

ADVOCACY GUIDE TO:

INCLUSIVE

POST-SECONDARY

EDUCATION

FOR FAMILIES

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# We Are Students Families & Allies

We believe that Inclusive Post-secondary Education (PSE) has the power to influence the pathways students take through their primary and secondary education and is a catalyst for putting people on an inclusive life path.

We want to disrupt the way in which people think about the school years and provide a vision of possibilities and high expectations, where students with intellectual and developmental disabilities contribute to and benefit from their inclusive classrooms, school communities, neighborhoods, and society as a whole.

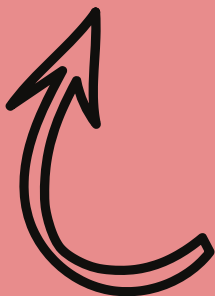


# Purpose of this Guide:

To assist students with an intellectual or developmental disability, their families, and allies to navigate the education system and advocate for an inclusive education. This includes the opportunity to access the resources that students without these labels access to plan and prepare for their future and the choice to attend PSE.

This guide will be beneficial for students of any age. Having a vision that includes PSE and planning for this early will have a significant impact on their K-12 education and will support their vision for an inclusive life. Yet, it's never too late to choose to pursue PSE and at any point this option can support your student's vision for an equitable and inclusive education.

We hope this guide will give you the knowledge, guidance and inspiration you need to shift expectations and advocate confidently for your student's rightful place in the education system, laying the foundation for a dynamic and inclusive life path.



*"We have consistently underestimated what is possible for people with intellectual and developmental disabilities. Every time we dare to predict what is possible we've been wrong.....It's people themselves and their families and their desire for more of the good things in life that have been the most reliable source of innovation, the most reliable source of the changes that we need."*

*John O'Brien*

# What is Inclusive Post-secondary Education?



British Columbia  
Initiative for  
Inclusive Post  
Secondary Education

Inclusive PSE is a movement that originated in Western Canada to ensure that people with intellectual and developmental disabilities could access PSE on an inclusive basis, with access to the broad range of academic subjects and student life opportunities available to any other student.

In BC, this work is led by The BC Initiative for Inclusive Post-secondary Education. This provincial initiative was formed in 2001 when a small group of parents gathered to consider the question “what can I do to make sure that my son or daughter with a developmental disability will lead a full life in his or her community?”

These parents identified a significant gap. They realized that the lack of opportunities for inclusion in PSE was a barrier to creating the world they wanted. At the time, the only post-secondary opportunities for young adults with developmental disabilities were separate, and not inclusive.

Looking forward, these founding parents set out to change this. They wanted to create campuses where students with developmental disabilities would be ordinary members of a diverse community, regardless of the nature of the disability.

Through partnerships with post-secondary institutions across the province, students who do not meet the admission criteria, are supported to enroll at their local university or college to complete a program of study in the field of their choice. Coursework is modified for the individual student to learn and engage. The post-secondary institution recognizes students with a certificate of completion at convocation alongside peers earning their credential in the same field of studies.

The initiative supports a range of learners and has a commitment to support students with significant and complex support needs, there are no minimum academic or behavioral requirements to receive support and enroll, the only pre-requisite is a desire to continue learning at the post-secondary level and to pursue an inclusive life path.

# Building an Education System that Holds High Expectations for ALL Students

“The way power, relationships and resources work together defines the purpose of the system”  
(Building Better Systems, Rockwool Foundation)

When advocating for change it is important to have knowledge of how systems work, specifically how the elements of purpose, power, relationships, and resources relate to one another within systems. Understanding how these elements are serving your student can help identify the inequities that exist and provide the insight needed to advocate for change.

## PURPOSE

*“To enable learners to maximize their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy”* The Ministry of Education’s Vision for Student Success

Unfortunately, this purpose is not held for learners with intellectual and developmental disabilities. Instead, the special education manual of policy and procedures directs the purpose of the education system for students with labels(1). The focus of the special education system is on skill acquisition and transition into adult services. This pulls students away from an inclusive life path.

