

## Ministry of Education/BC CASE Strategic Plan 2008

### WHAT DO WE WANT?

**To advance the BC school system in improving the outcomes for students with special needs.**

### WHERE WE WANT TO BE?

<b>People</b>	<b>Pedagogy</b>	<b>Administration</b>
<p>Educators are well-trained. They:</p> <ul style="list-style-type: none"> <li>• clearly understand the skill set required for today’s classroom.</li> <li>• have the capacity to differentiate instruction.</li> <li>• are well-versed in current, evidence-based practices.</li> <li>• have confidence in their ability to support students with special needs.</li> </ul> <p>Educators with specialized skills are available when and where needed.</p>	<p>Special education services are of a high standard.</p> <p>Differentiated learning needs of students are well met in the classroom.</p> <p>Effective, Innovative practices are in place that address the needs of all learners.</p> <p>Adaptations and modifications are understood and used appropriately.</p> <p>More students with special needs meet Graduation/Completion requirements.</p> <p>Provision of rich, meaningful, modified programs for those students who need them.</p>	<p>BC CASE functions as a major partner of the Ministry.</p> <p>A funding system that is well-understood.</p> <p>An Audit Process for high incidence students that is streamlined, easy to implement, and meets accountability goals.</p> <p>Special Education Guidelines for Category H are simplified and clarified.</p> <p>Clear IEP processes and requirements.</p> <p>An Adjudication Process that is streamlined and easy to administer.</p>

## HOW WE GET THERE

<b>Pedagogy</b>	<b>People</b>	<b>Administration</b>
<ul style="list-style-type: none"> <li>• The educational system is engaged to meet the needs of all learners</li> <li>• The education system pays particular attention to students with high incidence needs and the ability to recognize and address their needs</li> </ul>	<ul style="list-style-type: none"> <li>• The education system has the leadership and skills required to implement education programs for “all” learners</li> <li>• Administrators (Principals and Administrators of Special Education) understand the supports needed to implement an education program for all.</li> <li>• Collaborative processes are supported and implemented to involve parents, educators and students in educational plans and decisions.</li> <li>• Future teachers and future leaders have opportunities for training and authentic experience in implementing an education program for “all”, i.e. differentiating instruction and use of technology.</li> </ul>	<ul style="list-style-type: none"> <li>• The education system has the tools at hand to provide a quality program that is focused on the achievement of “all”.</li> <li>• Ministry and district processes are streamlined to refocus on the learner.</li> </ul>

# PEDAGOGY

## Goal: The education system is engaged to meet the needs of all learners

Strategy	Ministry of Ed. Action/s	BC CASE Action/s	Intended Outcome	Timelines and status
Identify/evaluate appropriate functional skills curriculum and share the information with school districts/authorities	Fund a working group of BC CASE members to undertake a formal review of available functional skills curricular materials for possible use by boards/authorities to enhance the learning opportunities for students in educational programs leading to School Completion Certificates.	BC CASE will engage a retired BC CASE member to organize a "team" to develop review criteria, and use the criteria to review and evaluate functional skills curriculum available through publishers or developed by school boards.  An additional training module regarding "functional skills" to be developed for the BC CASE Teacher Training Special Project.	Districts/authorities will no longer have to do this independently.  The 'rigor' of the School Completion Certificate Program will be strengthened.	October 2008 – June, 2009.  Grant to CASE; project leader identified; selected potential resources identified; working group underway.
Address confusion in the system regarding two key concepts: Adapted and Modified	Complete the think tank process involving representatives from BC CASE, LATA, and SEA	BC CASE members to develop case studies that exemplify classroom approaches and post to the BC CASE website.	All teachers and administrators have a clear understanding of process, requirement and implications of Adaptation and Modification.  More students are provided appropriate support through adaptations rather than modifications.	September, 2008 to April, 2009.  Second meeting took place: December 2008.  Draft document for circulation at Spring BCCASE meeting.
Provide support/endorsement for the use of universal design for learning principles and adaptations by classroom teachers to meet a broad range of student needs in their classrooms.	Embed "effective practice" strategies and structures to promote "education for all" within each IRP.  In the introductory piece of each IRP, include a clear statement that the Ministry embraces "universal design for learning" and believes that kids learn in different ways and at different rates and that assessment and instructional practice need to reflect this. (Key contact: Joel Palmer, Director, Learning Initiatives Branch)  Review Ministry resource guides to determine gaps and those requiring updating (For example, Gifted Education – A Resource Guide for Teachers).	To contribute to the language developed for the introduction in each IRP, and promote awareness of this change to all teachers in every school district.  Actively endorse/support the UDL Conference to be held in Burnaby in October, 2008  Arrange for key speaker presentations throughout the year in regard to UDL strategies and supports.	Increased awareness and use of UDL in schools	Beginning Fall, 2008.  Collaboration with Learning Initiatives Branch complete.  UDL Conference supported through funding for webcast to 150 additional attendees.  SET-BC UDL project funded for 2009/10.
Identify Best Practices to monitor and measure student progress, including evaluating and reporting on progress with IEP goals.	Publish updated guide to IEP Planning, in collaboration with BCSSA (in progress).  There are performance rubrics and a Resource Book on Reporting – these could be advertised more broadly.	Provide feedback and support to publicize and utilize resource guides and other support materials provided.	IEP Goals are the focus for the student and the teachers.  Teachers have the skills to track success and on-going needs of their students.	September, 2009.  In design/print phase.

