





# Inclusive Education

- Students with Diverse Needs
- Adjudications
- English Language Learning (ELL)
- Children and Youth in Care
- CommunityLINK
- Provincial Resource Programs
- Adult Graduation Program
- Alternative Education





# Adjudications

- Adjudication is a process that allows students with diverse needs to access provincial exams.
- Aligned the process with curriculum modernization; moved to a universal model of supports.
- Effective 2017/2018 all students qualify for accommodations based on identified need rather than diagnosis or designation.



# English Language Learners(ELL) Standards

- Updated in 2016/17
- Descriptors of English proficiency
- For use by educators to support assessment of language proficiency
- A trial version released in April 2017
- Final released Summer 2018





# Provincial Resource Programs (PRP)

- Specialized education programs to support students in hospital or treatment centers (Sunnyhill, Maples), in provincial programs, or as outreach programs (POPARD, POPFASD)
- PRP review is currently underway:

Phase 1: Ministry internal processes

Phase 2: Operation and alignment of PRPs

Establish PRP criteria

Establish quality review criteria





# Adult Graduation Program

- Targets adult learners (18 and older) who wish to obtain their Adult Graduation Diploma and graduated adults who wish to upgrade courses in preparation for post-secondary.
- The Province recently reinstated tuition-free courses for graduated adults.
  - eligible courses academic up-grading
  - excludes general interest courses