## POWER

Grades 10 to 12 are considered the graduation years and are a time when the power shifts to the student who is given the tools and resources to explore and discover their individual potential. The many choices that students will make at this time build their student and career identities and will give them the skills they need to navigate the next chapter in their lives including the choice to go to PSE.

Research shows that students with intellectual and developmental disabilities can benefit in the same ways as any student would when given the opportunity to make their own choices and supported to direct their own future (2). This can happen when we hold high expectations for all students and ensure their inclusion in the graduation years.

## RELATIONSHIPS

It is widely recognized that students benefit from having many relationships within their school community, including those with teachers, high school counsellors, teacher/mentors, parents, friends, and community members.

Yet, high school students who hold labels and are restricted to a resource room have relationships that are limited to special education professionals with limited opportunity to expand relationships to the broader school community. There is a false belief that students who hold these labels can only benefit from relationships with professionals who are trained to work with them. This simply is not true and this assumption increases a student's vulnerability, invisibility, and can diminishes their belief in their own abilities.

High school is a time when ALL students are exploring their identity and developing their own vision of where they belong in the world. This process requires a wide range of supportive relationships that will empower, mentor, build friendships, and invite community in. A vision for inclusive PSE can invite members of the school community, who are familiar with the pathway to PSE to engage in supporting the student's vision for an inclusive life.

## RESOURCES

In high school, students without labels are provided with educational resources that are based on research and best practices with a focus on their participation and contribution as future citizens.

Many adults with intellectual and developmental disabilities are living fully inclusive lives as contributing citizens in their neighborhoods and cities. They have chosen many life paths to get where they are including the choice to attend post-secondary education. Yet many high school students who carry these labels and their families are not aware that a life like this is possible; their lived experience of low expectations and segregated resource rooms pulls them away from the resources that students without labels have access to and sends a message that there is no possibility of an inclusive life and that resources for their student are only available in congregated or segregated settings



# Elements of Effective Advocacy

As described earlier, advocacy contributes to the project of building a school system that holds high expectations for all students. When systems change is required to achieve the goals of advocacy, a clear vision of where you are going and knowledge of who in the system can help you get there are helpful.

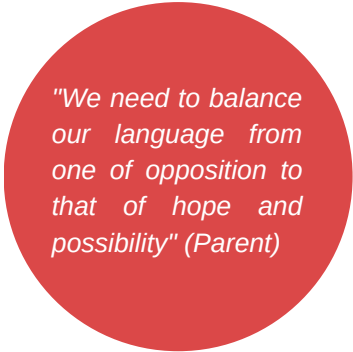
In this section we will share:

- Why advocacy is important.
- How a strongly articulated vision supports advocacy and influences systems.
- How to be strategic in your relationship building so you aren't working alone.

## WHY ADVOCATE?

Advocacy is necessary to make sure that students have an authentic and inclusive life, where they experience opportunities to benefit from and contribute to their school community. Make no mistake, this will be one of the most challenging times in your advocacy journey and it will be easier if you don't do it alone. Seek out families and family groups who share a similar vision of inclusion and can support you on your journey and help you identify and prepare for the barriers ahead.

The low expectations that exist in our education system for students with intellectual and developmental disabilities are a result of long-standing historical bias and a lack of knowledge or examples of what an inclusive life can look like. Knowing what your student is up against and how systems pull them towards traditional and segregated programs and away from an inclusive high school experience can help you resist this pull.



*"We need to balance our language from one of opposition to that of hope and possibility" (Parent)*

Being clear that the same things that benefit any student planning for post-secondary will benefit your student is key. This clarity demonstrates to teachers, counsellors and administrators that what they are already doing for students without these labels is what your student needs to prepare them for their future, from there you can talk about any necessary adaptations.



## Practices and Beliefs that can Pull a Student Away from an Inclusive High School Experience:

- Separating high school students based on their label.
- Belief that a student's inclusion in a class will take away from the other student's education.
- Students are guided away from or denied access to academic subjects.
- Students are not seen as life-long learners.
- Belief that students are not on a path to PSE but rather to a life of clienthood in disability programming.
- The belief that friendships with students without disabilities is not possible.

