

education watch:

an update on inclusive education

Volume 2, Issue 1 • Spring 2010

Dr. Vianne Timmons receives CACL National Inclusive Education Award

CACL President, Bendina Miller, Announces the “Inclusive Education Award – Certificate of Achievement” to be presented at Ryerson University on Thursday evening, February 25th

Dr. Vianne Timmons is the President of the University of Regina. She is a successful university administrator who has served as Vice-President of the University of Prince Edward Island, as well as other posts at UPEI and St. Francis Xavier University in Nova Scotia.

CACL President, Bendina Miller stated, “Dr. Timmons is receiving the award, not only for



Bendina Miller



Dr. Vianne Timmons

her deserving research and academic work, but because she has complemented that work with a commitment to inclusive education that comes from her experiences as a parent. Dr. Timmons has always identified herself as a parent of a

daughter with special needs. The passion she brings to the question of inclusion has been appreciated by parents in many parts of Canada. She is a most deserving recipient of this award”.

Dr. Timmons has worked in Canada, providing leadership in developing progressive teacher training programs in inclusive education in UPEI, and has been a speaker and a resource person at workshops and conferences nationally and internationally. Her recent research on the health and well-being of children with disabilities based on the Statcan PALS data has been very influential, clearly showing that children with disabilities benefit from what the report calls “robust” inclusive settings. To view the report on her research, visit: www.inclusiveeducation.ca.

In addition to her work in Canada, Dr. Timmons has played a key role in international work. She was a lead consultant to an inclusive education project in Mumbai, India. She is the President-Elect of the International Association for Scientific Study of Intellectual Disability (IASSID), following many years of active involvement on their board. IASSID will be holding a Congress in Halifax, Nova Scotia in 2012.



50 years
ans

Canadian Association
for Community Living

Association canadienne pour
l'intégration communautaire

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BCACL and CACL Present National Inclusive Education Awards

In celebration of Inclusive Education Week (February 15 - 22), two awards have been announced in the areas of K-12 and post secondary education.

Brian Silzer and Dr. Beth Sparks have received this honour for very different but complementary reasons.

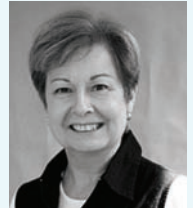
Brian Silzer was awarded the National Inclusive Education Award for his instrumental role in making post-secondary education inclusive of people with developmental disabilities. Retired UBC Registrar Silzer is being commended for his role in developing a way for students with developmental disabilities to attend the University of British Columbia with classroom support from STEPS Forward Inclusive Post Secondary Education.

Brian Silzer created the pathway for students with developmental disabilities to attend and complete their studies at the University of British Columbia in the same way as their 'non-disabled peers'. In his

role as Registrar, Silzer created a new category named "Access studies", that allowed students with developmental disabilities to register and access all campus services, as "ordinary students". "Because of the work of Brian Silzer, [students with developmental disabilities] belong to the university community in the same way as any other student" the CACL statement states.

We know inclusive education works. Children who learn together in school also learn to live well together as adults and are better able to create communities where everyone belongs.

Dr. Beth Sparks, a learning assistance teacher at Cougar Canyon Elementary School in Delta, BC is being commended for her role in using technology to make it possible for students with special needs to fully participate in the classroom with their peers.



Dr. Beth Sparks

"Dr. Sparks works with students, teachers and parents... to use the opportunities provided by technology to make learning accessible to children with a variety of learning disabilities", writes Dennis Ducklow, Principal at Cougar Canyon Elementary School. The leadership of Dr. Sparks has led to the widespread use of programs such as Smartboard, an interactive whiteboard that uses touch technology and other adaptive software such as Kurzweil, which enables students with special needs to gain access to all educational material. "Dr. Sparks believes that every student who could benefit from technology should have access to it", says Kathy Guild, Director with the Delta School District. "She has inspired all of us to think differently about learning and teaching".