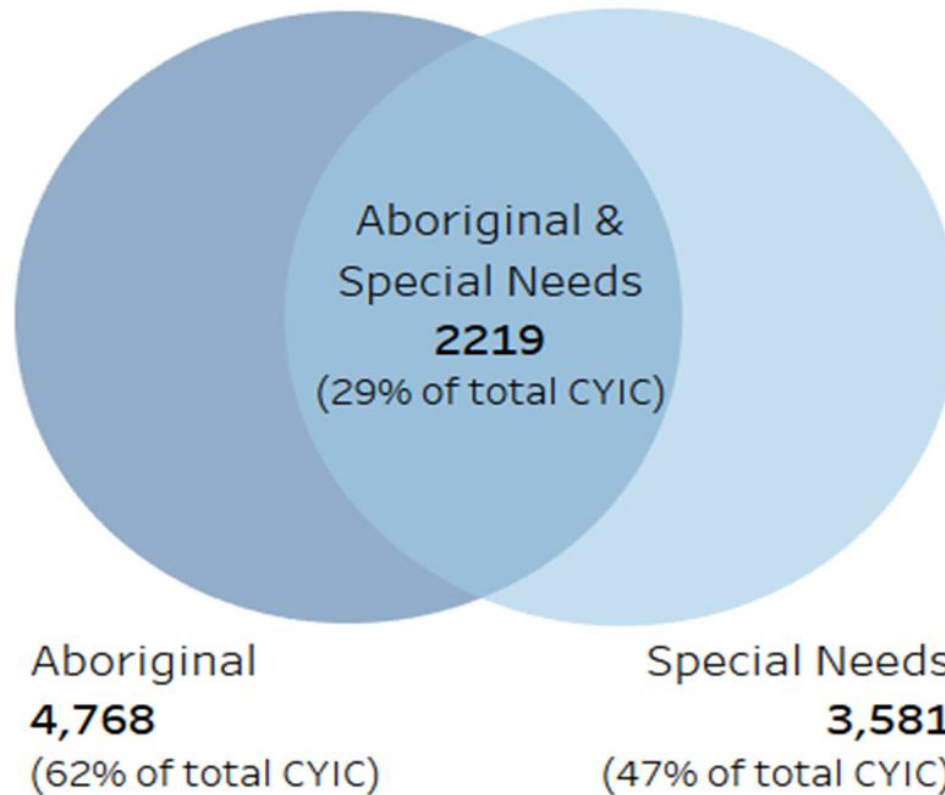






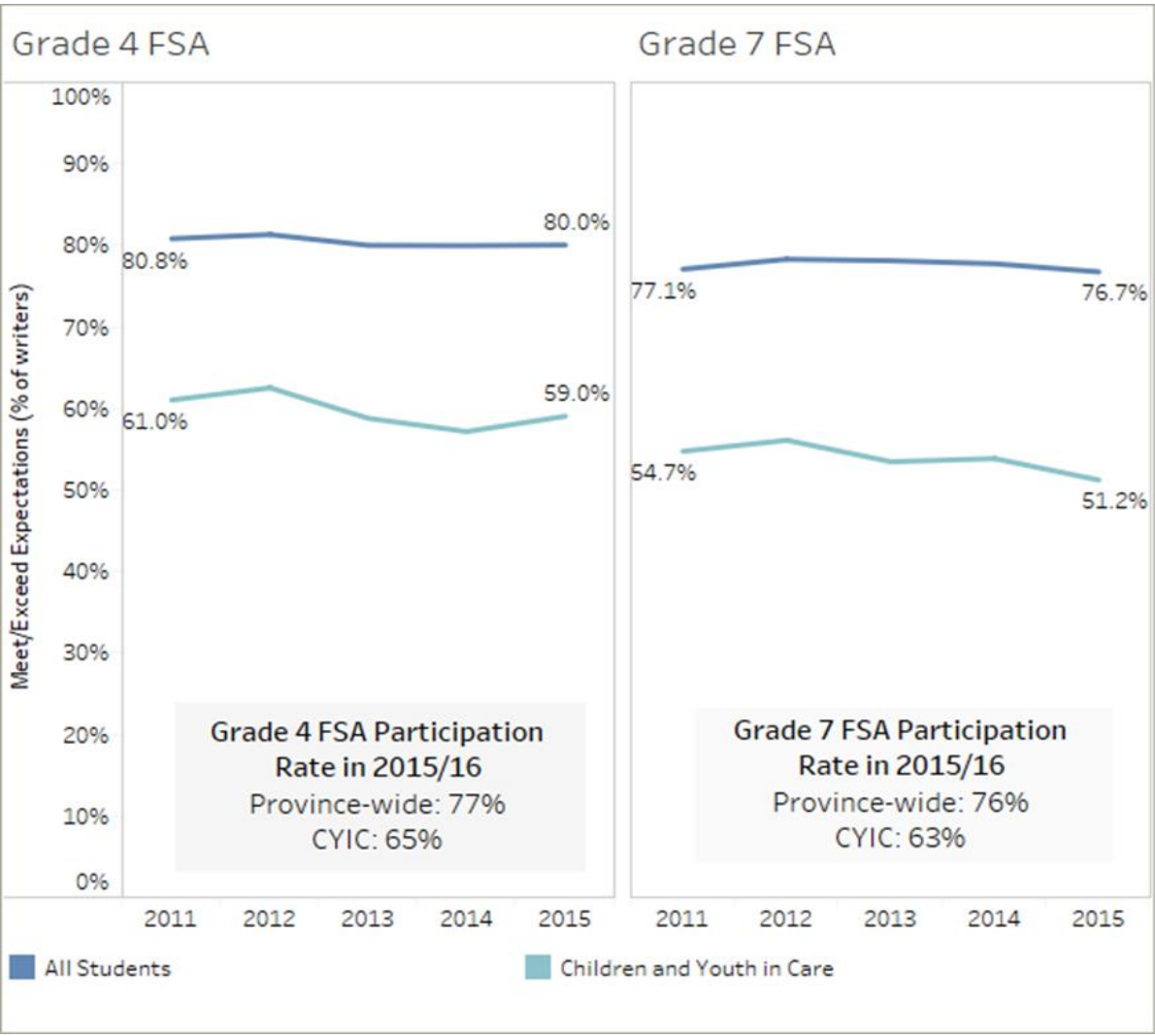
# Children and Youth in Care (CYIC)

- Currently there are 7,700 CYIC





# CYIC: Educational Outcomes







# CYIC Plan - Themes of Focus

## Representative For Children and Youth (RCY):

- **Theme 1:** Allocate specific funding for CYIC
- **Theme 2:** Strengthen accountability to improve monitoring, tracking & reporting of outcomes for CYIC
- **Theme 3:** Implement the Auditor General's 2015 recommendation to close the gaps-Ab, non-Ab
- **Theme 4:** Create positions in support of CYIC



# CYIC Plan - Themes of Focus

- **Theme 5:** Provide trauma assessment and support for CYIC
- **Theme 6:** Authorize caregivers to make decisions on behalf of CY in their care

## **Additional Themes:**

- **Supports for schools on the effects of adverse childhood experiences and training for Trauma Informed Practice**
- **Information sharing protocols**



