

Access to Resources : The Future of Inclusion



“If a child can't learn the way we teach, maybe we should teach the way they learn.” Ignacio Estrada

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Panelist Information

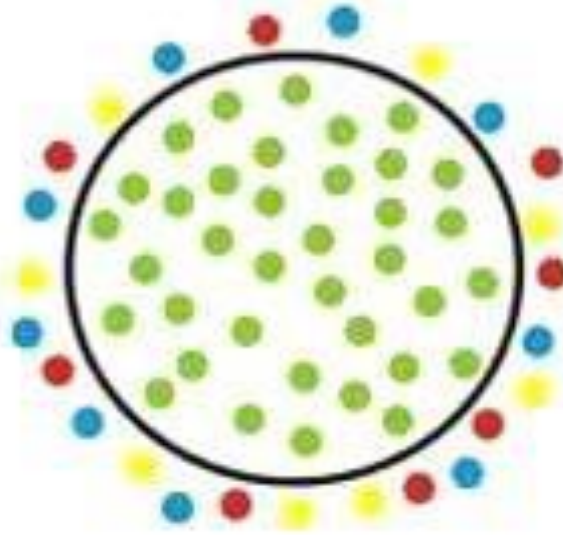
- Senior Research Analyst with the Research Division at the BC Teachers' Federation
- Ten+ years as a researcher in advocacy on health care and treatment access issues in Canada and sub-Saharan Africa
- Mother to Quinn, 7 years old, diagnosed with autism, epilepsy, and intellectual disability



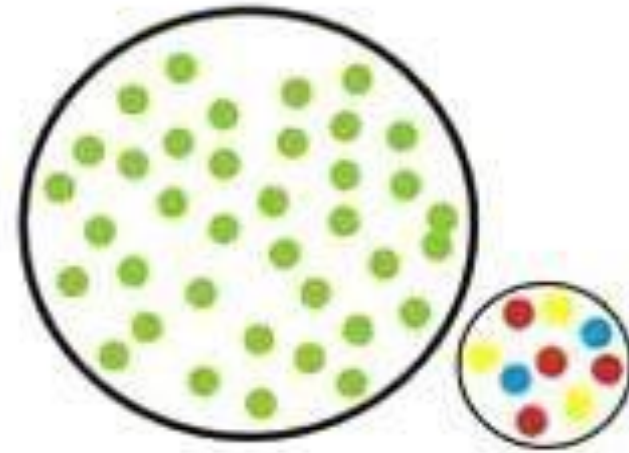
What is meant by *equity* and *inclusion*?

Equity means that we value fair treatment of all persons and that in doing so, we create opportunities **and** remove barriers to address historic and contemporary disadvantages for under-represented and marginalized groups.

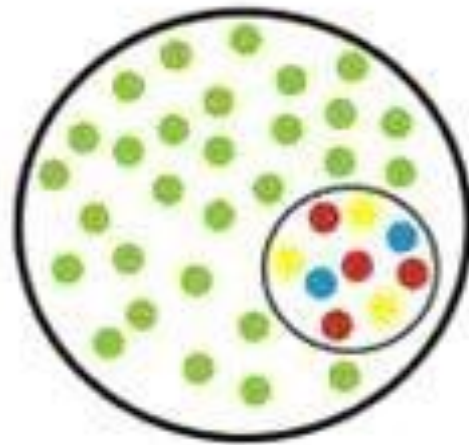
Inclusion is the philosophical belief **and** practice that recognizes differences as important and valued and that all people have the right to full participation in their communities, workplaces, **schools**, and other environments. Inclusion requires conscious planning as well as a range of supports and accommodations to ensure broad and meaningful participation.