Link to details:

www.bcaccl.org/index.cfm?act=main&call=3B2D9449

British Columbia Releases New Protocol on Transition Planning

Cross-Ministry Transition Planning Protocol for Youth with Special Needs

A **Cross Ministry Transition Planning Protocol for Youth with Special Needs** was issued on November 1, 2009. Nine government organizations are signatories to the protocol, including six ministries: Advanced Education and Labour Market Development; Children and Family Development; Education; Health Services; Housing and Social Development; and Public Safety and Solicitor General. Also involved are three other agencies: BC Housing; Community Living BC; and the Public Guardian and Trustee.

The protocol is called a first step toward "a collaborative and co-ordinated transition process for youth with special needs across government".

CACL President Bendina Miller shares these thoughts:

"You'll be interested to learn about the signing of the Cross Ministry Transition Planning Protocol for Youth with Special Needs in BC. As a superintendent of schools I have been involved in the development of this protocol for several years; and I believe it does truly represent a major step forward to enable for the appropriate planning for youth in BC. It is important for all Ministries and agencies to bring this agreement to life in the best interests of our youth. We have been working to build this relationship in the Kootenays over the past many years and I hope those same efforts are in place across the province. I will be interested to hear from BCACL and parents in BC about their experience with the Protocol in the months ahead."

The document is currently available on the Ministry of Children and Family Development website at:

www.mcf.gov.bc.ca/spec_needs/pdf/transition_planning_protocol.pdf

Research Results from BC: *Inclusion of special education students doesn't affect classmates' education*

The Centre for Education Research and Policy (CERP) at Simon Fraser University has released a compelling research report on the effects of inclusive education. It demonstrates that having special needs students in regular classes does not affect the learning of other students.

For some time inclusion has been criticized as setting up conditions where teachers are spending all their time with students with special needs and neglecting other students. It has been suggested that inclusion holds other children back. The research shows this is not accurate.

CERP at Simon Fraser University analyzed data from British Columbia to contribute credible new evidence. CERP researchers compared the performance of successive cohorts within every public elementary school in B.C. (as measured by the change in individual test scores between grades 4 and 7), to see if the proportion of peers with disabilities makes any difference to the achievement of non-disabled students.

“Attending school with a higher percentage of students with disabilities is found to have only extremely small and statistically insignificant effects on the reading and numeracy achievement of non-disabled students”.

Under current conditions, the placement of students with special learning needs and disabilities into regular classrooms does not compromise the education of their average non-disabled classmates. The study does not evaluate the helpfulness of the inclusion policy for disabled students themselves, or measure any non-educational effects.

Jane Friesen, Ross Hickey and Brian Krauth of Simon Fraser University conducted the research.

We recommend the full report to readers. To view, print and share the report with others visit:

www.sfu.ca/cerp/research/d_p_a_a.pdf

To view the press release on the report go to:

www.sfu.ca/cerp/research/briefings.html#peers2

Western Canadian Conference – Leadership in Inclusive Education

The University of Regina and Inclusive Education Canada have agreed to collaborate on a Conference on “Leadership in Inclusive Education” to be held in Regina in the fall of 2010. The tentative dates are November 4-6, 2010.

Dr. Vianne Timmons, President of the University of Regina and Gordon Porter, Director of Inclusive Education Canada are pleased to note that other partners have agreed to be part of the project.

Among the partners working on the project are the Alberta Association for Community Living, the Saskatchewan Association for Community Living and Community Living Manitoba. In addition Mike Shaw, President of the Canadian Down Syndrome Society has agreed to support this event. The Faculty of Education at the University of Lethbridge has agreed to be involved as well.

More details to follow. We invite educators and parents to save the date of this event being held in Western Canada.



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Ontario School Trustee Groups issue a Statement on Student Rights

In November 2009 an Ontario Coalition of school boards presented a submission to the Standing Committee on Social Policy regarding Bill 168. The Bill — 168 is the *Occupational Health and Safety Amendment Act (Violence and Harassment in the Workplace)*, 2009.

