



[tiebcpublication@gmail.com](mailto:tiebcpublication@gmail.com)

<http://www.tiebc.com>

## President's Letter

Hello Members!

I hope this letter finds you well! As we move further into the year and closer to report card season, please remember to take care of yourself! A good trauma-informed teacher makes time to care for themselves so they can be present and ready for their students. Practicing self-care may seem like a waste of time, but that bubble bath, yoga, reading for pleasure, etc. is so important for our brains.

As I sit here writing this letter, I am reeling from the success of our online conference! Thank you all for helping to make this first-ever Crosscurrents Online a wonderful success! We had 672 participants join us for a day full of learning. Our Keynote, Kim Barthel, delivered an impactful address on trauma-sensitive education that continued on during her breakout session. There was an amazing line-up of speakers- Terry Small, Dan Duncan, Kristy Ware, Christa Campsall, Regan Rankin, Michael Jacques, Suzanne Harwood, Linda O'Neill- who kept participants engaged throughout their sessions. We have heard from everyone that there just was not enough time with each of the speakers and we are taking that feedback into consideration for next year when Crosscurrents takes to the online platform once again in October. Thank you to the TIE-BC Executive for all of your hard work and dedication over the past months in bringing this conference together!

Teachers of Inclusive Education has been involved in a few important endeavours this past year that advocate for the needs of Inclusive Educators and their students. We have had a participant in the Ministry of Education's Restart Plan Working groups. Thank you to Regan Rankin, Vice President of TIE-BC, for being a voice on the Education Programs and Equity and Inclusion teams. TIE-BC was also a strong advocate against administering the Foundation Skills Assessments this year. A letter was written to the Ministry of Education requesting that FSAs be cancelled for the year due to the trauma this pandemic has caused and continues to cause for students. Due to the election, this letter went to the Deputy Minister of Education. We will be writing a second letter

asking for the FSAs to be cancelled, along with a request to cancel high school assessments as well. This is not the year for students to be given any added stress due to exams that have no bearing on their academic marks.

As we get closer to report card time and our Christmas holidays, we are gripped with more uncertainty from this pandemic. With the rise in COVID-19 cases, we are concerned for the health and safety of ourselves, our family, and our students. We are once again faced with many unanswered questions- Will we be sent back into another “lockdown”? Will we have to move into remote learning and working from home? Will Christmas break be extended this year? All of this causes fear and stress on our bodies. During this time, we really need to make sure that we are taking care of ourselves. Taking some time for yourself- get some exercise, go for a walk, take a hot bath, read a book for fun, take a break from social media- will help you keep those fears and anxieties at bay.

The rising COVID-19 cases continue to spark questions about the safety of our schools. Dr. Bonnie Henry continues to maintain that schools are safe places for teachers and students but does not mandate the same protocols that are expected in other areas of the province. There is not mask mandate. We are not expected to use social distancing at all times. We are still expected to be in our workplaces. These are difficult times, and we must remember that there are many people working behind the scenes at the BCTF to get our needs met. We may not have everything we need at this time but remember to do what feels right to you. Wear your masks. Create a culture of kindness within your classrooms. Teach your students how to be safe and as healthy as possible. Above all, take care of yourself!

Stay safe, Everyone! Happy Holidays!

~Sarah Brooks

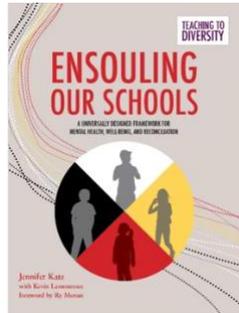
TIE-BC President





So, if you are looking for some quality professional development to support your own personal growth as well as that of your students, check out [www.self-reg.ca](http://www.self-reg.ca). Dr. Shanker and his team at the MEHRIT Centre may have just what you are looking for!

