowledge?

How can a community promote inclusive education?

EFFECTIVE INSTRUCTIONAL STRATEGIES AND PRACTICES

How can communities and educators work together to ensure effective strategies and practices?

How can educators and families meet the diverse needs of students with disabilities, within an inclusive classroom and school?

SUPPORTS AND RESOURCES

What do educators and communities need in order to provide students with disabilities an effective education?

How can systems and supports be developed to help educators and communities easily share information and work together to formulate goals?

PROFESSIONAL DEVELOPMENT

What training and professional development is required, and how often?

How can effective professional development and pre-service training be developed and shared?

SUMMARY OF GROUP DISCUSSIONS

LEADERSHIP IN EDUCATION AND SOCIETY

APPROACHES · STRATEGIES · RESOURCES

- Clearly defined and active leadership is needed from Government (ECE, H&SS and the Justice Department) that filters down to the front line levels of leadership
- Servant leadership approach is needed – more focused, flexible, targeted towards and responsive to what families need and not what is assumed to be needed
- New leadership model that stresses cooperation and partnerships:
 - Leadership = partnerships
 - Create and follow best educational practices
 - Clarity in accountability for leadership
 - Clarity of existing services, roles, systems and steps to ensure the path/procedure is easy to follow
 - Transparency – sharing between partners
- Inclusion of cultural groups in leadership role
- Government leadership should:
 - Provide information of current services/supports available
 - Coordinate training opportunities among partners (ie: professional development on early childhood development shared among government departments, schools, non-governmental organizations, day cares and families)
 - Outline policies/guidelines for accountability, transparency, clarity
 - Collaborate with existing partnerships and seek new relationships
 - Have a targeted/cohesive vision shared between government levels of leadership
 - Break down barriers – need to establish more opportunities to discuss issues, share information
 - Ensure cultural elements are included in all aspects of leadership
- Create and coordinate a centralized support structure in the form of a Child Development Center/Community Family Resource Center to facilitate easy access to information and resources:
 - To help families in planning for transitions throughout education and post education/employment
 - To assist in accessing services for early identification of disabilities
 - To work as central coordinator for partnership sharing
 - To improve protocol for sharing information between systems (eg: regarding individual students)

- Maintaining and retaining leaders is important for consistency and follow-up of initiatives
- Leadership needs to meet and collectively discuss, develop and implement:
 - Protocol for sharing student information among agencies, departments, teachers, parents
 - System to improve transitions from grade to grade, specifically the transitions from preschool to elementary to high school to post secondary education/employment
 - A uniform system within school districts for developing education goals
- Create a support system to help teachers increase their knowledge and ability to support all learners, balance the workload

PARTNERSHIPS · COOPERATION · COMMUNICATION

- Leadership cooperation is needed
 - To think of ways to skill the teacher
 - To include parents in professional development
 - To develop advocacy skills for parents and students
- Existing leadership/partners at all levels (Education, Culture and Employment Department, School Districts and Non-Government Organizations) need to communicate, stay informed, coordinate efforts and increase skill levels of teachers:
 - NWT Teachers Association could coordinate professional development
 - Coordinators position would entail information sharing about current supports and services and coordination and maintenance of training opportunities for everyone (teachers, parents, support staff, community agencies)
- Coordinate/develop leadership to establish and implement alternative pathways curriculum for high school, as well as recognition of education alternatives (ie: Bridges Program etc.)
- Combine efforts and ideas to develop links, assist with transitions and form stronger partnerships between businesses/employers and education

AWARENESS · ATTITUDE · ADVOCACY

- Cooperative efforts from various stakeholders to educate the community regarding inclusive education – do this in a variety of ways:
 - Forums
 - Experience sharing
 - Story telling
- Share information on professional development with community/families - results, benefits, different types