Susan Blekkenhorst, a parent from Thunder Bay and long-time member of the Special Education Advisory Committee in Ontario, shares the following thoughts:

I was pleased to see this position taken by a collective of all of the trustee associations and school board business officials in Ontario, concerning Bill 168 and workplace safety and students with special educational needs. This very powerful alliance composed of 4 trustee associations and the association of school business officials is providing feedback to draft legislation and asking the government to change it — to defend students' rights.

Other facts stated in the submission are the following:

- Our workplaces are students' places of learning. When the students enter the workplace, they have rights under the *Canadian Charter of Rights and Freedoms* and the *Ontario Human Rights Code*.
- We know that some students with special needs may not be capable of controlling their behaviour and/or may not know their behaviour

could cause an injury. Because of their disabilities, these students may hit, kick, push or bite. School boards have resources, strategies and accommodations to address these behaviours. These students have the right to equal treatment in obtaining an education as guaranteed by the *Charter of Rights and Freedoms* and the *Ontario Human Rights Code*.

- Most recently, Bill 212 and regulation 472/02 requires principals to consider “mitigating factors” and “other factors” when a student behaves inappropriately. Mitigating factors include the student's age, the circumstances of the behaviour (i.e. did they have the ability to control their behaviour and/or understand the foreseeable consequences?), and the student's history before determining the most appropriate way to respond to each situation.

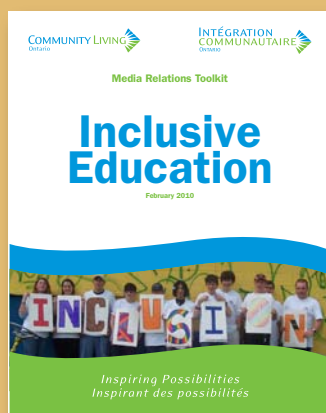
Recommendation: *That students with special needs be excluded from the provisions of Bill 168 and that the Bill recognize that school boards currently follow regulations that focus on Progressive Discipline and Promoting Positive Student Behaviour.*

Recommendation: *Educational assistants, child and youth workers and any other employees that have similar responsibilities should not be able to engage in work refusals where a student's life, health or safety would be put in jeopardy.*

The report concludes: While workers have the right to a safe workplace, students equally have the right to an education and to learn in an environment that does not place their lives, safety or health at risk. The right to refuse work needs to take into account not only the safety of the worker but also the safety of our students.

To download a copy of the report go to:

www.opsba.org/files/FinalJointSubmissionForBill168.pdf



Community Living Ontario puts out a Media Guide on inclusive education

Community Living Ontario has prepared a “Media Guide” for local associations to use in promoting inclusive education. It is a practical tool of information and ideas to be used by Associations for Community Living. It was developed by provincial staff as well as representatives of a number of local associations. For more information please contact Abigail Brown, Communications Specialist, by phone at 416.447.4348 ext. 224, or e-mail at abigail@communitylivingontario.ca.

COMMUNITY LIVING
Ontario

From Rhetoric to Reality

Distinguished University Lecture
Ryerson University - Room: POD 250 - 7:00 - 9:00 pm

PROGRAM

- Opening: Dr. Melanie Panitch, Director, Disability Studies Program, Ryerson University;
- Welcome from President Sheldon Levy, Ryerson University
- Distinguished University Lecture: Dr. Vianne Timmons, President of the University of Regina; President-Elect, International Association for the Scientific Study of Intellectual Disability.
- **"From Rhetoric to Reality - Reflections on Inclusive Education"**
- Response by Dr. Michael Bach, Executive Vice President, Canadian Association for Community Living;
- Closing: Dr. Melanie Panitch

Note that this lecture is the first session in a larger event: **From Rhetoric to Reality: A Conference on Inclusive Education** - that will continue on Friday and Saturday, February 26 & 27 at the Sutton Place Hotel in Toronto.

Ryerson University President Sheldon Levy will welcome Dr. Vianne Timmons, President of the University of Regina when she delivers a "Distinguished University Lecture" at the Ryerson main Campus in Downtown Toronto on Thursday Evening, February 25, 2010.