**Fiona James:**



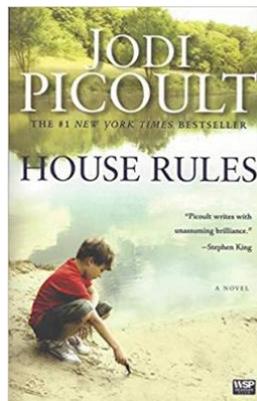
### **Ensouling Our Schools: A Universally Designed Framework for Mental Health, Well-Being, and Reconciliation**

by Jennifer Katz and Kevin Lamoureux

Now more than ever I recognize the importance of relationships, connections and growing the heart. Again, today I was reminded of this during a powerful presentation by Kevin Lamoureux. *Ensouling Our Schools*, emphasizes this and weaves together methods for schools to be learning communities that nurture a sense of community and purpose. The methods are four threads of the medicine wheel. This is book three of *Teaching to Diversity* series.

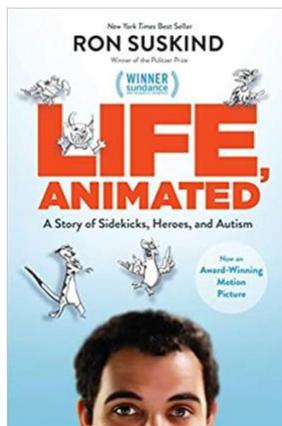
Teachers and those in positions of leadership roles need to read this book. Part II of the book looks at the **how**. How and what is required to foster the well-being of students and teachers. There are general lesson ideas and suggestions to help educators. For example, there are seven lessons on the Brain Unit: Mental-Health Literacy the UDL Way. These lessons are geared more towards intermediate and secondary students. Jennifer Katz's website, <http://www.threeblockmodel.com/ensouling-our-schools.html>, has examples of what these lessons look like on the brain unit and links to resources.

**Laurie MacHale:**



If you are looking for a novel to read and to get some special education elements. I recommend the book ‘House Rules’ by Jodi Picoult. It is about a teenager, Jacob Hunt who has Asperger’s syndrome. He struggles at reading social cues or expressing himself well to others, though he is brilliant in many ways. But he has a special focus on one subject—forensic analysis. Yes, this is a mystery novel as well as a story about a family dealing with the realities of living with Asperger’s.

I enjoyed this novel.



Life Animated by Ron Ruskind is a book and documentary on Netflix:

A coming of age story about a boy with Autism and his family who overcame great challenges by turning Disney animated movies into a language to express love, loss, kinship and brotherhood. I have seen the documentary and thoroughly enjoyed this story.

<https://www.autismspeaks.org/blog/books-about-autism>

Videos about ADHD: I really love these videos. Jessica does any amazing job at explaining ADHD and various topics related. Super informative!

<https://youtu.be/Yfg3ThEm-gY>

<https://youtu.be/2kew2JhKq3Y>

[https://youtu.be/jhcn1\\_qsYmg](https://youtu.be/jhcn1_qsYmg)

## Workshops and Courses:

If you are interested in a workshop POPARD and POPFASD has some great workshops.

<https://autismoutreach.ca>

<https://autismoutreach.ca/upcoming-training-dates>

<https://www.fasdoutreach.ca/resources>

<https://www.fasdoutreach.ca/training>



## **TIEBC Conference Fall 2020:**

This year our conference was on Zoom. And yes, it was something new and nerve racking for the executive to organize as well for the participants. However, I would like to say that there were many successes. One being that we had 672 participants! We had 9 speakers that informed and inspired us. Thank you thank you for participating and learning with us this year in a new way. We all learned some thing.

Our keynote speaker Kim Bartell spoke to us about Trauma Sensitive Education. It was a meaningful discussion especially as we are navigating living in a Pandemic.



Participant comments:

” I feel enlightened as well as inspired. In difficult times like these, it's easy to get disheartened and feel like nothing is working. I have children in my class who have experienced so much trauma and I feel today that I have gained some new tools in my tool box that I am eager to try. I would do anything to help and be there for my little ones. Thank you Kim!”

“Thanks for providing this and also bringing Kim back. I love this conference each year and what you offer. Keep up the amazing work!”



Dan Duncan was a great presenter on the topic of ADHD. I learned new things about ADHD and he had some very useful tips on how to best support students. He helped me better understand how these students struggle especially in terms of motivation.

Participant comments:

“Dan was truly fantastic. He explained the concepts in a way that was succinct and effective. I learned SO much from him, I couldn't wait to share the information and material with my colleagues!”