### QUESTIONS TO ASK YOURSELF

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What are the barriers and attitudes that are stopping my student from having an inclusive education?

For each barrier or attitude what could be a response that unifies your relationship and helps the person envision what is possible. ?

**HINT:**  
Using Concrete examples can help a person envision it

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### EXAMPLE:

**Barrier:**

The concepts in science 12 require a background in math, which your student does not have.

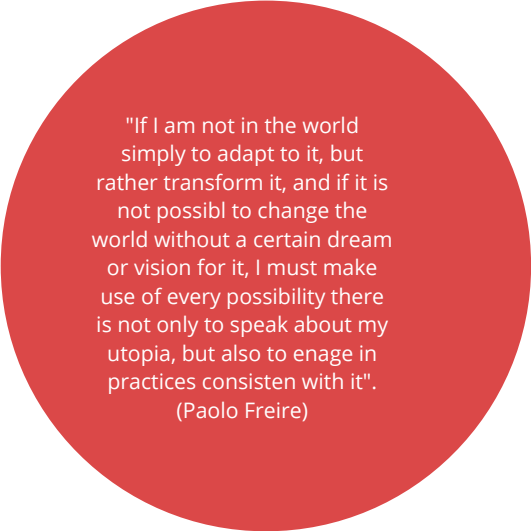
**Response:**

My student has a passion for the concepts covered in science 12 and is often reading/watching documentaries/engaging with these concepts in their daily life. Their interest in the subject will keep them engaged, and we can adapt the materials and assessments in such a way that math is not a barrier. Being included in Science 12 will help prepare them for post-secondary education at UBC where they can enroll in Science courses through an inclusive PSE initiative.

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# VISION

A strongly articulated, clear vision of what an inclusive life looks like is imperative for successful advocacy and can push back against the low expectations that exist for students with intellectual and developmental disabilities. An inclusive vision that includes attending PSE shifts the conversation to what is possible and helps teachers, counsellors and administrators envision the steps required to get there.



"If I am not in the world simply to adapt to it, but rather transform it, and if it is not possible to change the world without a certain dream or vision for it, I must make use of every possibility there is not only to speak about my utopia, but also to engage in practices consistent with it".  
(Paolo Freire)

## WHAT IS AN INCLUSIVE VISION?

An Inclusive vision contains all the aspects of regular life that are common to all of us. This includes the choice to go to PSE, pursue a career, own or rent your own home, build and nurture friendships, fall in love, and contribute to your community as any citizen would. Going on to PSE after high school is one piece of an inclusive life path. The opportunity to attend PSE increases employment opportunities for all students and this is also the case for students with intellectual and developmental disabilities who attend PSE.

High school is a time when your student will begin to lead and shape this vision. The opportunities and experiences that students have can open their eyes to the possibilities that exist beyond high school. We often hear from families that they feel like there is nothing for their son or daughter after high school. An inclusive vision encourages you to learn about all the opportunities available to any young person, align them with the interests of your student and then work to find the modifications or adaptations necessary for them to engage in and benefit from these opportunities. We believe that an inclusive life path opens up opportunities and provides hope to students and families.

The term 'inclusion' has lost its original meaning and we must be aware that it can mean different things to different groups of people. It is necessary for students and their families who advocate for an inclusive life and education to be explicit in their messaging and actions and ask others to describe what they mean when they use this term.

# VISION



When we understand the expectations that guide the experience for those students who are gaining the greatest benefit from their high school experience, we can better articulate the inclusive pathway we are advocating for and why it is important for our student to be included within it. It is easy for school personnel to identify the milestones and regular routines that students without labels experience and why they are important in preparing them for the future ahead. An inclusive vision starts with those same expectations and then considers the adaptations that will allow for the student to gain the same benefits.

## EXPECTATIONS THAT ARE TYPICAL FOR A HIGH SCHOOL STUDENT

### **Academic**

Students take courses that are required to earn a dogwood (graduation) diploma and support PSE interests.