Vianne Timmons is one of Canada's leading advocates and experts on inclusive education. A former Dean of the Faculty of Education at the University of Prince Edward Island, she has had a tremendous impact on young teachers and it is in that context that she will open "FROM RHETORIC TO REALITY: A CONFERENCE ON INCLUSIVE EDUCATION."

The session partners include Community Living Ontario, Inclusive Education Canada, Community Living Toronto and the Canadian Association for Community Living. The Disability Studies Program at Ryerson University has played a key role in bringing this event to the Ryerson Campus along with The School of Early Childhood Education.

The Lecture is free. It will be held at Ryerson University, 350 Victoria Street, one block East of Yonge St. on Gerrard St. Room: POD 250. Time: 7:00 - 9:00 pm

For full conference details - go to
www.communitylivingontario.ca/events/10/rhetorictoreality.pdf

COMMUNITY LIVING Ontario, Community Living Toronto, RYERSON UNIVERSITY, Canadian Association for Community Living, Inclusive Education Canada

Ryerson University Partners on Inclusive Education Event



Sheldon Levy



Dr. Vianne Timmons

Sheldon Levy, Ryerson University President, will welcome Dr. Vianne Timmons to his campus to deliver a public lecture on inclusive education. Community Living Ontario is pleased to have the university help launch the conference **"FROM RHETORIC TO REALITY: A CONFERENCE ON INCLUSIVE EDUCATION"** where Ryerson is recognized for its partnerships with different community levels. Ryerson University faculty member, Dr. Melanie Panitch, head of the Disability Studies Program, and Rachel Langford of Early Childhood Education, are participants in the conference program.

Toronto School Chair Laments Cost of Special Education

The Chair of the Toronto District School Board (TDSB) Bruce Davis, in a *Toronto Star* article noted what inclusive education advocates have said for some time. Mr. Davis states that while the cost of special education has been increasing dramatically in recent years, the general population of the district's schools has been in decline.

The article notes that "In 2005, the Toronto public board served 31,600 special needs students; today, 36,800". At the same time overall enrollments have gone down. A senior administrator in charge of the special education system is quoted as follows — "Karen Forbes, senior superintendent of special education for the Toronto board, said there are several theories as to why the number of special needs cases is on the rise, including better identification and that people feel more comfortable in asking for support".

For parents self-contained special education is the default path for many children and in particular for kids with intellectual disabilities. Many parents in Toronto have asked for advice from Inclusive Education Canada when local schools tell them they cannot serve a child with a disability. Due to lack of funding schools do not have the resources or capacity to put appropriate supports in place.

It is not a surprise that this happens when most of the available money goes to special classes and in the TDSB — to special schools. Money should be spent instead on supports in local neighbourhood schools to help teachers accommodate the needs of students with special needs. If the message to classroom teachers is to send students with learning challenges to a special program within the school, the TDSB will continue to see the demand for more dollars for special education increase.

TDSB leaders might want to look at other models available and being used in district schools. More money put into a broken system built on segregation will not solve the problem. Change will!

For the full *Toronto Star* article visit:
www.thestar.com/20102article/766452



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Two Professors of Education Take Part in an International Conference on Inclusive Education in Salamanca, Spain



The picture was taken during the closing ceremonies. From left to right: Professor Raymond Vienneau, Professor Angela AuCoin and the conference co-chair, Gordon L. Porter.

Two Professors from the Université de Moncton — one of Canada's largest French-language universities speak at Conference in Salamanca, Spain

Professors Angela AuCoin and Raymond Vienneau, from the Department of Elementary Education and Educational Psychology of the Faculty of Education Science, recently presented scientific communications at an international conference on the inclusive education of students with disabilities, learning disabilities or adjustment difficulties.

The conference was co-hosted by the University Institute for Community Living of the University of Salamanca and Inclusion International and was entitled "Return to Salamanca — Confronting the Gap: Rights, Rhetoric and Reality".