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- Empower others to share their views and journeys
- Promote self advocacy by using students to empower peers
- Present information in a positive fashion
- Promote inclusion through working with children of all ages and educating them about the value/benefits of diversity - learn from their view points
- Coordinate with partners to promote advocacy skills for parents, students
- Advocate and work with partners to create school communities/climates that promote diversity
- Work together to create awareness – use media to inform and generate awareness (ie: information and regular column in coffee break news and different media outlets)
- Outreach and media promotion is needed - awareness of what disabilities are and focusing on strengths
- Celebrate

EFFECTIVE INSTRUCTIONAL STRATEGIES AND PRACTICES

APPROACHES · STRATEGIES · RESOURCES

- Common Strategy is needed among partners:
 - Goals/Priorities/Vision/Purpose
 - Work collaboratively from pre-school to post secondary education (long-term approach)
- Need a joint standard for developing individualized transition planning pre to post secondary education
- Need a strategy to support social advancement versus grade levels throughout pre to post secondary education
- Develop a uniform system among school districts for sharing information and developing education goals
- Consistency – follow students – need a system to track students to ensure consistency in approaches/education practices and progress towards goals
- Effective strategies to ensure behavioral issues and mental health issues can be addressed in a flexible manner
- Train educators to incorporate information received from other professionals such as Speech Language Pathologists (SLP), Psychiatrists, Behavioral Therapists and Social Workers into Individual Education Plans (IEP)

PARTNERSHIPS · COOPERATION · COMMUNICATION

- Meeting of representatives from education, government, non-government sector, service providers to establish what services are available
- Commitment to develop and maintain an accurate website with links to all services available (accurate)
- Communication needs to be “jargon free” – use plain language particularly when communicating with parents and students
- Rethink terminology of services and program terminology (limit or define the lingo)
- Listen and open up avenues for communication - families need more input

- Parents/teachers need to develop/build on relationships and all partners need to work together to ensure teacher support and student advancement:
 - Develop/build student records/history and familiarize teachers with the issues before the school year begins (familiarize but avoid making assumptions – open and creative approaches based on information/knowledge)
 - Parents get exhausted explaining from the ground up during meetings – need to focus more on strategies and goals - keep advancing not backtracking
 - Parents take active role in providing information
 - Partners work together to ensure information is shared
 - Partners work to develop system for communicating
 - Work as a team to help each other
 - Has to start at the beginning/build the relationship at the start
 - Everyone works as champions for the student

- Share professional development with parents – creates common understanding

- Collaborate to support families to be advocates for children:
 - Workshops
 - Gatherings/story telling
 - Information pamphlets/booklets

- One United Body

- Sharing between partners:
 - Infrastructure Cost
 - Training
 - Expertise
 - Lobby Efforts

AWARENESS · ATTITUDE · ADVOCACY

- Focus on Abilities:
 - Attitudinal adjustment from thinking about disabilities to thinking about abilities – what gifts and skills are there and can be built on

- Community Effort:
 - Setting a culture of understanding, acceptance and support
 - “Take it to the streets” approach/every-day advocacy

- Be Flexible With Rules:
 - Broaden/open mind and educational practices
 - Emphasize best personal achievement not grade levels (particularly needed in high schools regarding education goals and achievement evaluation)

- Develop Awareness:
 - What services are out there

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- How to get access
- Take Care Of Yourself:
 - Support for caregivers

