**LEAP Action Learning Report 2012**

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| Topic area  (The What) | Support for students with a disability (i.e. a moderate to severe intellectual delay) either in a mainstream school setting or in a specific purpose class/school. |
| Context  (The Where and When) | Visits were primarily to schools in the Alberta (with visits also British Columbia schools whilst in transit).  Both John Walters ( in Red Deer) and myself ( in Olds) were based in Alberta for the LEAP program |
| Research methods  (The How) | Divers visitations included: Hutterite community School; a First Nation school, Primary Schools; Middle Schools; a K-12 school and senior High Schools; a specific purpose school for students with a severe intellectual delay (Horizon);and meetings with the Red Deer Board. We observed lessons in these schools. We also held discussed with Leaders, staff and students and met with parents. |
| Initial findings | * All students are very well supported both in BC & Alberta * Chinooks Edge Board very committed and connected to schools. * The shared vision is clearly transmitted to everyone * There strong purpose evident. * The board offers flexible support for student learning. * Some principals rotate to the board for a 12 month period. * Principals and teachers visit the board for a day on a two way information sharing basis. * Solidarity of commitment to purpose between the board and teaching staff * High quality physical resources are very visible. * Principals and teachers work hard at maximising these wonderful settings (the extreme cold weather necessitates indoor living). * There is a fantastic level of people support for students (Horizon School had a support worker for all 70 students). * Teachers Aids are virtually indistinguishable from teachers. * Each schools vision is clearly transmitted & everyone knows why they are there.   Note: There were no students with significant intellectual delay that could be seen in any of the main stream classes visited.  There is anecdotal evidence that there is much more home schooling taken as an option for students with a significant disability. |
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