**Social:** Students are forming their identities and creating new relationships with students, teachers, and school staff.

**Associational:** Students join clubs of interest along with other students

**Employment:** Students continue to build their career identity through exploring interests and studying Career Life Education and Connections in grades 10 to 12.

**Family:** Students build greater autonomy & student agency with support from their family.

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## BENEFITS OF AN INCLUSIVE HIGH SCHOOL EDUCATION

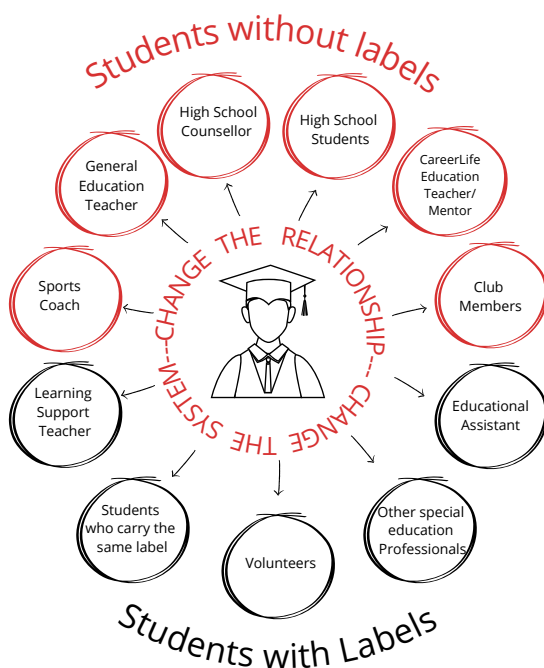


- Prepares all students to be citizens who value and respect different cultures, abilities, race, identities, and opinions.
- Gives students access to the **"hidden curriculum"**
- supports the long-term vision of an inclusive life and helps teachers hold high expectations for all their student learners.
- Gives students a better chance of building lifelong friendships.
- Prepares students for the academic and social aspects of PSE.

# The Power of Relationships

Our lives are full of different relationships, and they are directly connected to our level of wellbeing and happiness. The education system that we are advocating to change is characterized by the patterns of relationships that are formed within it. When new patterns of relationships are formed, and people are brought together in different ways, new systems and ways of doing things will emerge.

## RELATIONSHIPS STUDENTS HAVE ACCESS TO




## HOW DO RELATIONSHIPS IMPACT THE STUDENT'S EXPERIENCE?

Students form a variety of relationships in their high school years that empower them to explore and discover what is possible and encourage possibility for their future. Meaningful relationships help students be better equipped to make life decisions including the choices that help students realize their potential.

For many students with the label of intellectual and developmental disabilities there are few opportunities to create meaningful and empowering relationships with adults and students outside of the resource room. The message of hope and possibility for the future is rare and can result in families and students feeling anxious and fearful about the future.

# The Power of Relationships



"It's a marathon not a sprint, no, it's actually a relay race".  
Parent

## FAMILIES & ALLIES

This journey is not going to be easy and there will be bumps along the way. The patterns of relationships that exist in our education system are ingrained in old ways and historical bias and it will take time to shift these patterns; building trusting relationships with the right people to advance inclusion will help you prepare and push back against the systemic barriers that will appear. Keep the lines of communication open, be vulnerable and share what actions have impacted the student (good and bad) and how these actions impact the long-term vision for an inclusive life.

## INFLUENTIAL RELATIONSHIPS FOR YOU TO CONSIDER

**School Principals** set the tone for the school to provide leadership for inclusive education. Ensure the principal knows your student's vision of attending PSE and provide them with the knowledge that it is possible.

**Learning Support Teachers** should be encouraged to be collaborators and consultants to other school staff.

**High School Counsellors** provide guidance in course selection and planning for PSE. Counsellors also have a pulse on the culture of the school and can identify potential allies and friendships within the school community.

**Career Life Education Teachers** are mentors and can help students work towards building their career identity.

**General Education Teachers** who teach specific subjects that are of interest to your student can also be mentors and will often have knowledge about careers in their subject of interest.