## PEDAGOGY

**Goal: The education system pays particular attention to students with high incidence needs and its ability to recognize and address their needs.**

Strategy	Ministry of Ed. Action/s	BC CASE Action/s	Intended Outcome	Timelines
Review and analyze special needs funding to address issues and pressures at the district level for serving high incidence students.	<p>Compile approaches to funding students with special needs in other jurisdictions.</p> <p>Compile a report based on enrolment trends, outcomes reports, class size and composition, etc.</p>	Gather information as appropriate, i.e. development of a business case in regard to the cost of special education services. Other possible questions: How does the current funding align with site based management? How site is based management managed?	Ministry supplemental funding for students in these categories is made "visible" to the system and to parents.	March to June, 2009. Jurisdictional review underway.
Form a working group to complete the task outlined in the Ministry document Addressing Student Differences, Next Steps: Develop an Intervention Policy (K-10) in Regard to Addressing Student Differences	Ministry staff to review document and determine how to proceed.	Upon Ministry request, BC CASE to nominate member representatives and assist in engage partners groups (BCSSA, BCSTA, BCPVPA, BCTF, BCCPAC, etc.)	<p>Development of a set of core learning outcomes for the purposes of modification; boards/authorities continue to develop unique and innovative programs to suit the needs of students around that core.</p> <p>The term "grey area" is eliminated from the vocabulary of educators in British Columbia.</p>	Not yet underway. Still under discussion.
Determine a mechanism for promoting "education for all" strategies (Universal Design for Learning, Response to Intervention, etc.) within school districts.	Explore ways to engage in "learning for all" initiatives (paralleling the approach to literacy innovation activities).		Every board/authority will engage in innovation in the classroom to meet the needs of all learners.	No new funding available in 2009/10; other ways to support need to be developed.
Address the increasingly complex needs of students with behaviour disorders in the school system and effective strategies to support them.	<p>Raise the profile of human and social development as part of definition of achievement.</p> <p>Work with Learning Standards Branch on how to measure achievement in social development.</p> <p>Develop an introduction and overview of the instructional support planning tools to support their implementation.</p> <p>Reinforce the link with "effective behavioural strategies" and "safe, caring, and orderly schools"</p> <p>Research and share best practices in BC and other jurisdictions.</p>	<p>Include links to the instructional support planning tools on BC CASE website</p> <p>Identify promising practices in schools and districts. Share findings with the Ministry and other districts.</p>	<p>Improved understanding by schools and boards that human and social development (i.e., social responsibility – tolerance, caring, compassion – is an equally important part of the mandate of the education system along with achievement, literacy, etc.</p> <p>Increase in the understanding and use of best practices to support students with behavioural disorders.</p>	Spring/Summer, 2009. Still under discussion.