“This was the best presentation on ADHD I have ever listened to. It revolutionized my thinking about ADHD.”



Six pillars of health by Kristy Ware was very clear, organized, engaging and helpful. She got us up moving and made making healthy goals manageable. I really got a lot out of this workshop.

Participant Comments:

“Favourite presentation of the day.” “This by far was the best presenter!! she was engaging, upbeat and had me totally listening to the whole presentation. Lots of great ideas and went over the material in depth. I'd definitely see her again!!”



Terry Small has presented at our conference before so we were lucky to have him again. He helped to teach us how to get a healthier brain. This session provided tools and strategies to respond to current life challenges, and prepare for an ever-changing future.

Participant Comments:

“I came out of this session energized and ready to try new things right away. Thank you for engaging in such a powerful way, even through Zoom!”

“I enjoyed this more than I expected to. It looked interesting, that’s why I signed up. But it was great! He was knowledgeable, funny, organized and well prepared. I went shopping later in the day to buy foods he recommended for a healthy brain. Lots of great practical tips. Thanks!”



Linda O’ Neill, Am I Safe Here and Do You Like Me?

Taught us how we can implement better support for children and youth who have experienced adversity.

Participant comments:

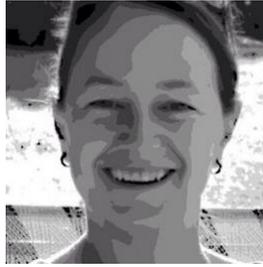
She’s amazing and I REALLY would like to see her do a workshop in Lax Kw’alaams north of Prince Rupert where my daughter is a second year teacher. Her wisdom and lovely approach would be amazing there, as there are BIG needs in both the community and the school itself. The staff could use some guidance on how to navigate students with very complicated trauma, as well as acknowledging the secondary trauma that is so prevalent and keeps staff from successfully bonding with each other and supporting each other.”



Michael Jacques, "Can't Read, Can't Write, Here's My Book," gave participants an uplifting, humorous and positive attitude while shared his story in hopes of creating a more inclusive, diverse and compassionate world.

### Participant Comments:

“A fantastic presentation. Extremely inspiring and made my day! Would 100% refer my colleagues to this duo. Thanks for having them join us!”



Suzanne Harwood, introduced tools that can support students with diverse reading and writing abilities in programs such as Microsoft Teams, OneNote, Microsoft Word, Microsoft Powerpoint and the Edge Internet Browser.

### Participant comments:

“Lots of excellent information, well done, very extensive.”



Behaviour: Expect the Unexpected, Regan Rankin taught many strategies and resources to address challenging behaviour, mental health and self-regulation strategies to use in the classroom.

Participant comments: The speaker was easy to listen to and very down to earth! I enjoyed her sense of humour and appreciated her vulnerability. I learned some amazing new information that will help me improve how I work with students.”



Understanding Resilience for Maximizing Teacher and Student Wellbeing, with Christa Campsall introduced natural resilience and how to tap in to it.

Participant Comments:

“Informative even though- there were tech problems that were not the speaker’s fault.”

**We would also like to thank the exhibitors this year. We appreciate it was a different sort of event.**

**Here are the winners of the Crosscurrents Exhibitors Letter Hunt:**

Odin books prize to Whitney Williams

Reading A-Z prize to Caitlin Townsend

MCFD prize to Daragh Hourigan

Itchy’s Alphabet prize to Nicole Ottahal

Scholastic to Tieha McGee

My Guide Inside to Melissa Nelson

**Positive Corner:**



## Advocacy:

TIE-BC is in the business of advocating for teachers and students alike and this year has been no exception. Due to the pandemic and all of the stress on teachers and students, TIE-BC has written the following letter requesting that FSAs be cancelled for the 2020-21 school year. It was sent to the Deputy Minister of Education shortly after the election was called. TIE-BC will also be writing a letter requesting that the secondary school assessments (10-12) be cancelled. assessments be cancelled for the year. We will be re-writing the FSA letter to be sent to the new Minister of Education, requesting again, that the postponed FSA assessments be cancelled for the year.