# Inclusive Education Plan

- Developing an Inclusive Education Plan to guide our work for the next 3-5 years.
- Current context
- Analysed Information from the Special Education Policy Review Project
- International Jurisdictional Review
- National Jurisdictional Review
- Literature Review
- 2 day working meeting with BC CASE Executive



# Inclusive Education Plan

- Vision
- Belief Statement
- Three Themes

– Underlying Ideas

– Priority Work (Goals)

Ministry

School Districts

Partners

Vision: Inclusive and responsive learning environments that enhance learning, engagement, and life opportunities for all.				
Theme One	Underlying Ideas	Priority Work: Revise the Special Education Manual		
		Ministry of Education	School Districts	Partners (educational and other)
Ensuring a strong vision and framework for Inclusive Education that is aligned with the BC Education Plan; curriculum, assessment, reporting & graduation.	Ministry has a responsibility to describe the PROCEDURAL KNOWLEDGE related to inclusive education; to identify the responsibilities of practitioners and ownership of student learning within the educational setting.	Use information from the literature review and jurisdictional scan to inform the revision; align the revision with the BC Education Plan; work with practitioners to inform the revision.	Provide staff release to support working groups to support the revision on the Manual; bring drafts of the manual back to the districts/schools to gain additional feedback and information.	Provide feedback on the proposed draft, work collaboratively to identify responsibilities of the community, other services providers, outside agencies, and other ministries to include in the Manual.
Theme Two	Underlying Ideas	Priority Work: Update educational resources/develop a new resource/guidebook		
		Ministry of Education	School Districts	Partners (educational and other)
Recognition that the diversity of today's classroom requires individualization and personalization along a continuum of service and supports.	Ministry has a responsibility support the development of PRACTICAL KNOWLEDGE within inclusive education; to influence practice; to support system change to allow for inclusion; to provide practical information on modernized curricula and personalized learning within the educational setting.	Co-develop instructional supports based on the principals of Universal Design for Learning (UDL) and Response to Intervention (RTI) to support the actualization of modernized curricula for all students.	Provide staff release to co-develop instructional supports; trial the support documents in the educational setting and provide additional feedback to developmental team.	Identify existing resources to supplement resource development and identify overlap and gaps in resource development.
Theme Three	Underlying Ideas	Priority Work: Support school districts to offer a continuum of supports		
		Ministry of Education	School Districts	Partners (educational and other)
Recognition that data is used to inform, predict and plan to improve outcomes for all students; decisions on policy, programs and supports need to be informed by data.	The Ministry has a responsibility to collect data from multiple sources; to provide easy access to data for use within school districts; to analyse data to monitor and report on the progress of all students; to continue to explore the effective use of data.	Support districts to actualize personalized learning as a part of modernized curricula; support school districts to offer a continuum of consultative, collaborative supports with an emphasis on classroom based services.	Work with Ministry to align district level supports to empower staff to provide inclusive, personalized learning environments.	Work with district staff to increase the understanding of the organization's mandate to expand the continuum of supports provided outside the educational setting; work with Adv. Ed. & Teacher Training Prog.
		Ministry of Education	School Districts	Partners (educational and other)
		Review data collected by Education and other Ministries; analyse how data is reported and accessed to support decision making; explore how data is used to monitor and support improved outcomes for all students.	Consult with Ministry to understand data that is currently available; analyse how data is currently reported and accessed and identify gaps; identify data gaps and overlap; explore the use of data to support improved outcomes for all students.	Meet with educational partners to identify additional data sources and data gaps; align data collection and reporting processes to allow data to be accessed in multiple settings.

Belief Statement: All Students can Learn; Learning requires active participation; Learning is an individual and a social process; Learning occurs in a variety of ways and at different rates



# Inclusive Education Plan Table Topic Discussion

- Is anything missing?
- Is anything included that you think should not be included?
- Is there anything included that you expected to be enhanced?





# Inclusive Education Plan

## Next Steps

- Meet with wide group stakeholders to:
  - Provide an overview of the Plan
  - Gather feedback to further revise and finalize Plan
- Meet with select stakeholders to develop:
  - Strategy actions
  - Strategy outcomes, and
  - Timeline
- Implement
- Monitor





# Contact Us

If you have any questions or would like to provide further feedback contact **[learningsupports@gov.bc.ca](mailto:learningsupports@gov.bc.ca)**