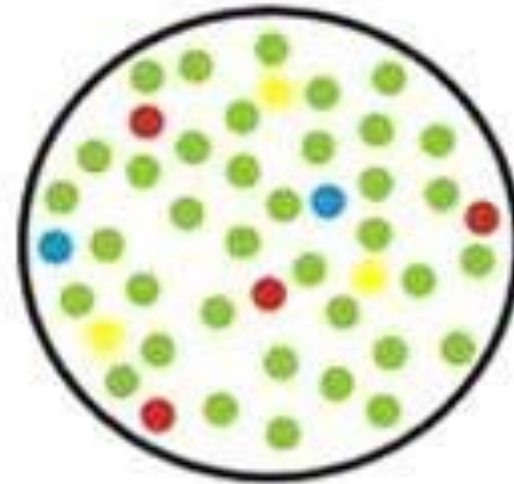
Exclusion



Segregation

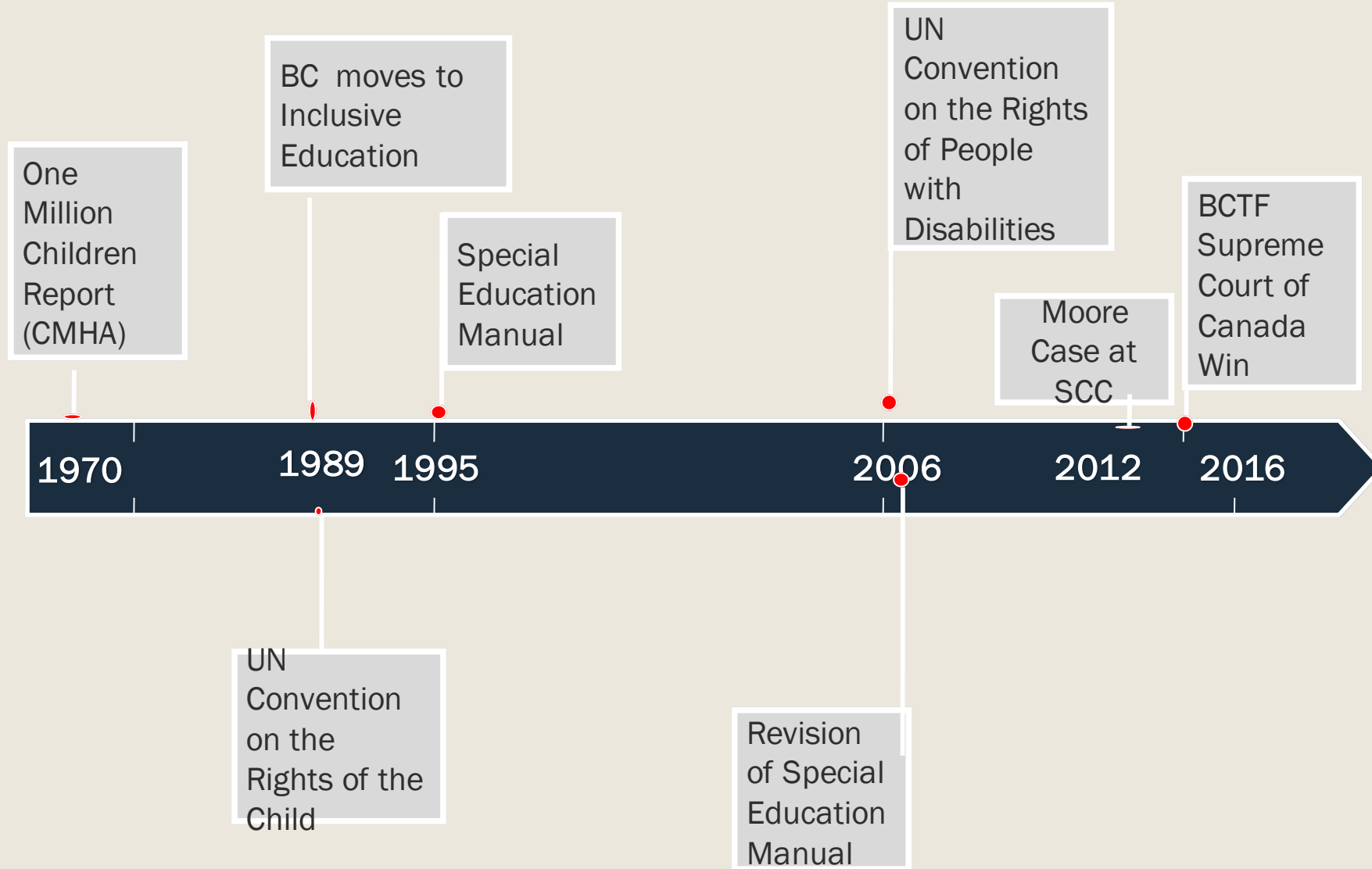