## PEOPLE

**Goal: The education system has the leadership and skills required to implement an education program for “all” learners.**

Strategy	Ministry of Ed. Action/s	BC CASE Action/s	Intended Outcome	Timelines and Status
<p>Gain commitment to improve pre-service training of classroom teachers so they can meet the diverse needs of learners in today’s classrooms</p>	<p>Work with Deans of Education to identify competencies to be addressed in teacher preparation programs in order to reflect the current classroom environment in BC (for examples, universal design for learning, early intervention strategies, how to work with teacher assistants, creating and I.E.P.).</p> <p>Review of teacher education programs in other jurisdictions to determine if any address inclusive teaching practice, i.e., differentiated instruction, multi-grade classroom teaching, working with adult supports in the classroom, etc.</p>	<p>At the August, 2008 Summer Conference, BC CASE members will be asked to identify specific practical competencies/concepts needed in order for teachers to meet the diverse needs of learners in today’s classroom, and share this information with the Ministry of Education.</p> <p>Task a member of BC CASE to pull together a group of “new” teachers in his or her district and conduct a focus group activity regarding what they wish they had learned in their university teacher training program.</p> <p>Encourage district administrators to dialogue with faculty associates from the major universities to identify practicum “evaluation” criteria i.e. use of UDL, differentiated instruction, response to intervention, understanding of adapted/modified, IEP development, etc.</p>	<p>Development of a clearer understanding of the practical skill set required for teaching in today’s classroom, to be shared with Deans of Education and the Ministry.</p>	<p>Sept., 2009.</p>
<p>Provide all classroom teachers with the opportunity increase their confidence/capacity to meet the learning needs of each learner.</p>	<p>Support development of a “how to” manual for developing a school wide approach to UDL implementation. Build on the plans of a Metro Vancouver district for a UDL district training program, by providing funds to document their implementation, in partnership with BC CASE and SET-BC.</p> <p>Provide funds/support to webcast the October, 2008 UDL conference hosted by LADA, SET-BC and SD 41 (Burnaby) to selected regional sites throughout the Province.</p>	<p>Support the development of the “how to” manual by linking BC CASE Special Project Coordinator Saima Fewster with Mallory Burton, Coordinator of the SET-BC UDL Project and a representative lead from the Metro Vancouver school district.</p> <p>Encourage district administrators to support teachers involved in focused pro-d with some in lieu time to complete BC CASE modules.</p> <p>Encourage district administrators to access mentorship programs for their staff – e.g. BCTF mentorship program.</p>	<p>All schools will have access to the information necessary for school-wide implementation of this foundational teaching approach.</p> <p>More teachers will have access to the UDL Conference and to the conference information.</p> <p>Inclusion is supported as an educational practice.</p>	<p>Beginning Sept. 2008.</p> <p>Funding provided for Oct. 2008 UDL conference webcast ; webcast archived for future use (complete).</p> <p>Report of Metro Vancouver district re: implementing/documenting district wide UDL, June 2009.</p>

## PEOPLE

**Goal: Administration (Principals and Administrators of Special Education) understand the supports needed to implement an education program for all.**

Strategy	Ministry of Ed. Action/s	BC CASE Action/s	Intended Outcome	Timelines
Provide strategic information and training to principal and administrators of special education.	Ensure all administrators have a copy of <b>Special Education Services, A Manual of Policies, Procedures and Guidelines</b> and a copy of <b>Every Principals Guide to Special Education in British Columbia</b> .	Saima Fewster to consider the development of a training module for administrators within the framework of modules on Special Education currently under development. NOTE: Replaced by the BCEL C project to develop special education modules for school administrators	Administrators support special education teams in schools and districts.	BCEL C curriculum completed.
Provide audit training.	Diversity and Equity Unit to continue to work with Funding Branch to provide policy updates to all districts and training to those participating in audits in the current year.	Provide feedback and support. Prioritize communication with school teams re: file management.	Audits are predictable and staffs are prepared and confident. Audits become a learning experience.	Audit Training Orientation session, April, 2009.