Professor AuCoin presented some of the results of research she undertook during her doctoral studies in education. Her communication was entitled "The right to education for all students — School legislation that provide children with special educational needs the right to education", and was focused on a tool developed for the analysis of education legislation and policy as well as educational psychology procedures according to thirteen administrative criteria related to inclusive education. Professor Vienneau's communication, "Confronting the gap — When education laws and teaching practices meet: best practices in inclusive education in New Brunswick", was focused on exemplary practices in inclusive education identified in a Francophone secondary school in New-Brunswick.



Focus on IQ Testing

– A compelling message from Bruce Uditsky

Bruce Uditsky has completed a three-part analysis of the effects of IQ testing on children and families. Mr. Uditsky is the CEO of the Alberta Association for Community Living and presents a perspective many will find of interest. The three part series is available on the AACL website: www.aacl.org/Portals/o/IQarticle.pdf

The series is titled, **IQ Testing: A critique for parents of children with developmental disabilities**. Bruce opens his series with the following commentary:

One of the most common assessments parents are told they need in order to access funding, supports or services, is an IQ test. Sometimes, IQ tests are demanded with explicit or implicit threats: “Without an IQ test your child will not or might not get the educational supports he or she requires.” Other times there is a plea, almost as if you would be doing them a favour: “It is the government that requires the test and without it we cannot get our funding.”

Often parents feel they must comply, that there is no choice or that going along will lead to a reciprocal cooperation by schools or authorities on other points that are of more importance to parents. I know of no families who, by complying with IQ testing, achieved greater cooperation from authorities or achieved improved services, quality or funding. More often than not, there is a negative effect:

“With that IQ score, your child belongs in a segregated class,” or “With that IQ score, you should lower your expectations. We have.”

Parents may choose to cooperate with IQ testing, but with no illusion that consequentially they will gain cooperation on matters important to them. It is perfectly appropriate to choose the right challenges for your family, to conserve energy for future needs and thus at times agree to an IQ test to avoid a struggle. But it is helpful to be aware of the consequences and not assume positive ends will be achieved.

With respect to school, an IQ test cannot be conducted on a student without parental permission. Parents can refuse without much consequence, other than that which comes from challenging authority. School districts are required by law to provide an appropriate education, including the required resources, to all students and this is not dependent on an IQ test or the results of one.



Bruce Uditsky



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Summer Institute in St. John's

Newfoundland and Labrador ACL and Inclusive Education Canada host a Summer Institute, August 1 - 3, 2010

Theme: INCLUSIVE EDUCATION PRACTICE: EFFECTIVE LEADERSHIP FOR SCHOOLS AND COMMUNITIES

Combining mid-summer fun in St. John's, with an Institute on Inclusive Education — is a great opportunity for those of you from other parts of Canada to travel to our most easterly province. The conference program is shaping up nicely. In addition to a number of educators from Newfoundland and Labrador there are speakers from across Canada. The speakers include:

- **Dr. Vianne Timmons**, President of the University of Regina
- **Sheila Bennett**, Professor, former chair of the Department of Teacher Education at Brock University
- **Gordon L. Porter**, Director of Inclusive Education Canada, Chair of the New Brunswick Human Rights Commission
- **Tanya Whitney**, Principal of Forest Hills School, a K-8 school of 750 students in Saint John, New Brunswick
- **Déirdre Smith**, Manager of the Standards of Practice and Education Division of the Ontario College of Teachers
- **Julie A. Stone**, an inclusive education specialist, and a Past-President of the Canadian Association for Community Living
- **Carey Majid**, Executive Director of the Newfoundland and Labrador Human Rights Commission
- **Don Gallant**, National Director of Community Inclusion, and a Senior Policy Consultant to the Canadian Association for Community Living
- **Dan Goodyear**, Director of Student Support Services with the Department of Education, Government of Newfoundland and Labrador
- **Jackie Fewer-Bennett**, Consultant for Inclusive Education at the Department of Education
- **Marian Fushell**, Assistant Deputy Minister (Primary, Elementary and Secondary Education), Department of Education, Newfoundland and Labrador

To register for the Summer Institute, please visit:
www.inclusiveeducationnl.ca

The Newfoundland & Labrador Association for Community Living presents

INCLUSIVE EDUCATION PRACTICE: EFFECTIVE LEADERSHIP FOR SCHOOLS AND COMMUNITIES

An opportunity for participants to explore the challenges and opportunities to move inclusive education forward by developing leadership for inclusion in our schools and communities.