SUPPORTS AND RESOURCES

APPROACHES · STRATEGIES · RESOURCES

- Respite is essential for parents – partnerships need to create awareness of services and collaborate with existing services and work to develop more services to increase respite for parents
- Need adequate and secure funding to consistently meet needs:
 - Diminish reactive supports – establish long-term/preventative/asset based resources
- Develop a strategy/support system to help teachers increase their knowledge and ability to support all learners:
 - Create a system to balance the workload for teachers
 - Develop strategies or guides to help focus and create consistency in teaching
 - Ensure on-going professional development and mentoring for teachers
 - Develop strategy and support for holistic approach to education goals and transitions
- Train educators to modify programs for diverse learning
- Create developmentally appropriate programming which allows the child to be included in the school
- Lower student/teacher ratio (based on numbers not on needs)
- Offer appropriate on the job opportunities for students making transition to post education
- Adjust education to the needs of students and develop appropriate life-learning goals ie: teach life skills/independence versus current emphasis on academic (similar to Skills Training Program, YKACL)
- Life Skills Curriculum:
 - Include protocol
 - Start in kindergarten
 - Must be comprehensive and consistent and territorial wide
- Incorporate/develop transition strategies (could be done through case management by NWT Council of Persons with Disabilities (NWT CPD):
 - Schools/classes
 - Aurora College
 - Employment
- Resources:
 - Need to be more effectively coordinated
 - Work together to identify and develop new resources

- Practical Ideas:
 - Annual forum for all partners
 - Newspaper column
 - Brochures/Web Site for resources
- Non-threatening environment for parents to help them access resources (use plain language, help parents through the steps/access services)

PARTNERSHIPS · COOPERATION · COMUNICATION

- Need a Coalition:
 - Share information/resources/strategies
 - Could use example of the Homeless Coalition
 - Need a child and family center (“one stop shop”)
 - Coordinator for resource/services access
 - Videos/brochures
 - Central library
 - Trade show format of hospital services/health and social services
- Seek out employer partnerships – training/support for students (need engagement)
- Partnerships need to help facilitate networking for parents and students
- Coordination of funded, on-going professional development that has practical applications
- Cooperation and sharing between partnerships
- Build on ideas and combine energy
- Team support for problem solving that is solution focused

AWARENESS · ATTITUDE · ADVOCACY

- Partners need to create and work within a community culture:
 - Act like a community
 - Generate cooperative learning
 - Seek out experts within the community
 - Empower parents
- Listen to each other and understand the different perspectives
- Remember to ask students what they need and want - they need to be viewed as people who are learning to foster their own strengths and skills

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- Educate children to demystify disabilities
- Generate awareness in community, schools, staff and students of ability “strength” based understanding of inclusion

PROFESSIONAL DEVELOPMENT

APPROACHES · STRATEGIES · RESOURCES

- Professional development (PD) has to be ongoing:
 - Revisited
 - Built on
 - Re-enforced
 - Need time to work on it, use it, talk about it
 - Follow up on it
 - Share it
- More information and reflection on PD:
 - How it is going to work
 - What results - inform parents, community
- Need a time commitment to harvest full benefit from PD:
 - Time to research, plan, implement and reflect on PD strategies
 - Plan it with follow up - take what you acquire from PD and do some follow-up, reflection, incorporate it into work-plan - example: have a PD day and the next week is based on the information learned
 - Ensure the time needed to implement PD strategies is factored into each educators' job
- Develop/train mentors and develop a system for mentoring “new” teachers and classroom assistants
- Commitment to provide appropriate, on-going PD for Educational Assistants (EA's)
- Teamwork training for teachers who are working with EA's and a plan/uniform system for sharing information
- PD in behavior management is critical
- Look at and implement Best Practices for teaching:
 - Diversity
 - Learning styles
 - Differentiated Instructing (DI)
- Invest more in PD opportunities for Early Childhood Development/Pre-School education
- Relevant PD:
 - Self directed
 - Demonstrated respect for professionals
- Partnerships should plan for and share PD - ECE, School Districts, non-government agencies (NGO) and families

- Need a framework for Mutual Expectations – PD to help establish clarity and realistic outcomes
- Models of training should be developed by partners and mandated by ECE(EA’s included in training)
- PD for assisting students in transitions from pre-school to elementary, to high school, to post secondary education
- PD planning has to include parents, students – ask what is needed, invite them to participate and learn along with teachers