By email: [DM.Education@gov.bc.ca](mailto:DM.Education@gov.bc.ca)

September 24, 2020

Mr. Scott MacDonald  
Deputy Minister of Education  
Parliament Buildings  
Victoria, BC V8V 1X4



**TEACHERS** of  
Inclusive Education  
BRITISH COLUMBIA

Dear Deputy Minister MacDonald:

On behalf of the Teachers of Inclusive Education of BC Provincial Specialist Association, I am writing to express our concerns about going ahead with the Foundation Skills Assessment (FSA) this year. The impact of COVID-19 on students and families has been extensive. The BC Government's [COVID-19 Public Health Guidance for K-12 School Settings – September 11, 2020](#), outlines concerns with how the pandemic and school closures affected families and students. The Provincial COVID-19 Health & Safety Guidelines for K-12 Settings (Updated September 3, 2020) provides further advice on using a Trauma-Informed Lens to guide us in teaching during the pandemic. There are other issues teachers want to bring to your attention as Deputy Minister of Education responsible for the students in our K-12 system. As teachers of Inclusive Education, we are responsible for supporting some of the most vulnerable learners in the system. We have grave concerns about the possible repercussions for students and families as well as for teachers, that the FSA would bring this year.

The [COVID-19 Public Health Guidance for K-12 School Settings – September 11, 2020](#) provides the following information for educators and families:

*School supports children in developing their potential and acquiring the knowledge, skills and abilities they need for lifelong success. In-person learning, as a part of a child's education, provides the opportunity for peer engagement, which supports social and emotional development as well as overall wellness. It also provides many children access to programs and services that are integral to their overall health and well-being. ...*

The suspension of in-person learning resulted in significant hardship for many, with B.C. families reporting impaired learning, increased child stress, and decreased connection. With the loss of supportive routines and structures, healthy behaviours have declined dramatically. Provincial child protection reports also declined significantly despite evidence suggesting an increase in domestic and gender-based violence, raising concerns that with the closure of schools, children at risk for violence are less likely to be identified. Supporting students to receive full-time, in-person learning offers societal and individual benefits, particularly for those who already experience social and educational disparities.

The Provincial COVID-19 Health & Safety Guidelines for K-12 Settings (Updated September 3, 2020) lists the following as one of its key principles:

- Schools should implement psychological safety measures and trauma-informed practice alongside physical health and safety measures.

These Health and Safety guidelines include a section on a Trauma-Informed Practice and Social-Emotional Lens. The guidelines state that “Trauma-informed practice is an informed way of approaching your practice through a compassionate lens of understanding that is helpful to all children, youth and adults, especially those who have experienced traumatic events. Trauma-informed practice includes:

- ♣ Providing inclusive and compassionate learning environments.
- ♣ Understanding coping strategies.
- ♣ Supporting independence.
- ♣ Helping to minimize additional stress or trauma by addressing individual student needs.

Based on the advice given by these BC Government documents, teachers are to focus on students social-emotional learning, mental health and on making the adjustment to full time school during a pandemic welcoming and comfortable for all students. These guidelines are reassuring to many educators as we return to full time school and to our students. Teachers have embraced the Trauma informed practice guidelines and are developing programs in compliance with them.

The Foundation Skills Assessment does not fit into any of the guidelines mentioned above. Teachers have long advocated for a different way of conducting province wide assessments. These arguments are well documented and have been shared with Ministers of education over the years. What stands out as being of great concern during a pandemic, is the possible negative effects on students social emotional learning and mental health that participating in Foundation Skills Assessment would have. As well, there could be negative implications for families and communities because of the way the results are used in the general public by the Fraser Group and others, particularly given these difficult and stressful times.

The Foundation Skills Assessment is not designed to support the learning students are engaging in at school and in their classrooms. Teachers provide ongoing assessment and report the results of student learning several times a year. As we start up the school year, teachers are assessing their students in many ways, but in ways that are trauma informed. Students will have time to adjust to in-school learning again. The assessment will be imbedded in the learning they are doing in class. There is a great disparity in the types of academic learning activities students were engaged in during the school closure and into the partial school opening in June. Teachers will take this into consideration as they start the school year. The lack of equity in the experiences

students had make an assessment such as the FSA an unfair endeavor. The teachers of Inclusive Education of BC Provincial Specialist Association believes that the FSA should not be undertaken this year in part because it would be traumatic for some students, and would not be a fair assessment given the disrupted learning that has gone on. That is in addition to other stress and worries that students and families have had to deal with.