## PEOPLE

**Goal: Collaborative processes are supported and implemented to involve parents, teachers and students in educational plans and decisions.**

Strategy	Ministry of Ed. Action/s	BC CASE Action/s	Intended Outcome	Timelines
Provide Pro-D opportunities to focus on collaboration <ul style="list-style-type: none"> <li>• How to's</li> <li>• Problem-solving</li> <li>• Advantages of collaboration.</li> </ul>	Support development of a workshop and associated materials to extend the knowledge base of teachers and administrators around consulting with parents in a meaningful way.	Workshop and associated materials to be presented at the At the Spring, 2009 BC CASE Conference. Saima Fewster to consider a training module on collaboration for the BC CASE Teacher Training Special Project. Consider recommending material for a local professional book clubs to focus on collaboration. Support distribution of BCCPAC resources on parental involvement and advocacy.	There is ongoing meaningful collaboration to the benefit of the student.	Development of workshop and associated materials completed.

## PEOPLE

**Goal: Future teachers and future leaders have opportunities for training and authentic experience in implementing an education program for “all”, i.e. differentiating instruction and use of technology.**

Strategy	Ministry of Ed. Action/s	BC CASE Action/s	Intended Outcome	Timelines and Status
Provide specialist teachers with the opportunity to increase their confidence/capacity to meet the learning needs of students with special needs	Provide on-going funding to support the BCCASE training initiative in its regionalized training delivery for the next three years, plus a formal evaluation of its benefit.	Coordinate the delivery of regionalized training of the BC CASE modularized training program that addresses key special education topics	Delivery of the modularized training program will occur twice per year over three years, with an evaluation of benefit at the end of the third year.	Modules field tested/piloted winter 08/09.
Address the pending human resource challenges for administrators of special education	Promote partnership with BCELC in order to bring together key partners to develop a training module for administrators in special education  Promote “formalized” mentorship program.  Facilitate implementation of the Ministry’s <i>Meaningful Consultation with Parents Handbook</i> , through partnership with BC CASE members	BC CASE to continue to support its members through informal “mentorship” training sessions and partnering with long-standing members, and through its twice a year meetings/conferences (August and March/April)  BC CASE to assist with promotion and coordination	Newly appointed special education administrators are supported  School and district administrators will have an in-depth understanding of the importance of consultation with parents and families.	Sept-Oct, 2009.  Activity is on-going.
Address the current and growing needs of specialist teacher and allied professional shortages in school districts.	Meet with key staff in the Ministry of Advanced Education and Labour Market Development about the need to recognize boards/authorities as a key employer of specialized allied professionals and teachers and work with that Ministry to address training and skill development obstacles.  Research and investigate strategies being utilized in other educational jurisdictions to address the critical shortages of qualified professionals.	Continue to identify and share with Ministry of Education unfilled vacancies for specialist teachers and allied professionals.  Saima Fewster to coordinate the completion of the BC Special Education training modules and delivery of regionalized training sessions and posting of modules on-line.  Negotiate with universities/colleges for on-going use of modules in teacher training programs.	Improved opportunities for training and skill development in regional universities/colleges	Ministry activity still under development.  Modules being tested in SFU courses.  Vancouver Island University supportive of incorporation of modules into credit course option(s).
Raise the profile of BC CASE as provincial leaders and support their role as an educational partner to the Ministry of Education	Consistent with other provincial partner groups, propose an annual grant to BC CASE to support the administrative needs of the organization and to alleviate the extensive time commitments of its voluntary executive.  Invite BC CASE to identify key issues in meeting the needs of all learners to EAC and recommend a meeting with the Education Roundtable.	Establish a central office and support staff to coordinate and fulfill the partnership expectations of the Ministry of Education.  BC CASE to engage partners groups (BCSSA, BCPVPA, BCSDSTA, BCSTA, BCTF, College of Teachers, BCCPAC, etc.) through conference presentations and/or meetings regarding meeting the needs of all learners.	Central point of contact and executive of CASE released to focus on planning and decision-making.  All partner groups are engaged in addressing the “needs of ALL learners.”  Partner groups take ownership for supporting “at risk” learners.	Fall 2008/Spring 2009.  Still under discussion; new grants unlikely in the current economic situation.