PARTNERSHIPS · COOPERATION · COMMUNICATION

- Partners need to ensure cultural awareness is included in PD and make it part of teacher orientation - joint efforts with ECE
- Need to collaborate with different stakeholders to create research/study/action groups with emphasis on how to create PD that accounts for paced learning and has follow-up
- Partners need to be invited to PD on specific disabilities eg: Autism in schools – invite parents, NGOs and ECE
- Parents and educators need PD on how to work as a team – this model should be used by all educational staff
- Reassess the different ways to report to parents to keep them informed:
 - Let go of the 15 minute interviews
 - Increase time/ways for parents to select how they can become informed
- Network with experts and parents on best practices / learning strategies:
 - ECE should coordinate a series of workshops or opportunities to have parents, stakeholders participate in “common-thread best practices”
 - Everyone benefits – ensure the philosophy of inclusive schooling
- More sharing of resources/knowledge between districts

AWARENESS · ATTITUDE · ADVOCACY

- Partners need to facilitate disability awareness for students:
 - Should be done with professionals and students
 - Learning about their disability
 - Discussions with their families about the disability

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- Parents included/informed of PD
- All teachers focused on the same PD

- Have PD that includes parents (community forum idea)

- PD needs to include cultural component

- Tell people about PD projects and open it up to everyone:
 - Information web site with students in mind
 - Link with NWT Teachers Association website
 - Website to post PD reports, discussions, story board
 - Use local experts/resources/students/teachers/parents to help provide PD
 - Peer development training – use local students/train local students

- School/District Wide Focus:
 - Mentoring system for providing teachers with awareness of inclusive vision and system
 - PD and tools necessary for implementing unified approached
 - Attitude - system needs to be aware and sensitive

APPENDIX I: STEERING COMMITTEE

INCLUSIVE EDUCATION STEERING COMMITTEE MEMBERS

Liz Baile	Student Services Coordinator, Yellowknife Catholic Schools (YCS)
Vicky Boyd	Coordinator, Early Childhood Intervention Program, NWT Council of Persons with Disabilities
Janet Diveky	Secretary, Yellowknife Association for Community Living Board of Directors
Cappy Elkin	Autism Society and Board Member, Yellowknife Association for Community Living Board of Directors
Robert Hawkins	Member of the NWT Legislative Assembly, Yellowknife Center
Cecily Hewitt	Executive Director NWT Council of Persons with Disabilities
Mimi Kennedy	Respite Service Coordinator Yellowknife Association for Community Living
Michel Lafrance	Board Member, NWT Council of Persons with Disabilities
Kirsten Larsen	Family Project Coordinator Yellowknife Association for Community Living
Carolyn Mackay	Community Liason Officer, NWT Council of Persons with Disabilities
Moe Miller	President, Yellowknife Association for Community Living Board of Directors
Arlene Talbot	Member of the Family Project Steering Committee Yellowknife Association for Community Living
Donna Williston	Member of the Board, Yellowknife Association for Community Living Board of Directors
Jane Whyte	Executive Director Yellowknife Association for Community Living

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APPENDIX III: AGENDA

INCLUSIVE EDUCATION FORUM – JANUARY 27TH, 2005

8:30-9:00 **Registration**

9:00-9:30 **Welcome & Introductions**
Facilitator, Sue Heron-Herbert

Overview of YKACL involvement in support of inclusive education:
Moe Miller, President of the Yellowknife Association for Community Living

Guest Speaker: Charles Dent, Minister of Education Culture and Employment (ECE)

9:30-10:30 **Panel Discussion of Key Issues: Where Are We Now?**

Liz Baile - Student Services Coordinator, Yellowknife Catholic Schools

Alison Barr - Parent

Amanda Mallon - President, Northwest Territories Teachers Association

Pam Petten - Director, Early Childhood and School Services, ECE

Leslie Merrithew – Student

10:30-10:45 **Coffee Break**

10:45-12:00 **Small Group Discussions**

12:00-1:00 **Lunch**

1:00-2:30 **Small Group Discussions**

2:30-3:00 **Coffee & Observation of Flip Charts - Discussion and Directions**

3:00-4:00 **Summary of Reports, Open Mike on Future Direction**

Venue and refreshments sponsored by Robert Hawkins, Member of the Legislative Assembly

The Inclusive Education Forum is hosted by the Yellowknife Association for Community Living in partnership with The Family Project which is funded by Social Development Canada.