An additional point we wish to bring forward is the effect on learning that many students are experiencing because of the pandemic. Most students who are not calm and well-regulated do not perform well in anything requiring higher order thinking as their brains are stuck in a fight, flight or freeze state. When in this state, which is found in people experiencing trauma and anxiety, the prefrontal cortex is not firing and therefore people cannot remember important information or learn anything new. Given all the recent experiences students have lived through, it is likely that many are experiencing these symptoms. Insisting that students complete the FSA this year would have a negative impact on their mental health.

Further to the concerns already expressed, there are issues related to the protocols necessary to protecting students during COVID-19 that will make administering the FSA challenging and put staff at risk unnecessarily. Educational Assistants (EA) support students with disabilities in completing the FSA. With all the additional supervision required for learning cohort separation, EAs are already dealing with complex schedules. They would likely be forced to deal with more than one learning cohort in order to assist all students who need support during the FSA. The use of masks can make it difficult for students to fully understand readers, one of the ways that EAs support students during the FSA. There is also a lack of space in schools because of the required set up to meet the COVID Health and Safety requirements. Add to this, learning schedules vary around the province, with some students choosing partial or full remote learning. The variability of the school experience will not provide the same assessment environment around the province for students. We are concerned that the most vulnerable students will be negatively affected by the problems of continuing with the FSA during the pandemic.

The other resource that is lacking in many schools is technology. Schools lent families laptops and Chromebooks during the pandemic. Not all students returned to school full time and some are still using the technology at home. This has left some schools with a lack of technology to support students and to deal with the FSA. Some Districts are restricting the sharing of devices to maintain safety. Issues with technology will further stress and worry students and teachers.

Teachers are working extremely hard at welcoming students back into buildings, working to re-establish a sense of safety and community and beginning to build/re-build relationships. This, more than ANY year, needs to be our ultimate priority. It is going to take time and patience.

The setting of standardized tests does not allow for important accommodations and flexibility that some students need to be successful. The standardized platform for conducting the test (not being allowed to help kids for example), can induce anxiety in many children. In conducting FSA's in previous years, incidents of behavior and anxiety are evident and widespread. Some students have reported to their teachers that they feel scared, worried and unsure. In a year where we are trying to re-establish connection and safety, we are extremely worried that we would be creating increased anxiety/fear.

We urge you, as Deputy Minister of Education, to cancel the FSA for the 2020-21 school year. We also urge you to work with the BCTF and move forward with a Trauma-Informed Lens that will support all students. We share the goals of the ministry to make the Social-Emotional learning and mental health needs of students a priority this year.

Sincerely,

Sarah Brooks  
President  
Teachers of Inclusive Education BC  
Provincial Specialist Association of the BCTF

CC:  
Teri Mooring, President BCTF  
Honourable Carole James, Minister of Finance and Deputy Premier  
Don Wright, Deputy to the Premier

**TIEBC Goals:**

Each year, TIE-BC adjusts our program goals to reflect what the PSA will be working on for the year. Please take a look at this year's goals, found below.

PSA: Teachers of Inclusive Education (TIE-BC) Year: 2020-2021

This form is used to outline the PSA’s Goals and Objectives for the current year. It also shows the activities that are planned in order to meet the goals and how the PSA will evaluate whether the goals have been met. For any activities that involve a cost, there should be a corresponding budget amount in the PSA Budget.

**NOTE:** PSAs are required to report on, either directly in this form or as a one-page attachment to the form:

- *services the PSA provides to the members of the PSA, other than an annual or regional conference.*
- *processes in place to communicate with members of the PSA during the course of an individual's one-year PSA membership.*
- *processes in place to engage new members of the PSA in order to retain them.*

**Additionally, PSAs are encouraged to:**

- develop an implementation plan to spend down accumulated surpluses or unused funds.
- include, as necessary, funds to make available release time for mentorship and capacity building.

