

Advisory Committee for Inclusive Education (ACIE)

TERMS OF REFERENCE

Background and Context:

In 1995, a Special Education Policy Framework for British Columbia was established following extensive consultation with education partners. This Policy Framework guided the development of legislation and guidelines for special education programs and services in British Columbia and served as the foundation for the resource Special Education Services: A Manual of Policies, Procedures and Guidelines.

The Ministry of Education Special Education policy framework was updated in 2006 to clearly articulate the principle of inclusion. Inclusion supports equitable access to learning, achievement, and the pursuit of excellence – for all students – in all aspects of their educational programs. To help realize these goals for students with special needs, the education system in British Columbia is provided with supplemental special education funding. This funding helps schools to remove barriers and provide appropriate services and programs to ensure that the school system is:

- equitable
- of high quality
- relevant
- accessible; and
- accountable for all students, including those with special needs

In February 2021, The BC Ministry of Education updated their vision for inclusive education to one which state “to provide inclusive and responsive learning environments that recognize the value of diversity and provide equity of access, opportunity and outcome for all students including students with disabilities and diverse abilities”.

Student Services recognizes the importance of having representation from parents, CUPE, CTA, PVP, Indigenous Education, Alternative Education, and District Executive to address aspects of:

- Inclusion, diversity and equity as foundational to student success as described in the district mission and the District Framework for Enhancing Student Learning goals
- Ministry requirements for inclusion

Mandate ACIE:

The Advisory Committee for Inclusive Education mandate as a working committee is to support inclusive education by identifying current issues and engaging in dialogue and collaborative problem solving:

- Build upon the work that is currently underway within the district and across the province
- Ensure alignment and collaboration across key policy/program areas within the Ministry of Education
- Alignment of work being done by key external sectors or community partners
- Identifying strategies to share knowledge or guidance across the district

The Committee will:

1. Work within the guidelines of the Ministry of Education Special Education Services: A Manual of Policies, Procedures and Guidelines (2016), as well as within the goals of the District Mission & Vision Statement, Strategic Plan, Framework for Enhancing Student Learning, and Policy for Student Success.
2. Explore issues of systems of inequities and make the commitment to provide guidance, advice and make formal recommendations to the district to take action against these systems and advocate for priorities and needs related to students with disabilities and diverse needs.
3. Norms for the committee include:
 - Ensuring issues brought forward are representative of the school community and not a personal issue (these are to be addressed with the child's teacher, principal, or school-based team).
 - Circulating agenda 2 weeks prior to scheduled meetings: October, November, January, February, April.
 - Adding information to the agenda through the chair up to one week prior to meeting (15 minutes to be allotted at the end of each meeting for emergent items).
 - Discussing and prioritizing agenda items at the committee meeting based on data presented (agenda items not prioritized will be added to the parking lot items and addressed as time permits).
 - Circulating minutes from committee meetings will be done in a timely manner and will include action items for subsequent meetings (which will be reviewed at each meeting).
 - Committing to attend all meetings (6 times per year from 3:30 – 5:00 scheduled at the beginning of each year).
 - Following committee membership guidelines as articulated in local collective agreements and adhering to the following considerations:
 - if multiple parents want to be considered for a position, the chair will make the decision in consultation with the DPAC representative.
 - committee membership for the year will be finalized 2 weeks prior to the first meeting
 - members will serve for a 1-year term with options to roll forward

Committee Membership:

- 5 Parents (elementary, middle, secondary, Indigenous, and alternative education)
- 5 CTA (elementary, middle, secondary, LA/RT, counsellor)
- 5 CUPE (elementary, middle, secondary, Indigenous and alternative education)
- 5 PVP (elementary, middle, secondary, Indigenous and alternative education)
- 2 Student Services Staff: District Principal and Vice-Principal
- 1 District Executive: Director of Instruction Learning Services
- 1 Trustee Representative (or Alternate)
- 1 D-PAC Rep
- Superintendent: Standing committee member

Co-Chairs: Director of Instruction for Learning Services
District Principal of Student Services