August 1st - 3rd, 2010
Memorial University of Newfoundland
St. John's, Newfoundland & Labrador

Preliminary Conference Programme

FOR MORE INFORMATION...

Contact Donna Willis
Community Inclusion Consultant
Newfoundland & Labrador
Association for Community Living

TELEPHONE: 709-728-0790 ext. 225
TOLL FREE: 1-800-701-8511 ext. 225
EMAIL: donna.willis@nlaccl.ca

This event is made possible through the NLACCL's Inclusion & Well-Being Initiative, in partnership with Inclusive Education Canada.

This project is funded in part by the Government of Canada's Social Development Partnerships Program – Disability Component. "The opinions and interpretations in this publication are those of the author and do not necessarily reflect those of the Government of Canada."

In addition to participating in the Summer Institute, some might be interested in numerous events taking place during 11 days of festivals & fun, July 29 – August 8.

- **GEORGE STREET FESTIVAL**, July 29 – August 3
- **ROYAL ST. JOHN REGATTA**, August 4 (or the following sunny day)
- **ST. JOHN'S DOWNTOWN BUSKERS FESTIVAL**, August 6 – 8
- **NEWFOUNDLAND & LABRADOR FOLK FESTIVAL**, August 6 – 8

Newfoundland & Labrador Minister of Education Issues an Inclusive Education Week Statement

February 16, 2010 — St. John's, NFLD

The Association for Community Living in Newfoundland and Labrador has been actively promoting inclusive education in the province in the last few years by using “National Inclusive Education Week”. This year started off on a positive note with the signing of a statement by Darin King, Education Minister. Community Inclusion Coordinator Donna Willis says “we are very pleased that the Minister and senior officials in the Department are supporting our efforts. Dan Goodyear and his team are following up by supporting our Summer Institute on Inclusive Education in August. We want to move ahead as partners.”

The Minister’s statement included the following: “The Department of Education promotes students attending schools with their peers, and receiving appropriate, quality programming in inclusive school environments,” said Minister King. “Such inclusive education involves more than student placement. It embraces all students, not just those with identified exceptionalities, and involves everything that happens within the school community including its culture, policies, and practices.”

To better support inclusive education policies, the Department of Education has begun a pilot project in 30 schools throughout the province, which will expand to an additional 35 schools in the 2010-11 school year. Teachers in these schools are receiving professional development on inclusion, including learning how to use different teaching methods based on students’ needs, as well as how to share responsibilities in instruction delivery to meet the diverse needs of learners.

The Provincial Government has made significant investments in recent years to support inclusive education and implement the recommendations of the 2007 ISSP/Pathways



Derrick Dalley, Parliamentary Secretary to the Minister of Education and MHA for the Isles of Notre Dame, signs the proclamation for Inclusive Education Week on behalf of the Honourable Darin King, Minister of Education.

report, including \$1.65 million in Budget 2009. Since 2007, a position was created in the department solely responsible for inclusive education. In addition, the department has consulted with special education stakeholders on the development of an inclusive education policy. This policy will help guide teachers and administrators in helping make their schools fully inclusive for all students.

“Inclusive Education Week is a time to recognize our progress in inclusion within our provincial school system, as well as highlight the many benefits to embracing an inclusive education system,” said Debbie Howell, President of the Newfoundland and Labrador Association for Community Living. “Research now shows that including students with special needs in regular classrooms benefits all students both academically and socially. Inclusion works when all students are not just able to attend their neighbourhood schools, but are welcomed and supported to learn.”