Integration



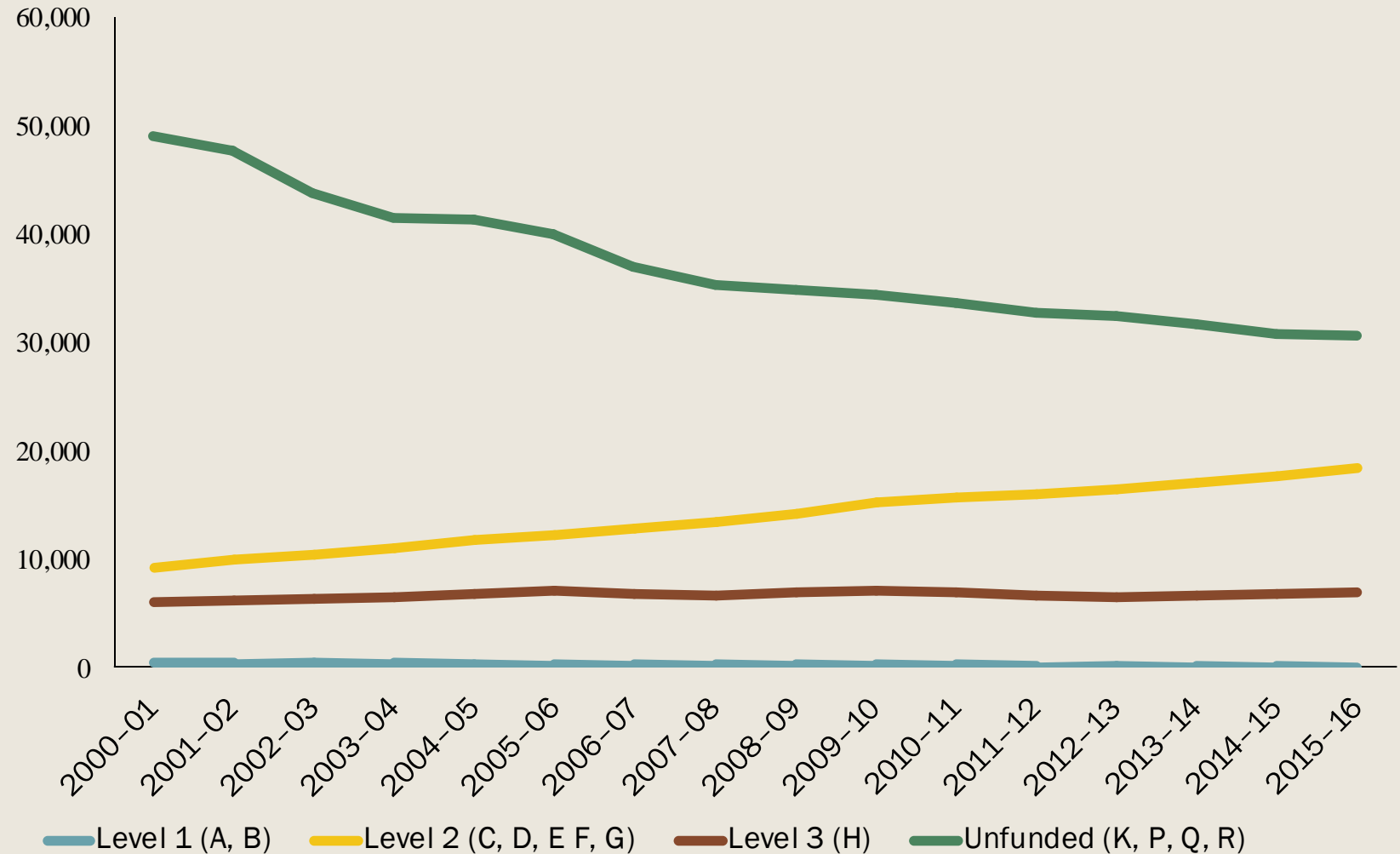
Inclusion

Advocacy and Implementation of Inclusive Education in BC