APPENDIX IV: RESOURCES

PARENTS AND TEACHERS

Bob's Page - www.bobsedulinks.com

List of links and resources including games and ideas for teachers and parents.

Schwab Foundation for Learning - <http://www.schwablearning.org/index.asp>

Resources, information and access to experts on the web with the answers parents and teachers need about learning differences.

Resources For Teachers - www.egle.ca/~matink?teacher.html

Teaching tools and topics that cover many facets of education.

Behavior Advisor - www.behavioradvisor.com

Tips and techniques that help in redirecting and reinforcing positive behavior, while teaching you how to avoid power struggles.

Inclusion Press - http://www.inclusion.com/what_is.html

Publishes books, videos, and printed matter on inclusion. Also publishes newsletter "Inclusion News"; provides seminars and workshops.

Special Education/Exceptionality Page - <http://www.halcyon.com/marcs/sped.html>

This site contains a lot of special education-related links, lesson plans and educational resources.

SNOW: Special Needs Opportunity Windows - <http://snow.utoronto.ca/index.html>

SNOW is a project aimed at supporting educators of students with special needs. It includes a clearinghouse of practical resources and curriculum materials.

Canada's School Net - <http://www.schoolnet.ca/archived/index.asp>

Resources for parents, teachers, and organizations involved in special needs education.

Learning Disabilities On Line - www.ldonline.org/ld_indepth/teaching_techniques/teaching-1.html

Information from the National Center for Learning Disabilities, the Orton Dyslexia Society, and the Learning Disabilities Association of America.

Head Start Disabilities Service - <http://ccf.edc.org//ntc/>

A series of five training guides to strengthen the capacity of early childhood programs to reach and serve children with disabilities and their families.

Special Education Intervention Techniques -

<http://curry.edschool.virginia.edu/sped/projects/ose/information/interventions.html>

Effective teaching techniques – Summaries of research articles about teaching techniques for exceptional learners.

Special Education Intervention Techniques -

<http://www.cloudnet.com/~edrbsass/edexc.htm>

Links to lesson plans and resources for special education as well as lesson plans for students who are gifted and talented. It also contains lesson plans about individuals with disabilities.

Pacific Net - Special Education - <http://www.pacificnet.net/~mandel//SpecialEducation.html>

Teachers Helping Teachers offshoot - web page

<http://www.pacificnet.net/~mandel//index.html> Individuals may make copies of the lessons in ERS HELPING TEACHERS for their own use.

Quasar - <http://wta.ca/ddc/incl/intro.htm> Director www.quasar.ualber.

Inclusion: School as a Caring Community - Teachers seeking success with inclusion will find help and inspiration here.

Centre for Studies on Inclusive Education - <http://inclusion.uwe.ac.uk/csie/csiehome.htm>

An independent centre working in the UK and overseas to promote inclusion and end segregation. It is funded by donations from trusts, foundations and grants.

Inclusion Listserve, University of Alberta - <http://www.ualberta.ca/~jpdasddc/INDEX.html>

Inclusive Education information about teaching strategies, teaching materials, books, conferences, support groups, and other materials related to inclusive education.

Inclusive Literature –

http://www.inclusive-education.ca/resources/documents/inclusive_booklist.pdf

A document that provides insight into choosing inclusive literature for elementary classrooms and children. Lists and reviews children's books that promote inclusion.