GOAL	OBJECTIVES	ACTIVITIES	EVALUATION (method & criteria)
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<p><b>Provide quality professional development opportunities for members</b></p>	<p>Host and support professional development events related to Inclusive Education</p>	<ol style="list-style-type: none"> <li>1. Host an online conference on October 23rd PSA Day</li> <li>2. Host Regional Conferences for members in rural districts- work with the local Pro-D Chairs; apply for regional/rural conference grants</li> <li>3. Offer professional learning activities for members and chapters; provide support (grant) to chapters for expenses related to professional learning; host online meetings for chapter presidents</li> <li>4. Submit proposals for workshops to the New Teachers Conference</li> <li>5. Host a book study or other learning opportunities for members</li> </ol>	<ol style="list-style-type: none"> <li>1. Organize and host Conference; Collect, compile, and summarize feedback from participants and speakers; Conference report</li> <li>2. Organize and host regional conference; Collect, compile, and summarize feedback from participants and speakers; Conference report</li> <li>3. Chapters will submit a report of their professional learning activities and evaluation of their success; to be published in the Crosscurrents Newsletter after the AGM</li> <li>4. Participate in the NTC, Collect, compile, and summarize feedback from participants and speakers</li> <li>5. Book share through Newsletter; Book Study via online format (either blog or Zoom meeting); Participation of members</li> </ol>
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<p><b>Provide professional growth opportunities for all members</b></p>	<p>Use electronic resources for professional growth</p>	<ol style="list-style-type: none"> <li>1. Share professional learning links and resources in Crosscurrents Newsletter, on the website, through social media platforms (Facebook, Twitter, Instagram) and through email</li> <li>2. Provide information to members and chapters through email, social media (Facebook, Twitter, Instagram) and/or website about available webinars, online learning opportunities and resources.</li> <li>3. Communicate with chapters throughout the province to discuss issues going on in the province, their local and district</li> </ol>	<ol style="list-style-type: none"> <li>1. Links and resources published in Crosscurrents Newsletter, shared via social media, on the website and through email; record of links can be found in publication and on the website</li> <li>2. Information about webinars, online learning opportunities and resources made available for use; Professional Learning Coordinator will report back to executive about opportunities made available</li> <li>3. Host online meetings with Chapter Presidents throughout the year; Reach out via email; Membership and Chapters Coordinator will report back when executive not present</li> </ol>
<p><b>Communicate with the members of TIE-BC and the community beyond</b></p>	<p>Use multiple sources of communication to connect with our members to provide current and relevant information maintaining a high frequency of communication with members</p>	<ol style="list-style-type: none"> <li>1. Host a website with current information regarding TIE-BC and related links and activities</li> <li>2. Use social media (Facebook, Twitter, Instagram) to inform members and the public about TIE-BC and issues related to</li> </ol>	<ol style="list-style-type: none"> <li>1. Website updated regularly; monitor website use; survey conference participants regarding website satisfaction</li> <li>2. Messages sent out regularly via Facebook, Twitter, and Instagram; monitor number of hits on each platform; Social Media Coordinator to report to executive at least 3 times a year</li> <li>3. TIE-BC business to be discussed and elections held; agenda and minutes from AGM, reports from chapter delegates</li> </ol>