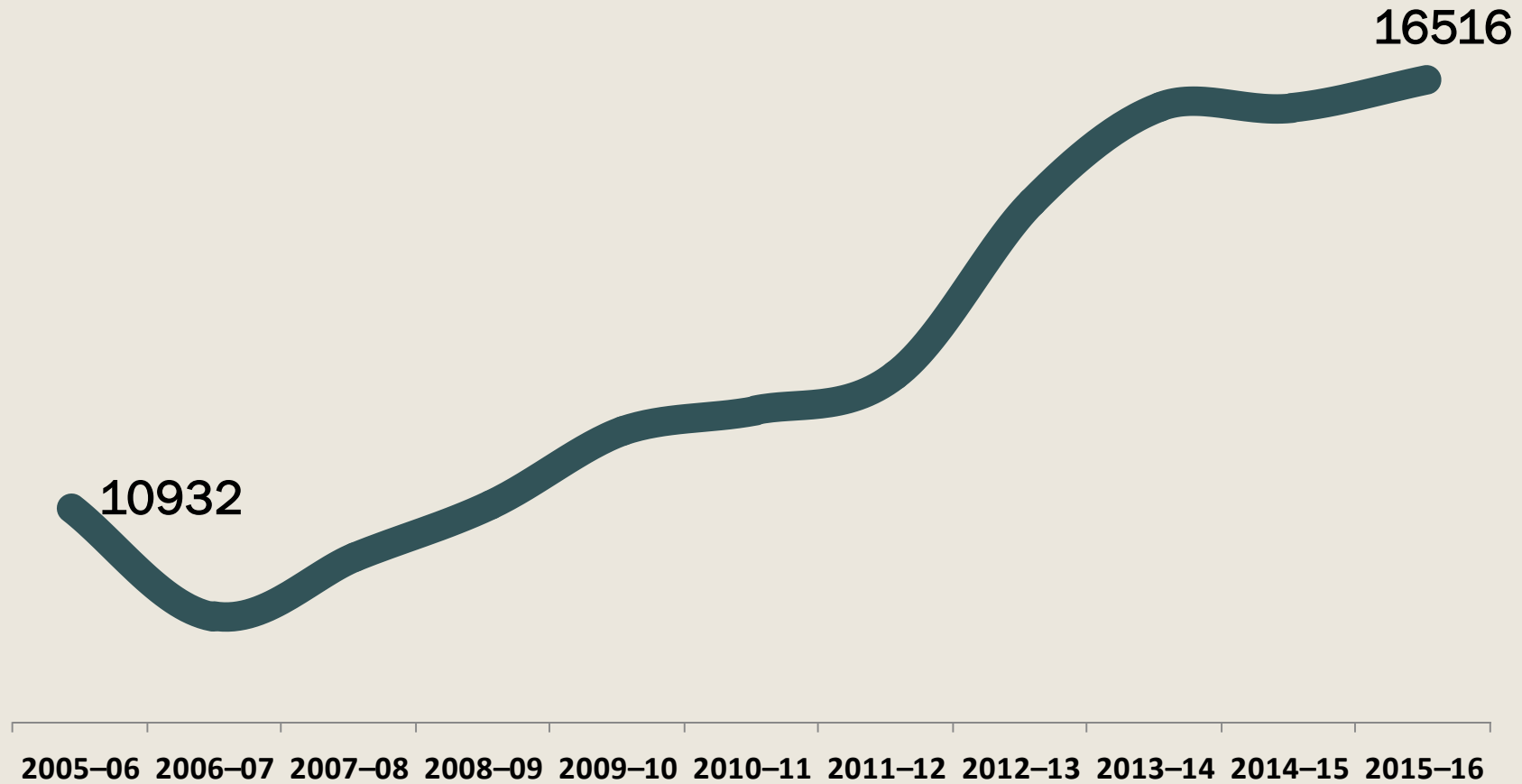
Children with Special Needs in Public Schools in British Columbia

