

PRIORITY: Improving student achievement and well-being through high quality instruction.

GOAL: To enhance personal and social responsibility

ACTION: Implementation of Inclusion Teachers at Middle Schools

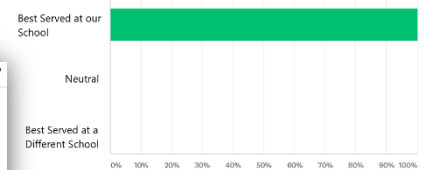


**INCLUSION TEACHER UPDATE
May 2019**

It is our shared belief that the needs of students in grades 6, 7, & 8 (aged 9-13) are best met in their home school. To support this belief, the role of Inclusion Teacher was added to our middle schools this year. These non-enrolling teachers ensure that our students attend their home school in a meaningful, connected, and supported way. This one-pager update gives an overview on the impact of this initiative as we near the end of our first year of implementation. This data was collected through feedback from middle school principals.

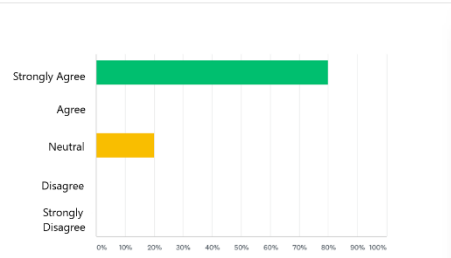
“It has helped to have a person who can mitigate negative situations with the goal of re-connect them to their classroom teacher. Students have someone to talk to, advocate for them, and teach them how to manage their emotions and navigate their world.”

Are your students best served by your school community and staff or would they be better served in a different school?

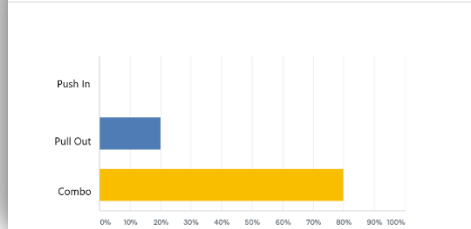


“Our Inclusion Teacher’s role is now embedded in the culture of our school.”

The inclusion teacher model is valuable to your school.

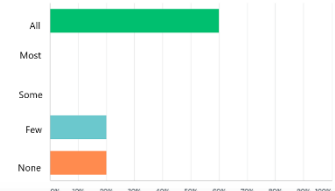


What does inclusion support look like at your school?



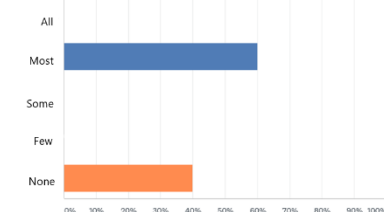
“...one student works from home because of significant behavioural issues - he meets with this student twice a week at 3:30 pm to go over his school work.”

How many of the students on the inclusion teacher’s caseload are at risk of a poor transition to grade 9?



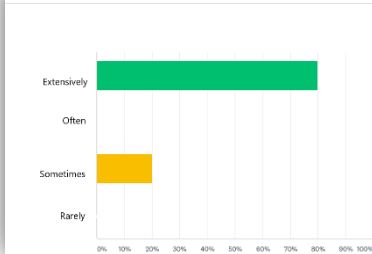
“...here are a few notable hats that they wear: relationship builder, case manager, IEP management, consultant for student/parent/teacher/admin., connection to community resources, taxi driver. Breakfast and lunch provider, the connection for student to school.”

How many of the students on the inclusion teacher’s caseload are at risk of dropping out of school?

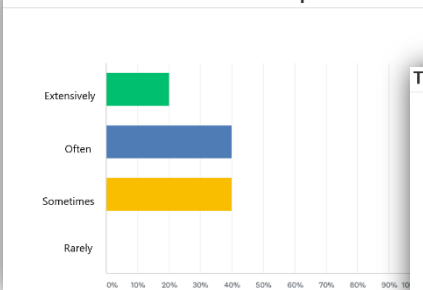


“She has ensured that a number of our students have been able to not only remain connected to the school, but also been successful in the school setting.”

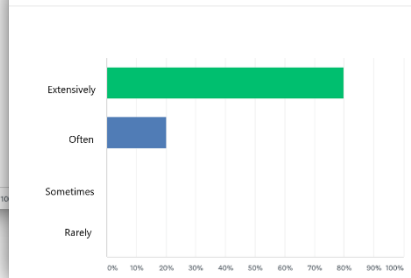
The inclusion teacher works with staff



The inclusion teacher works with parents



The inclusion teacher works with students



STATS – INCLUSION TEACHERS

- 4.4 FTE
 - 1.0 ADR
 - 1.0 MSMS
 - 1.0 VMS
- Direct Service to Students
 - 75 – 80 Students
- Alternate Placements
 - 2017/18 13 students
 - 2018/19 3 students