		<p>inclusive education</p> <ol style="list-style-type: none"> <li>3. Hold an AGM in February over Zoom</li> <li>4. Hold a general meeting after the conference on October 23<sup>rd</sup></li> <li>5. Continue to explore current electronic resources and social media opportunities for the use of members and local chapters</li> <li>6. Publish Crosscurrents Newsletter electronically a minimum of 3 times a year- send via email to all members and publish on the website; Calls for articles will be emailed to executive, chapter presidents and members</li> <li>7. Maintain an email contact list of TIE-BC members to communicate relevant information in a timely manner</li> </ol>	<ol style="list-style-type: none"> <li>4. TIE-BC business to be discussed and elections held (to elect a treasurer); agenda and minutes from general meeting</li> <li>5. Professional Learning Coordinator keeps records of electronic resources used with a book study blog and through email</li> <li>6. Members receive the publication via email, and it is published on the TIE-BC website; Publications Coordinator to report to executive</li> <li>7. Membership email contact list updated regularly- after conference and throughout the year; Memberships and Chapters Coordinator to report to executive</li> <li>8. Chapter Presidents email contact list updated annually; Memberships and Chapters Coordinator to report to executive</li> </ol>
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		<p>8. Maintain an email contact list of Chapter Presidents to communicate relevant information in a timely manner.</p>	
<p><b>To maintain and grow our membership</b></p>	<p>To retain current members</p>	<ol style="list-style-type: none"> <li>1. Maintain regular contact with TIE-BC Members (email, publications, social media outlets)</li> <li>2. Offer a book study online for members (blog, Zoom meeting) with opportunities for sharing; offer a grant for participation</li> <li>3. Host a conference on the PSA Day in October 2020</li> </ol>	<ol style="list-style-type: none"> <li>1. Members receive contact via email at least 6-10 times/year; Members and Chapters Coordinator keep records of contact and messages; Record of publications; Record of social media posts</li> <li>2. Review the participation in the book study; Professional Learning Coordinator to report to executive</li> <li>3. Organize and host a quality conference; Collect, summarize, and report on feedback; conference report</li> </ol>
	<p>To encourage new members to join TIE-BC</p>	<ol style="list-style-type: none"> <li>1. Provide information and support to members/chapter</li> </ol>	<ol style="list-style-type: none"> <li>1. Information sent to members/chapters; Crosscurrents conference participants; publications</li> </ol>

		<p>s regarding formation of local chapters</p> <ol style="list-style-type: none"> <li>2. Communicate with preservice teachers by contacting universities and forward the Crosscurrents newsletter and other information; offer to speak to preservice teachers; offer a student rate at Crosscurrents Conferences</li> <li>3. Apply to host sessions at the New Teachers Conference</li> <li>4. Connect with New Teachers PSA via email</li> <li>5. Offer a Regional Conference, with membership, to rural districts around the province</li> <li>6. Executive and Chapter Presidents to promote TIE-BC within own districts</li> </ol>	<ol style="list-style-type: none"> <li>2. Review how universities receive information; review registration information regarding preservice teachers' attendance at Crosscurrents 2020</li> <li>3. Apply to New Teachers Conference; Host sessions; Report back</li> <li>4. Contact New Teachers PSA President and offer support for new teachers</li> <li>5. Offer sessions to support Inclusive Education teachers in rural areas around BC; Collect, compile, report on feedback; conference reports</li> <li>6. Executive will send out emails to their Pro-D chairs regarding offerings/conferences, book study opportunities; create a poster to send out to districts; executive members will report back</li> </ol>
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<p><b>To provide a voice for the membership</b></p>	<p>Provide advocacy on behalf of members regarding issues in Inclusive Education</p>	<ol style="list-style-type: none"> <li>1. Elicit feedback from TIE-BE members via website, publications, email, social media, surveys, etc.</li> <li>2. Develop a collective response to emerging issues in Inclusive Education</li> <li>3. Share the collective response to emerging issues in Inclusive Education to the wider community via a variety of methods</li> <li>4. Participate in BCTF and Ministry of Education initiatives related to Inclusive Education</li> <li>5. Participate in BCTF meetings such as zone meetings, AGM, summer conference, PSA Council meetings</li> </ol>	<ol style="list-style-type: none"> <li>1. Members are provided with opportunities to provide feedback in a variety of ways on current issues of concern</li> <li>2. Responses developed to relevant issues; Discussion held at TIE-BC executive meetings; Discussion with Chapter Presidents via online meetings</li> <li>3. Advocacy methods will be reported on in a variety of ways including TIE-BC executive meetings, TIE-BC AGM, email, newsletters, social media</li> <li>4. Participation of TIE-BC members on Ministry and BCTF initiatives related to Inclusive Education reported out at executive meetings, AGM, via email and in newsletters</li> <li>5. Report to executive and membership on attendance at BCTF meetings via AGM, newsletter</li> </ol>
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**The TIEBC Executive wishes you a restful, healthy, and safe Winter break.**



**TEACHERS** of  
Inclusive Education  
British Columbia



**BCTF**

- [tiebcpublication@gmail.com](mailto:tiebcpublication@gmail.com)
- <http://www.tiebc.com>