Headcount of students with special needs by funding level



Class Composition in BC public schools

Classes that have four (4) or more students with IEPs



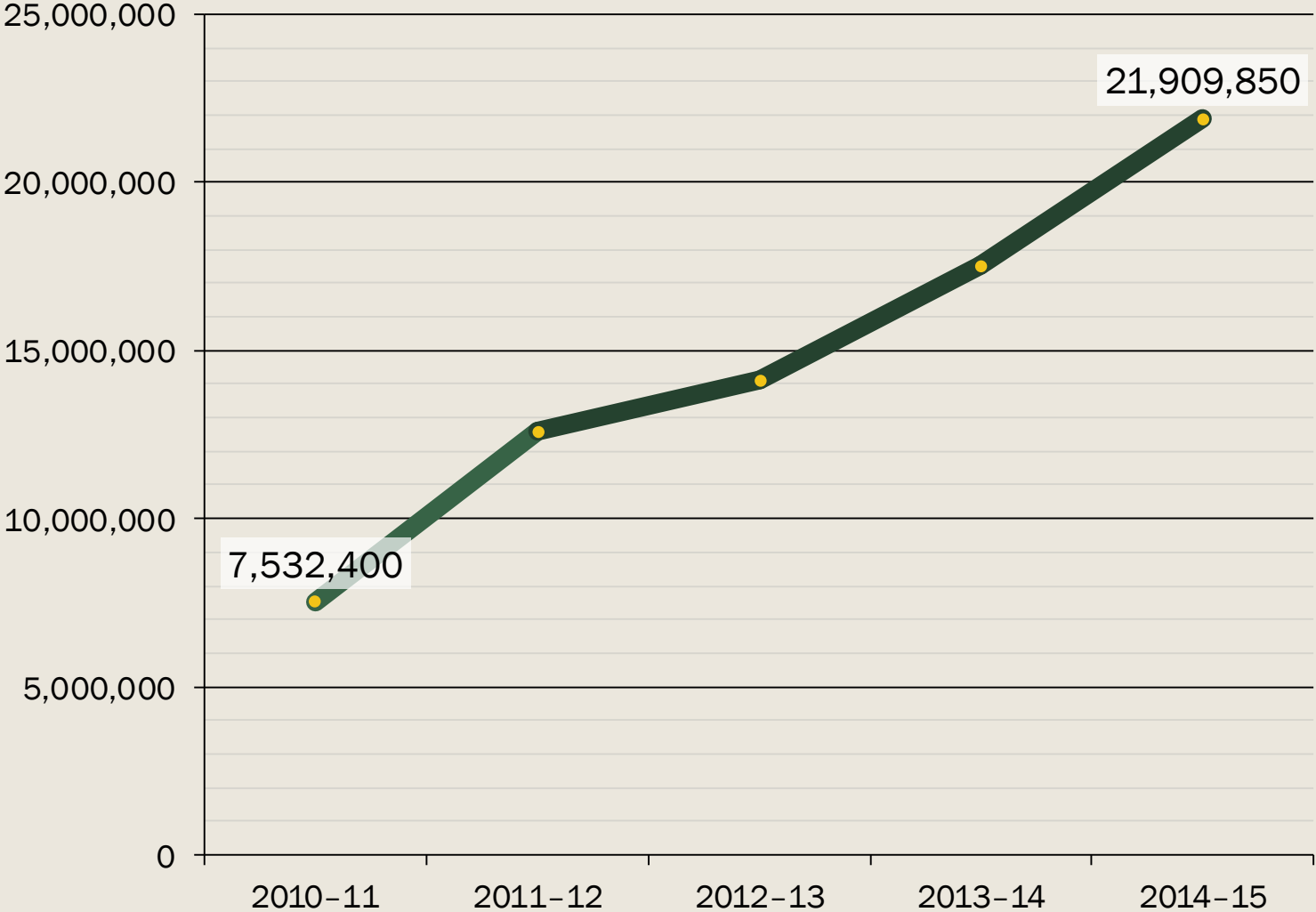
Declining numbers of Special Education Teachers

Over the past 15 years, the number of funded special needs students has increased by 50%; at the same time, the number of special education teachers has been cut by 24%.