“In a truly inclusive school, teachers are effective and students have enhanced well-being,” said Minister King. “Everyone wins in an inclusive school because everyone feels that they belong, realize their potential, and contribute to the life of the school. During Inclusive Education Week, I encourage everyone in the school system to think about ways to make schools more inclusive and then make that happen every day. Real inclusion is about actions, not just words.”



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NBACL Celebrates “National Inclusive Education Week 2010” with Awards Ceremony



Ten-year-old Shannon Donnelly, centre, is joined by his school principal, Ellen Lee of Belledune School; Shannon's mother, Audrey Frenette Donnelly, centre; and Karen Carrier, a teachers' assistant, at the national inclusive education achievement award ceremony held at the Government House in Fredericton on Wednesday.



NBACL held their 2010 inclusive education award ceremony at the Government House in Fredericton on Wednesday, February 17, 2010. Lt. Governor Graydon Nicholas welcomed more than 100 parents, educators and officials to the event. Special guests were Roland Haché, Minister of Education and Shawn Graham, New Brunswick Premier.

One of the awards was presented to a school in the northern NB town of Belledune. The school staff and principal Ellen Lee were recognized for their efforts to make inclusion work on a daily basis in their school.

In her nomination of the school, Mrs. Audrey Donnelly paid tribute to the team approach that is taken at Belledune School to ensure that her son has the proper supports necessary to be successful. The following is an excerpt from the nomination letter:

Parents with children entering a new school sometimes have a sense of apprehension. Will my child's needs be met? Will he or she feel valued and accepted? Will there be opportunities to participate with his or her classmates in activities during class, as a true member of the school community?

Audrey Frenette Donnelly, whose son Shannon has a disability and was about to enter Belledune School, had these concerns. She needn't have worried, though, because Shannon was welcomed in Belledune School with open arms from day one. That's why Mrs. Donnelly nominated Shannon's school for a National Inclusive Education Achievement Award.

"Each year we have a meeting, which is held at the school, for all of Shannon's support workers," she wrote in her nomination. "At this meeting we come together to pool ideas and share information to help Shannon".

Mrs. Donnelly also pointed out that all of the students at Belledune School have been included in Shannon's routine and share in his success. For example, if Shannon acquires a new skill, there is a sense of excitement among his classmates and teachers. Mrs. Donnelly says, "Shannon, is so well included that if he is absent, the students are sure to inquire about him".

It takes a great team to make inclusive education work, but it takes a great leader to unite a team so that everyone feels involved and recognizes their valuable role in ensuring success. Ellen Lee, the Principal of Belledune School, is such a leader.

To view the article in the *Saint John Telegraph Journal*, visit:

<http://telegraphjournal.canadaeast.com/actualites/article/958066>


2010 Canadian Down Syndrome Conference
 May 14 - 16, 2010





Inclusive Education Pre-Conference
The Path Forward: Parents and Teachers as Partners
 Effective strategies to build a school culture that supports inclusion as well as practical school and classroom practices will be highlighted.

Friday May 14, 2010
 Single Event Attendees: \$150 | Conference Attendees: \$50

Full-day seminar focusing on inclusive education from several perspectives including: as a human rights issue, as a question of educational practice and more...



The day will include several keynote presentations, break out sessions, and discussion forums. Also includes a special case study session.

Challenges and opportunities of inclusive education will also be discussed.

More information at 1-800-883-5608 or www.downsyndromeconference.ca

Special Guest Speakers Include...