## ADMINISTRATION

**Goal: The education system has the tools at hand to provide a quality program that is focused on the achievement of “all”**

Strategy	Ministry of Ed. Action/s	BC CASE Action/s	Intended Outcome	Timelines
Development of a qualitative checklist/tool for school board/authority use to review district practice in regards to establishing quality indicators for special education, i.e., “education for all.”	<p>Fund a working group of BC CASE members who have recently conducted their own district special education reviews, to review, revise and update the Ministry of Education special education review tool developed and piloted by in the late 1990’s.</p> <p>Invite members from Ministry of Education Systems Performance Branch to be part of this committee (Key contact: Judy Arnold, Director).</p>	<p>Assist with identifying members to participate in the working group to provide input into the development of this “review” tool.</p> <p>Link to the quality program indicator recently developed by the BC CASE Lower Mainland Region.</p> <p>Promote the use of this tool at the Spring 2009 BC CASE Conference.</p>	<p>A tool for Districts to assess and establish effective practice for special education consistent with indicators of quality programs.</p> <p>Build capacity of Districts to review their own practice.</p>	<p>Sept. 2008 - Sept. 2009: Development of the tool.</p> <p>Initial meeting held in partnership with System Performance Branch and BCCASE representatives.</p> <p>Progress on hold due to financial restraint.</p>
Create and make use of mentoring opportunities among districts.		Regional CASE meetings provide an opportunity for sharing of successful strategies and good practices.	Students benefit from implementation of Best Practices.	Ongoing.

## ADMINISTRATION

**Goal: Ministry and district processes are streamlined to refocus on the learner.**

strategy	Ministry of Ed. Action/s	BC CASE Action/s	Intended Outcome	Timelines
Streamline the adjudication process to reduce the documentation demands on school districts and simplify the process.	<p>Clearly communicate current adjudication policy and procedures regarding school decision making.</p> <p>Support a working group of BC CASE members work with Provincial, National and International Indicators Branch in the review, revision and updating of the Ministry of Education adjudication guidelines.</p>	<p>Assist with identifying members to participate in the working group to provide input into the adjudication review</p> <p>Promote the results of this tool at the Spring 2009 BC CASE Conference.</p>	<p>Streamlined/revised adjudication process consistent with a Provincial standard.</p> <p>Builds capacity of Districts to review their own practice.</p>	<p>Spring, 2009.</p> <p>Work under way in partnership with Provincial, National and International Indicators Branch.</p>
Streamline the special education audit process to reduce the administrative demands on school districts.	<p>Clarify the requirements of the IEP order in relation to the standards of districts in the development of IEPs. Through IEP resource</p> <p>Develop language and guidance to administrators of special education in regard to what should be in a student’s confidential file.</p>	<p>Provide feedback and support as requested</p> <p>Provide feedback and support as requested</p>	<p>Clarification is produced and distributed</p> <p>Clarification is produced and distributed</p>	<p>Sept. 2009.</p> <p>Still under discussion.</p>

	<p>Produce a revised edition of the IEP resource guide for teachers.</p> <p>Summarize the results of provincial audits for high incidence for the last several years and share this information with BC CASE (DONE)</p> <p>Revise the criteria of eligibility for the Intensive Behaviour Intervention/Serious Mental Health category by allowing a choice between BASC or Connors assessments or a completed Planning Tool for Students with Behaviour Disorders as evidence of functional need, and change the criteria on the audit checklist in regard to involvement with an outside agency to “there must be evidence of an open referral form to an outside agency.” (DONE)</p>	<p>Provide feedback as requested</p> <p>Form a team of BC CASE members to develop suggestions on how to improve a high incidence audit while still meeting audit requirements.</p> <p>Develop a demonstration site project in up to four districts regarding use of the Instructional Support and Planning Tool for Students with Behaviour Disorders as a means of determining categorical eligibility for the IBI/SMI category.</p> <p>BC CASE members recently involved in an audit of the category to be asked to volunteer as a demonstration site at the August, 2008 Summer BC CASE Conference.</p>	<p>Revised IEP document is distributed</p> <p>Streamlined/simplified audit process with less administrative demands on boards/authorities</p> <p>Simplified identification/assessment process</p>	<p>Sept. 2009.</p> <p>Planned for Fall, 2009.</p> <p>Criteria revision complete.</p> <p>Funding for demonstration sites on hold due to fiscal restraint.</p>
Clarify identification criteria for category Q (Learning Disability)	Diversity and Equity Unit staff to review guidelines and checklist for category Q (Learning Disability)	Provide feedback and support.	Clarification is produced and distributed.	Complete.