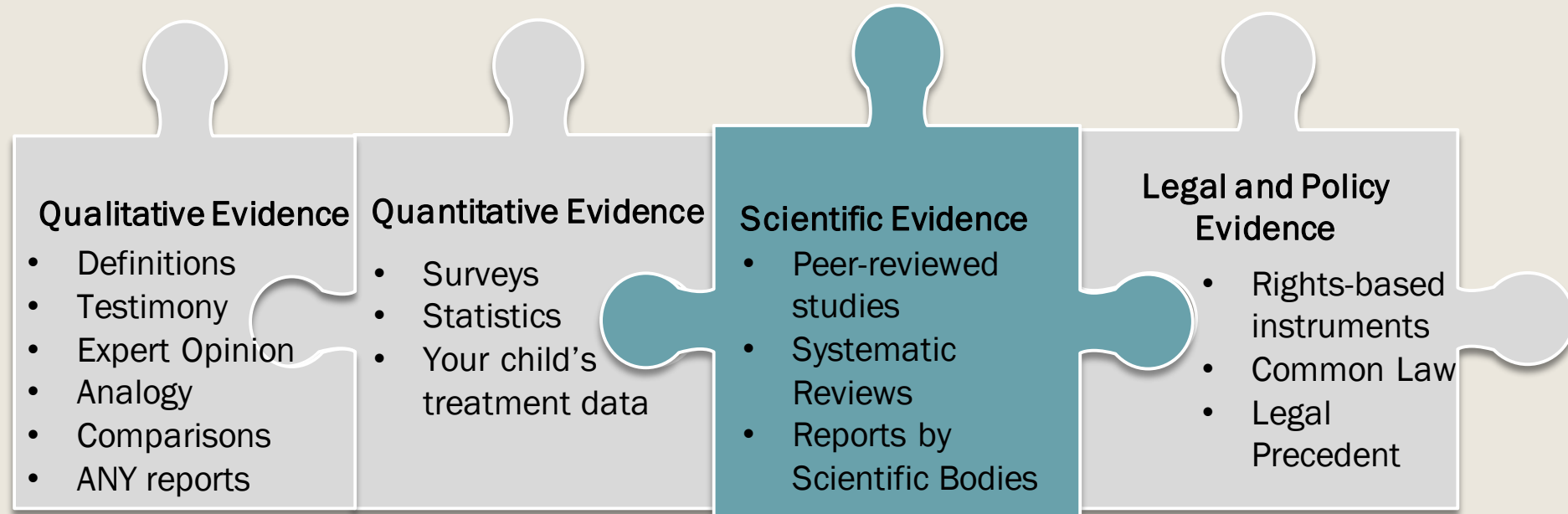
Growth in Enrolment of Special Needs Children in Private Schools.

Group 1—Distributed Learning (Special Education only)