**Educational Assistants** can play a key role in facilitating learning and relationship building.

**Parent Advisory Councils** have a direct relationship with the school administration and are a great way to learn about the school culture and what events and activities are happening at the school level.

# Advocacy by Grade

*This section of the guide outlines how you can use your vision and develop relationships to support the advocacy that is necessary to keep your student on an inclusive path.*

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## All Grades

- Be clear about the compromises you are not willing to make and where you are open to negotiating.
- Be curious and ask what it looks like for any student.
- Ensure the short-term goals support the long-term vision.
- Understand and honour the professionals' role and expertise: Teachers have experience in teaching, and parents have experience in raising their students.
- Be specific and practice your 'ask' with a trusted friend if possible.
- Be patient and stay focused on the long-term vision - Shifting mindsets takes time
- Remember, teachers and students with and without disabilities will benefit from your advocacy for inclusive classrooms. Research tells us that inclusion is benefits everyone (2).

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## VISION

## Grades 7 – 9

Ensure that your student's elementary school Teachers, Learning Support Teachers, High School Counsellor, and Administrators are clear that your student plans to attend PSE through an inclusive PSE initiative. It may not happen all at once but ensure decisions about your student's education support the vision of PSE.

Learn about what grade eight and nine students are accomplishing in these school years and integrate these milestones into your vision. Be clear about how these experiences connect to the vision for PSE.

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## RELATIONSHIPS

Now is the time to start building trusting relationships with people who can influence a positive and inclusive high school experience for your student.

Inform your educators that PSE, through an inclusive PSE initiative is possible and that you want your student to participate in the high school years as any student would. Brainstorm any adaptations that your student may require to participate.

# Grades 7-9

## Learning Support Teacher

Ask what students will be doing to plan for High School and that you want your student to do the same alongside all students.

Ask for your student to have a 'home room' with same-age peers in a regular classroom.

Ensure that your student participates in the course selection meeting every year.

Connect your student's inclusion in the academic and extracurricular opportunities to their plan to pursue PSE.

Adaptations should focus on increasing student engagement and not pulling the student away from participating in the classroom.

For extra support in high school academics ask for your student to have access to the Learning Support Centre where all students can access learning support.

## High School Principle

Set up a meeting, share the vision, invite Learning Support Teacher, and Counsellor. Provide links and resources (see resource page) that show inclusive PSE exists and is an option for your student.

## High School Counsellor

Ask for your student to be invited to meet with their grade specific high school counsellor as part of their IEP planning and 'statement of transition goals'

## General Education Teachers

Attend all Parent/Teacher interviews for the classes your student attends and connect their inclusion in the course to their plan to pursue PSE.

## Parent Advisory Committee (PAC)

Attend meetings and volunteer if you can. Go to as many high school organized parent and family events as you can. Building relationships here will help you stay informed and deepen relationships with influencers.

***"Be Brave.....its ok not to have all the answers". Parent***

## ADVOCACY

We know that students who receive their education in a segregated resource room have few opportunities to build relationships and participate in their school community. It is important to ensure your student is being invited to participate in all school events and activities. Be patient, you may have to remind school personnel to extend these invitations on a regular basis.

# Grade 10

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Grades 10-12 are considered the graduation years. This is an exciting time in your student's life! Supporting your student to have an inclusive high school education will set them up for success and prepare them for PSE.

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## VISION

Continue supporting the vision and advocating for your student to plan for PSE as any high school student would.

Students should be starting their post-secondary research and be enrolled in Career-Life Education.

What does any student need to prepare for their future in the graduation years? Be specific and think about what all students do to prepare such as:

- Studying for and writing exams
  - Joining clubs of interest
  - Volunteering/Work Experience
- 

## RELATIONSHIPS

Relationships are even more important at this stage, continue to maintain and build positive relationships with High School Counsellor, General Education Teachers and Administrators that are built from a shared understanding of the vision.