Educating Students With Disabilities - <http://www.nichcy.org/pubs/bibliog/bib9txt.htm>

This bibliography is one of several available from National Dissemination Center For Children with Disabilities.

National Dissemination Center for Children with Disabilities - <http://www.nichcy.org>

Research publications on a variety of issues involving disabilities.

Full Life Ahead - <http://edla.aum.edu/serrc/fulllife/fulllife.htm>

A Workbook and Guide to Adult Life for Students and Families of Students with Disabilities.

PATH - www.inclusion.com/PI-PATH.html

A creative planning tool that starts in the future and works backwards to an outcome of positive and possible steps towards a lifetime of learning.

British Columbia Teachers Federation (BCTF) – <http://bctf.ca/Parents/>

BCTF has created a new web site to help parents support their children's learning, The site also includes a link to their special education site. The site is a great source of tips on learning activities for travel, holiday reading lists, home and school communication, safety at school, and more.

Using Visual Strategies – <http://www.usevisualstrategies.com/index.htm>

Provides tools to help improve communication for persons with Autism, Asperger's Syndrome, Autism Spectrum Disorders, or others with communication or behavior challenges.

Harvard Project Zero – <http://www.pz.harvard.edu/Default.htm>.

Project Zero's mission is to understand and enhance learning, thinking, and creativity in the arts, as well as humanistic and scientific disciplines, at the individual and institutional levels.

POST SECONDARY EDUCATION

Canadian Association of Disability Services Providers in Post-secondary Education -

<http://www.cadsppe.cacuss.ca/>

Actively works to improve accessibility and enhance the education of persons with disabilities.

J.P. Das Developmental Disabilities Centre Inclusive Education Resources -

<http://www.ualberta.ca/~jpdasddc/INDEX.html>

University of Alberta Developmental Disabilities Centre, Department of Educational Psychology.

The Health Resource Center of the George Washington University -

<http://sea.search.sympatico.msn.ca/preview.aspx?&q=Families+For+Inclusive+Education>

A consortium of organizations collaborating on activities to advance the interests of students with intellectual disabilities in postsecondary programs.

The Coalition to Promote Postsecondary Success for Students with Significant Intellectual Disabilities -

<http://www.heath.gwu.edu/Templates/Newsletter/projectlinks.htm>

Resource Page from the Health Resource Center website.

STEPS Forward Inclusive Post-secondary Education Society - www.STEPS-Forward.org

Project of inclusion at the University of British Columbia, building a comprehensive information source on inclusive post-secondary education.

Equity and Excellence in Higher Education - <http://iod.unh.edu/EE>

Provides college and university faculty with strategies for instruction that create an inclusive and accessible classroom, supportive of the learning diversities of its students.

Inclusion Research Institute - www.inclusionresearch.org

Works towards enabling persons of all ages, including individuals with disabilities to be independent, productive and included in schools, communities, and places of employment.

My Future My Plan: National Campaign - www.stateart.com/campaigns/myfuturemyplan/

Promotes advocacy at the national, state, community, and family levels to encourage early transition planning for youth with disabilities for life after high school.

NEADS - <http://www.neads.ca/>

Newsletter and information on services and programs for students with disabilities. Members include disabled students, educators, organizations and professional service providers.