Dr. Gordon L. Porter , Director of Inclusive Education Canada, and Chairman of the New Brunswick Human Rights Commission. Dr. Porter is an educator with 25 years of experience with inclusive education and has worked throughout Canada and in countries around the world. He is a strong advocate for inclusive education and his work is rooted in practical experience.	Anne Kresta is a parent advocate and consultant from Winnipeg, MB. She has two sons who have multiple neurodevelopmental disorders. She has been a parent advocate with Asperger Manitoba Inc. and is the Inclusive Education Consultant for Community Living Manitoba. Anne has worked extensively in Manitoba and across Canada.
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Resource Persons also include **Wanda Lyons** and **Scott Thompson**, Members of the Faculty of Education, University of Regina

Canadian Down Syndrome Society partners with Inclusive Education Canada on an inclusive education event

Michael Shaw, President of the Canadian Down Syndrome Society (CDSS), is pleased to have Inclusive Education Canada partner in organizing a pre-conference event on inclusive education at the CDSS Conference in Regina in May. The **"Inclusive Education Pre-Conference Day"** will be held on May 14 and Dr. Gordon Porter, Director of IEC is organizing the program. In addition to Porter, facilitators will include Anne Kresta, Education Consultant with Community Living Manitoba and a parent leader, Wanda Lyons and Scott Thompson, both members of the Education Faculty at the University of Regina. For more information please visit: www.inclusiveeducation.ca or www.downsyndromeconference.ca

The 15th World Congress of Inclusion International, "Transforming Rights into Action"

June 16–19, 2010, Berlin

The 15th World Congress of Inclusion International will take place June 16 – 19, 2010 in Berlin. The Congress will be held under the patronage of the President of the Federal Republic of Germany, Horst Köhler.

The World Congress of Inclusion International provides a unique social platform for people with intellectual disabilities, their families, service providers and decision-makers to exchange knowledge and experience on disability issues and to pave the way for improving the lives of people with intellectual disabilities.

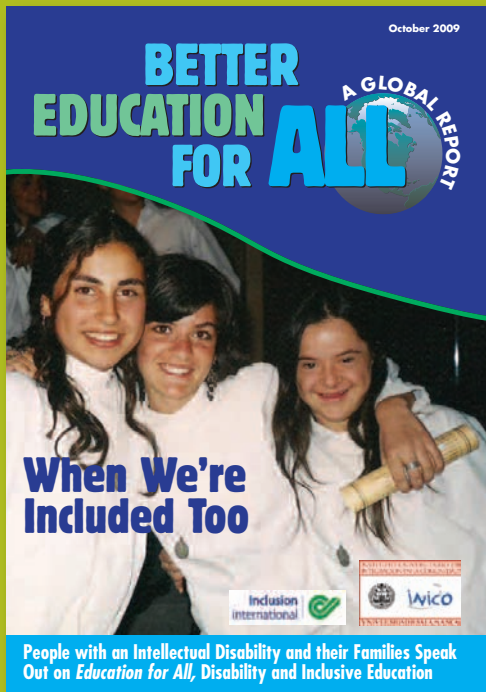


Diane Richler, President of Inclusion International and the former Executive Vice-President of the Canadian Association for Community Living.

Diane Richler, Inclusion International President will conclude her 8-year term in office at the June meeting in Berlin. Through her leadership, Ms Richler has moved Inclusion International's work to a new level. Her devotion to inclusive education led to holding the Salamanca Conference on inclusive education in October 2009 in Salamanca, Spain.



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Global Report “*Better Education For All: When We’re Included Too*” – Salamanca, Spain 2009

The report entitled, “*Better Education for All: When We’re Included Too*” recounts the situation of our members around the world — how inclusion works, but how exclusion is the norm. It demonstrates how children and youth with disabilities are being left out of mainstream global processes to achieve Education for All (EFA), and how inclusion can improve education systems and ensure that the goals of EFA are reached.

A huge network was involved in the research process. Several members used the process of gathering information as a way to mobilize around the issue of inclusive education, and to gather information that they can use in monitoring their government’s activities. In all, 75 countries participated in the research.

The report was launched in Salamanca at the **Global Conference on Inclusive Education. Return to Salamanca Confronting the Gap: Rhetoric, Rights and Reality. 21-23 October, 2009.**

The link to the Global Report on Inclusive Education is:
www.inclusiveeducation.ca/documents/BetterEdAllBOOK.pdf

YES! I WANT TO MAKE A DIFFERENCE!

Enclosed is my gift of \$ _____

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