Ask Educators: How can my student tap into their strengths, interests and competencies when exploring potential career-life opportunities?  
This is in contrast to the opportunities being selected based on your student's label.

## ADVOCACY

Course planning for grades 11–12 starts early in the new year. This is an opportunity for your student to consider how the courses they take now will impact their PSE.

Advocate for your student to attend Career Life Education & Connections in grade 10 - 12, here they will start exploring their interests, career planning and post-secondary options.

Become familiar with the Career Education Curriculum that pertains to the grade your child is in and ensure your student is being included in this learning with their classmates. (see Resource page for more information).



# Grades 11-12

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Grades 11 & 12 are a time to celebrate! Graduating students will be busy planning for their future and celebrating what they have accomplished. Your student deserves to celebrate too and be excited for the possibilities ahead.

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## VISION

Use this time to support your student to gain experiences that will help them envision what their future can look like.

Include in your vision your student's full participation in all the celebrations, events, and planning in grades 11 and 12 that any student would be participating in. These are the years for your student to celebrate all their hard work and accomplishments and the person they are becoming.

Ensure your vision includes your student participating in the graduation ceremony and that their plans for PSE and any approved scholarships are shared at the ceremony in a way that is coherent with all graduating students and the structure of the ceremony.

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## RELATIONSHIPS

Many of the educators who have worked with your student and helped make the vision of an inclusive education possible will be excited to know the plans that your student is putting into place after high school. This is a good time to once again share information about the BC initiative for inclusive PSE. Share any links and videos about Inclusive PSE and celebrate their contributions that helped your student get here.

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# Grades 11-12

## Learning Support Teacher

Invite a campus facilitator from the BC initiative for Inclusive PSE to attend the IEP meeting

Ensure IEP goals inform the student's long-term career and educational goals.

## Parent Advisory Committee


Take advantage of the relationships you have with other grade 12 parents to ensure you know what events the grade 12 students are planning so that your student can participate.

Join the Graduation planning committee if parents are included.

## High School Counsellor

Support your student to meet with their counsellor and to provide them with information on the BC Initiative for Inclusive PSE and the college or universities they are interested in applying for.

Ensure that they include your student in an invitation to attend PSE fairs and tours along with their same age peers.



*Encourage your student to apply for the Judith Mosoff Scholarship through the BC Initiative for Inclusive PSE*

## ADVOCACY

Start researching and investigating PSE options with your student, support them to talk with friends or family, who have attended PSE, about their experience.

Ensure your student has opportunities and support to make their own choices and navigate this next chapter in their lives.

As any student would – ensure your student has at least a couple of options to choose from after graduation so they are prepared for any uncertainties ahead.

Start researching scholarships, grants and bursaries that your student is eligible to apply for. (see Financial Planning page)

Start becoming familiar with on-line resources such as

- Post-Secondary BC
- Education Planner
- BC Initiative for Inclusive Post-secondary Education (see Resource Page for more information)

# Grade 13 or Gap Year

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Grade 13 is a gap in the system for students with intellectual and developmental disabilities and creates a barrier to students who want to go enroll in PSE after grade 12.

This is because the funding that is available to support students to attend PSE through the BC Initiative for Inclusive PSE does not start until the student is 19 years old. For many students, this leaves a year where students either return to school for another year after they graduate (grade 13) or take a gap year at home.

This gap is a focus of advocacy, and this guide provides some suggestions on how to make the most of this year while the systems align to support students to pursue PSE.

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## VISION

Think about what any student would do during a gap year. Continue articulating the vision of an inclusive life and support your student in their 13th year to continue exploring and learning about the opportunities ahead.

Think beyond the school community and consider what roles your student could have in the community they live in and where they can participate with people who have the same interests and passions as they do.

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## RELATIONSHIPS

If taking a 13th year, the high school counsellor can continue to be someone your student can talk to and support their decision to attend PSE.

This is a time when it is important to build relationships outside of the school community and in the neighbourhood where your student will be living.

## ADVOCACY

Look at campus openings ([www.BC-IPSE.org](http://www.BC-IPSE.org)) and submit your application in the September before the year you hope to enroll (Eg. Apply Sept 2025 for Sept 2026 enrollment).

