

December 6, 2017

Ministry of Education  
Inclusive Education  
Attention: Shelaina Postings and Patricia Kovacs  
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[Patricia.Kovacs@gov.bc.ca](mailto:Patricia.Kovacs@gov.bc.ca)

Dear Ms. Postings and Ms. Kovacs:

**RE: Draft Inclusive Education Plan**

Thank you for meeting with us on November 21, 2017 to discuss the Ministry of Education's draft Inclusive Education Plan (the "Plan"). We are committed to inclusive education and value the opportunity to participate in this process. Below please find our initial feedback regarding the enclosed Plan:

**Funding**

School districts and the Ministry of Education will need to be resourced appropriately in order to be able to implement the Plan. There is currently a disconnect between the funding that government provides to school districts to support students with special needs and the actual amount of money districts spend on special education as the amount of money that districts spend on special education often exceeds the amount of funding government provides to districts for special education.

**Bargaining**

We recommend that you review the [Memorandum of Agreement re LOU No. 17](#) as it contains language about inclusive education that can be incorporated into the Plan.

**Data collection**

The Plan addresses data collection. It is important to consider whether the data that is being collected is meaningful. In addition, it would be helpful if, when possible, data could be shared between different organizations that are involved in working with children (e.g. Ministry of Education, Ministry of Children and Family Development, caregivers, practitioners). There are privacy considerations with respect to information-sharing.

## **Consultation**

During our meeting, you confirmed that the Ministry is consulting with BCSTA, BC CASE (Counsel of Administrators of Special Education), FNESEC, BCPVPA, BCCPAC, Métis Nation BC, and FISA. We recommend consulting with BCASBO as business officials also have an important role in supporting the work of inclusive education in schools. Moreover, it is crucial to consult with BCTF and CUPE staff who have direct contact with students in our schools. We also recommend consulting with the Association of BC Deans of Education (ABCDE) as teacher training in universities can help equip teachers to provide students with inclusive, personalized learning environments. Once the draft Plan is made available for broader consultation, we would like to have sufficient time to consult with boards of education about the draft Plan.

## **Scope of the Plan**

It is unclear as to whether the Plan is focused on special education or whether it is intended to capture all forms of diversity. It would be helpful if the wording of the Plan clarified this matter. In addition, the Plan should recognize that *all* school district staff (and not just teachers) play a role in inclusive education

We look forward to continuing to work with you on this important project.

Sincerely,

A handwritten signature in black ink, appearing to read 'G B Swan', written in a cursive style.

Gordon Swan  
*President*  
BC School Trustees Association

Encl.

*"Diversity is the one thing we all have in common".  
Source unknown*

## Draft Inclusive Education Plan for Consultation

**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.	<i>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.</i>	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.	<i>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.</i>	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.
		Priority Work: Support school districts to offer a continuum of supports		
		Ministry of Education	School Districts	Partners (educational and other)
		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.
Theme Three	Underlying Ideas	Priority Work: Analyse how data is collected and reported on to support and monitor student achievement		
		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.	<i>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.</i>	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**

**Phase I: Frame a draft Provincial Plan for Inclusive Education**

- Conduct as jurisdictional scan
- Review current literature
- Consult with BC CASE to identify priority areas and Vision statement
- Frame a draft Provincial Plan

**Phase III: Release Plan**

- Bring stakeholders together to provide an overview of the Plan and provide opportunity for feedback

**Phase II: Meet with individual (or a core group) of stakeholders to develop specific actions for the plan**

- Outline the steps taken to date:
  - Jurisdictional scan
  - Literature review
  - Consultation with BC CASE to identify priority areas
  - Framing of a draft plan
- Review draft Plan and Vision statement
- Develop actions
- Develop outcomes
- Identify timelines

**Phase IV: Implementation and monitoring of Plan**

**Phase V: Evaluation of Strategy**

DRAFT FOR CONSULTATION