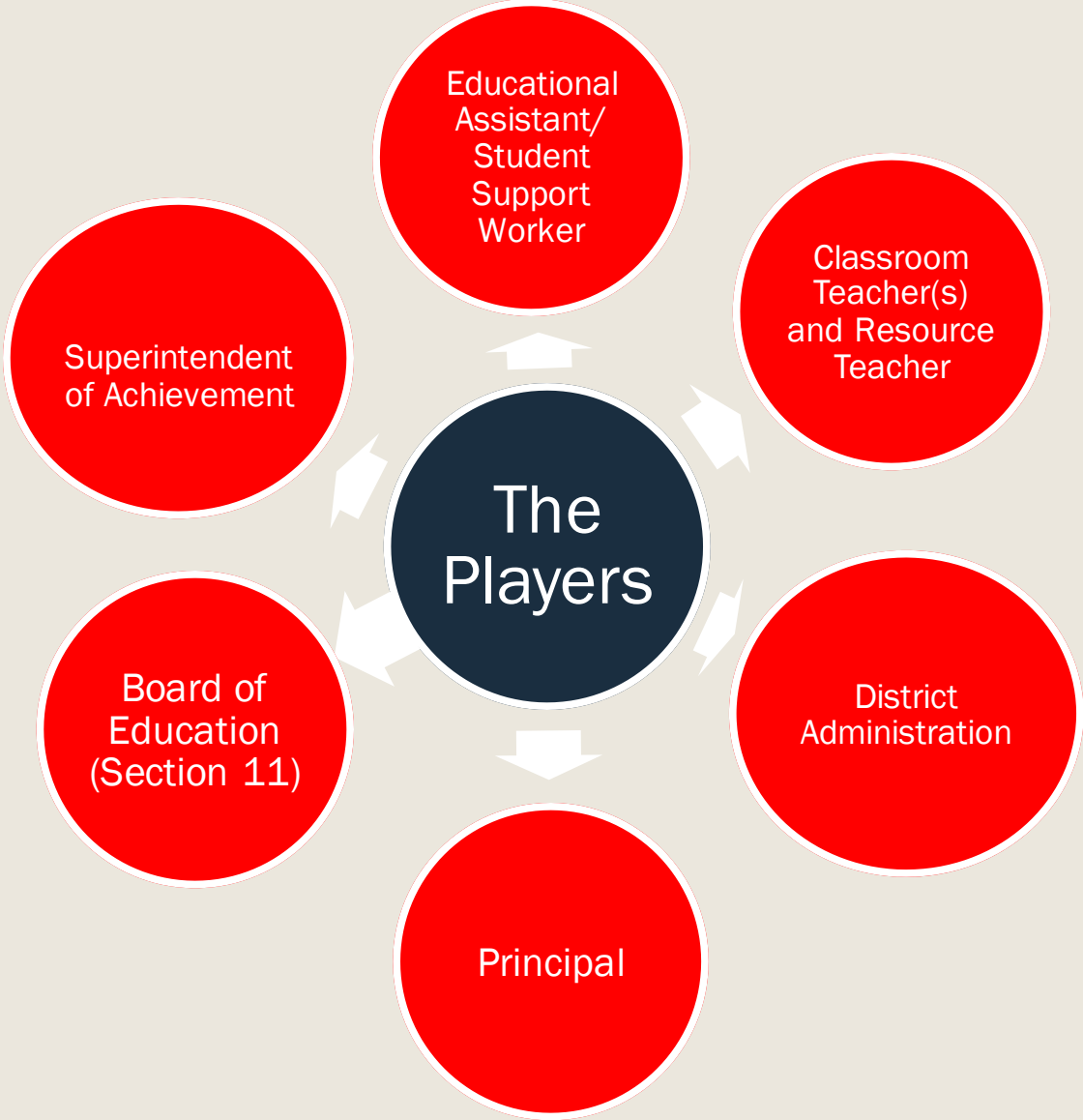


Evidence-Based Advocacy for Meaningful Inclusive Education

The success of your advocacy efforts are heavily reliant on constructing an evidence-based case



Key Public School Re(sources)



Legal Rights and Re(sources):

LEGISLATION AND REGULATIONS

- The BC School Act
- Special Education Policies

CASE LAW

- Moore v. B.C. (SCC 2012)
- Hewko v. B.C. (2006)

Non-profit, government and community re(sources)

- Inclusion BC
- Local family place and/or family advocacy and/or support organizations
- Your provincial and/or local diagnosis-specific organization
- Your child's pediatrician
- Your child's private specialists and/or treatment team
- Your MLA : <https://www.leg.bc.ca/learn-about-us/members>
- Legal aid, pro-bono lawyers, media (education reporters are often your first stop)
- Ministry of Child and Family Development (CYSN)