RESOURCES – LOCAL

The Yellowknife Association for Community Living - www.ykacl.ca

Box 981, Yellowknife, NT X1A 2N7

Administration - Phone: 873-2218 Fax: 920-2348

EmployABILITY - Phone: 873-3560 Fax: 669-0095

Living and Learning with FASD – Phone: 873-9069 Fax: 669-7826

Respite Service – Phone: 766-4295 Fax: 669-7826

Inclusion Project – Phone: 766-4294 Fax: 669-7826

Summer Café/Catering/Business Services – Phone: 873-2218 Fax: 920-2348

Skills Training and Inclusion – Phone: 873-2218 Fax: 920-2348

Supported Independent Living – Phone: 873-9061 Fax: 669-7826

Literacy Outreach – Phone: 920-3016 Fax: 873-0160

Education, Culture and Employment, GNWT - www.ece.gov.gt.ca

Box 1320, Yellowknife, NT X1A 2L9 Phone: 873-0456

Minister of Education, Culture and Employment - Phone: 669-2366 Fax: 873-0169

College and Career Development - Phone: 873-2864 Fax: 873-0200

Early Childhood Development - Phone: 920-3491

Department of Health and Social Services - www.hlthss.gov.nt.ca

Box 1320, Yellowknife, NT X1A 2L9

Minister of Health and Social Services – Phone: 669-2355

Integrated Community Services – Phone: 873-7403

Wellness, Planning and Development – Phone: 920-8620

Children and Family Services – Phone: 920-8090

Stanton Territorial Health Authority - www.srhb.org

Box 10, Yellowknife, NT X1A 2N1

Administration – Phone: 669-4111

Occupational Therapy – Phone: 669-4168

Yellowknife Health and Social Services Authority - www.hlthss.gov.nt.ca

Jan Stirling Building, 4702 Franklin Avenue, Yellowknife, NT X1A 2N5

Administration – Phone: 873-7276 Fax: 873-0289

Community and Family Services – Phone: 873-7901

Community Development/Special Needs – Phone: 920-3247

Family Counselling Services – Phone: 920-6524

Community Health – Phone: 920-6113

Home Care – Phone: 920-3338

Lutsel K'E Health and Social Services – Phone: 370-3115

Denineu Community Health and Social Services- Phone: 394-5010

Yellowknife Education District #1 - www.yk1.nt.ca

Yellowknife Association for Community Living

PO Box 788, 5402 Franklin Ave., Yellowknife, NT X1A 2N6
Administration – Phone: 766-5050 Fax: 873-5051
Student Support Services – Phone: 766-2134
Montesory Education Program – Phone: 873-4372 Fax: 873-4638
Dene Language Centre – Phone: 873-6003 ext. 9300
Alison McAteer Program – Phone: 766-2135 Fax: 669-9680

Yellowknife Catholic Schools - www.ycs.nt.ca

Box 1830, 5124 – 49th St., Yellowknife, NT X1A 2P4
Administration – Phone: 766-7400 Fax: 766-7401
Student Services – Phone: 766-7406 Fax: 766-7401
Weledeh's 4 Plus Program – Phone: 766-7406 Fax: 873-8578
Career and Technical Centre – Phone: 766-2900
Yellowknife Family Centre – Phone: 669-6772

Northwest Territories Teachers Association - <http://www.nwtta.nt.ca>

Box 2340, 5018 - 48th Street Yellowknife, NT X1A 1N3 Phone: 873-8501 Fax: 873-2366

Aurora College - www.auroracollege.nt.ca

5004-54th Street, Northern United Place, P.O. Bag Service 9700, Yellowknife, NT X1A 2R3
Yellowknife Campus – Phone: 920-3032 Fax: 873-0333

NWT Literacy Council - <http://www.nwt.literacy.ca>

Box 761, Yellowknife, NT X1A 2N6 Phone: 873-9262 Fax: 873-2176

Aboriginal Head Start Program - <http://www.nwtheadstart.org>

Phone: 669-0975 Fax: 669-0170

Academy Of Learning - <http://www.nlci.ca>

Box 506, 4921 – 49th Street, Yellowknife, NT X1A 2N4 Phone: 873-9262 Fax: 873-2176

YWCA of Yellowknife

Box 1679, 5004 – 50th Ave, Yellowknife, NT X1A 1H7 Phone: 920-2777
After School Programs – Phone: 920-2777
Alison McAteer House – Phone: 873-8257
Community Support Services – 920-2777
Transitional and Emergency Housing – 873-5760
Northern Women's Healing Journey – 920-2777