Some students have been able to divert funding for support from their high school to access resources in their community.

Work BC – keeping the vision of an inclusive life at the center so that employment opportunities tie into the long-term vision.

# Creating Your Vision

Questions to help develop a vision for  
an inclusive life



## Student:

For your student, what does a good day look like – a good week look like – a good year look like?

What are your student's strengths and interests?

What are your student's hopes for their future after high school? (Who do they want to become?)

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## Greater Community:

What exists in the greater community for all people to explore and develop their interests?

*Eg: Community Band, Toastmasters, Community Theatre, Volunteer Roles, Employment*

Based on the above answers record a list of the roles you envision your student could have when they become an adult.

*Eg: Neighbour, coworker, artist, musician, friend, student etc.*

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## School Community

How are all students supported to learn, contribute and belong in your school?

*Hint: Check your school's website, Principle's message and School Plan.*

What exists in your student's high school community for all students to explore and develop their interests?

*Eg: Research school clubs, sports, volunteer opportunities*

What are students without labels in your school who are the same age as your student doing to prepare for their future and plan for post-secondary education?

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## The Vision:

Based on your previous answers what does an inclusive life look like for your student based on who they are and what they want to do?

# Creating The Vision

Student:

Greater Community:

School Community

# Creating Your Vision

## Create a 30 Second Elevator Speech of your Vision

Write a brief speech/story that includes the information below:

Who is your student and what roles do they embody. e.g. high school student, sibling, artist, friend. Hint: think about the roles any high school student could have.

What are your student's interests, strengths and passions.

Describe what other high school students are doing to prepare for the future and the choice to attend PSE and that your student wants the same.

Align your student's interest, strengths and passions with the long-term vision of an inclusive life – Who do they hope they will become?

Call to Action – What is the next step you want your student to take. Get the person you are speaking to take action that will move the vision forward even if it is a very small step.

Speak your vision to a trusted friend or family member

Repeat often with Confidence and Clarity

Practice – Practice - Practice



# Creating The Vision

30 Second Elevator Speech:

# Financial Planning

PSE is an investment in your student's future and will require a financial commitment. Start planning as early as you can in your child's life and be knowledgeable about any scholarships or grants that your student can apply for to reduce the cost of PSE.

The BC initiative for Inclusive Post-secondary Education provides support to students to attend PSE institutions in British Columbia. Students pay tuition fees as non-crediting students, and pay for their own books, supplies, and any other student union or student fees.

When estimating the costs associated with PSE it may be helpful to connect with the inclusion facilitator at the campus you plan to apply for. Many post-secondary institutions have cost examples and calculators on their website. This will help you to consider all the potential costs.

## SCHOLARSHIPS & GRANTS:

It can be overwhelming when researching eligible scholarships for your student. Consider attending your school's information session on scholarships or talk to your student's high school counsellor for tips on the application process.

To be eligible for many scholarships there is often a graduation requirement. Some parents whose student has graduated with a Certificate of Completion (Evergreen Certificate) have successfully advocated for their students' eligibility based on the student meeting their individualized educational goals within their individualized education plan (IEP).

## REGISTERED EDUCATION SAVINGS PLANS (RESP):

An RESP is a type of savings account that families use to save for their children's PSE. You can start contributing to an RESP as soon as your child has a social insurance number. See the link for more information or contact your financial institution.

If you have an RESP for your student you will need to contact your RESP provider to determine what they require as proof of enrolment. Each financial institution is responsible for determining what education expenses are eligible.

## LINKS TO FINANCIAL RESOURCES

The BC Initiative for Inclusive Post-secondary Education offers the Judith Mosoff Scholarship to students who wish to pursue an inclusive post-secondary education pathway to adulthood. <https://www.bc-ipse.org/judith-mosoff-scholarship.html>

For more information on Scholarships, Grants, Bursaries and Awards go to: <https://www2.gov.bc.ca/gov/content/education-training/k-12/support/scholarships>

Go to the Government of Canada's website for more information. <https://www.canada.ca/en/services/benefits/education/education-savings/resp.html>



# Planning Resources

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## BC Initiative for Inclusive Post- secondary Education

[www.bcipse.org](http://www.bcipse.org)

*Judith Mosoff Scholarship:*

<https://www.bc-ipse.org/judith-mosoff-scholarship.html>

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## Post- secondary BC

Supports high school counsellors, students and their families to access information they need to make decisions about their post-secondary education journey. <https://www.postsecondarybc.ca/>

*10 Things Parents Need to Know About Post-secondary Education*

[https://www.postsecondarybc.ca/wp-content/uploads/2018/09/for-parents\\_10-things-parents-need-to-know.pdf](https://www.postsecondarybc.ca/wp-content/uploads/2018/09/for-parents_10-things-parents-need-to-know.pdf)

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## Career-Life Education Curriculum

Career Education is part of the BC Curriculum from Kindergarten to grade 12 with more specific learning opportunities in the graduation years (10-12).

<https://curriculum.gov.bc.ca/curriculum/career-education/all/career-life-education>

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## Education Planner

Helps students make decisions about their education and career goals.

<https://educationplannerbc.ca/>

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## Inclusion Alberta

Alberta has more post-secondary institutions providing fully inclusive post-secondary opportunities for students with developmental disabilities than any other jurisdiction in the world.

<https://inclusionalberta.org/what-we-do/inclusive-post-secondary/>

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## Inclusion BC

A Parents Handbook on Inclusive Education 6th Edition

<https://inclusionbc.org/our-resources/inclusive-education-handbook-6th-ed/>

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## Life After High School: A Post- secondary Students Guide to Success

This resource booklet covers a variety of topics related to post-secondary education to provide practical and helpful information for students who would like to attend post-secondary school but may not know where to start. This booklet, developed by post-secondary students, provides information on mental wellness, academic life, social networking, career support, financial aid, and more.

<https://www.vsb.bc.ca/schools/lord-byng/Guidance-and-Support/Grade%2012/Documents/sbfile/200526/Life%20After%20High%20School%20-%20A%20Post-Secondary%20Student's%20Guide%20to%20Success.pdf>

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# Definitions

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## Graduation Program:

“The B.C. Graduation Program sets the requirements to exit the K-12 education system and ensures that students are graduating from secondary school as educated citizens, with the knowledge, competencies, and skills they will need to transition successfully into higher education, training, or the workforce.” (2)

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## Hidden Curriculum:

classroom and social expectations, including routines, relationships and class culture.(7)

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## High School Counsellor:

“The aim of a school counselling program is to support the intellectual development, human and social development, and career development of each student so that he or she can become a responsible, productive citizen.” (1)

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## Inclusive Education:

Inclusive education means that all students attend and are welcomed by their neighbourhood schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school. (5)

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## Inclusive Life:

Contains all the aspects of a regular life that is common to all of us. This includes the choice to go to post-secondary education, pursue a career, own or rent your own home, build and nurture friendships, fall in love, and contribute to your community as any citizen would. Going on to post-secondary education after high school is one piece of an inclusive life path.

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## Life Skills Education:

The Special Education Manual of Policy and procedures recommends Life Skills Education to certain students with labels, although the author of this guide was unable to find a definition of what a life skills education is within the policy (1).

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## Student with Labels

Students with the label of intellectual and developmental disability.

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## Student without Labels

Student without a school designation or label who is expected to graduate with a high school graduation diploma and is receiving the greatest benefit from their high school education.

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# Thank You !

Thank you to everyone who contributed to this guidebook.

Including:

Members of The Scaling the Impact Advisory Committee, Campus Facilitators, the families who 21 years ago forged an inclusive pathway to PSE for students with intellectual and developmental disabilities and created The BC Initiative for Inclusive Post-secondary Education, and the families who continue to advocate for an inclusive life path so students and their families can see that it is possible.

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FORWARD**

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Initiative for  
Inclusive Post  
Secondary Education

vancouver  
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