Learning Disabilities Association - <http://www.nwtability.ca>

Box 242, Yellowknife, NT X1A 2N2 Phone: 873-6378

NWT Council of Persons With Disabilities - <http://www.nwtability.ca>

Box 1387, Yellowknife, NT X1A 2P1 Phone: 873-8230, Fax: 873-4124
Early Childhood Intervention Program – Phone: 873- 8230
Community Liason - Phone: 873- 8230

Autism Society - www.autismsocietycanada.ca

Yellowknife Association for Community Living

4904 Matonabee Street, Yellowknife, NT X18 1X8 Phone: 920-4206 Fax: 873-0235

Canadian National Institute for the Blind - www.cnib.ca/divisions/alberta/
Box 872, Yellowknife, NT, X1A 2N6 Phone: 873-2647 Fax: 873-2657

Canadian Paraplegic Association - www.canparaplegic.org/national/index.tpl
Box 875, Yellowknife, NT X1A 2N6 Phone: 766-3310 Fax: 766-3320

Yellowknife Foster Family Association - <http://www.theedge.ca>
Box 2642, 202 - 5102 -51 St., Yellowknife, NT X1A 2P9 Phone: 920-7160, Fax: 766-3401

Native Women's Association of the North West Territories -
<http://www.nativewomens.com>
PO Box 2321, 5017-49th St, Yellowknife, NT X1A 2P7 Phone: 873-5509 Fax: 873-3152

Yellowknife Women's Center/ Center For Northern Families
Box 2303, Yellowknife, NT, X1A 2P7 Phone: 873-2566 Fax: 873-2576

Status of Women's Council - www.statusofwomen.nt.ca
Box 1320, 4th Floor, Northwest Tower, Yellowknife, NT X1A 2L9
Phone: 920-6177 Fax: 873-0285

Tree Of Peace

Box 2667, 5009 – 51st Ave, Yellowknife, NT, X1A 2P9 Phone: 873-2864, Fax: 873-5185
Adult Literacy – Phone: 873-5085

Yellowknife Public Library Literacy Programs - <http://www.city.yellowknife.nt.ca>
5022 – 45th St, Yellowknife, NT Phone: 920-5642 Fax: 920-5671

APPENDIX V: ACRONYM REFERENCE GUIDE

<i>Acronym</i>	<i>Definition</i>
CPA	Canadian Paraplegic Association
DEA	District Educational Authority
DEC	District Education Council
DI	Differentiated Instruction
EA	Education Assistant
EBS	Effective Behaviour System
ECE	Northwest Territories Department of Education, Culture and Employment
ESJFHS	Ecole Sir John Franklin High School
ESJS	Ecole St. Joseph School
FASD	Fetal Alcohol Spectrum Disorder
FMBS	Financial Management Board Secretariat
GNWT	Government of the Northwest Territories
H&SS	Northwest Territories Department of Health and Social Services
IEP	Individual Education Plan
NGO	Non-Government Organization
NWTTA	Northwest Territories Teachers Association
NWT CPD	Northwest Territories Council of Persons with Disabilities
OT	Occupational Therapy
PD	Professional Development
PS	Program Support
PST	Program Support Teacher
SLP	Speech Language Pathology
SSC	Student Support Consultant
STHA	Stanton Territorial Health Authority
TEP	Teacher Education Program
UPEI	University of Prince Edward Island
YKACL	Yellowknife Association for Community Living

END NOTES

1. Legislative Assembly Special Committee on Education (LASCE). *Learning, Tradition and Change in the Northwest Territories*. Yellowknife, NT: LASCE, 1982.
2. GNWT Department of Education, Culture and Employment (ECE). *A Directive and Guidelines on Special Needs Education in the NWT*. Yellowknife, NT: ECE, 1986.
3. GNWT Department of Education, Culture and Employment (ECE). *Educating Our Children*. Yellowknife, NT: ECE, 1996.