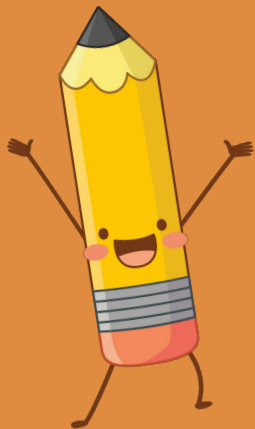Student Services

Dialogue with the Director

May 28, 2024

Welcome Parents!

- Territorial Acknowledgement

- Introductions

- Goals for the evening:

  o To explain supports and services available.

  o To explain how supports are assigned.

  o To share information on communication.

  o To create a community for MSPD parents.

Meeting Norms

o   Take turns speaking

o   Listen to understand, not to convince

o   Speak from your own experience, but nothing to identify
    staff or other families/children.

o   Be courteous of what you are saying and how it is said

o   Turn off your phone, please don't record

o   Ask questions at the appropriate time

o   Other?

In Mission Public Schools we believe

Parents/Families/Caregivers are the child's first teacher

All children can succeed

Children have diverse interests, preferences, abilities and learning styles

Children with and without disabilities learn and participate in the same daily activities and routines

Neighborhood schools should be accessible to all children attending there

Programs need to be flexible to include, learning sessions, or play activities that ensure all children can participate fully and engage with their peers

PRESENCE

Sharing of ordinary places that define school classroom and community life

CHOICE

Autonomy both in small, everyday matters and in large, life defining matters. Personal Choice defines and expresses individual identity

COMPETENCE

Opportunity to perform functional and meaningful activities with whatever level of type of assistance is required

RESPECT

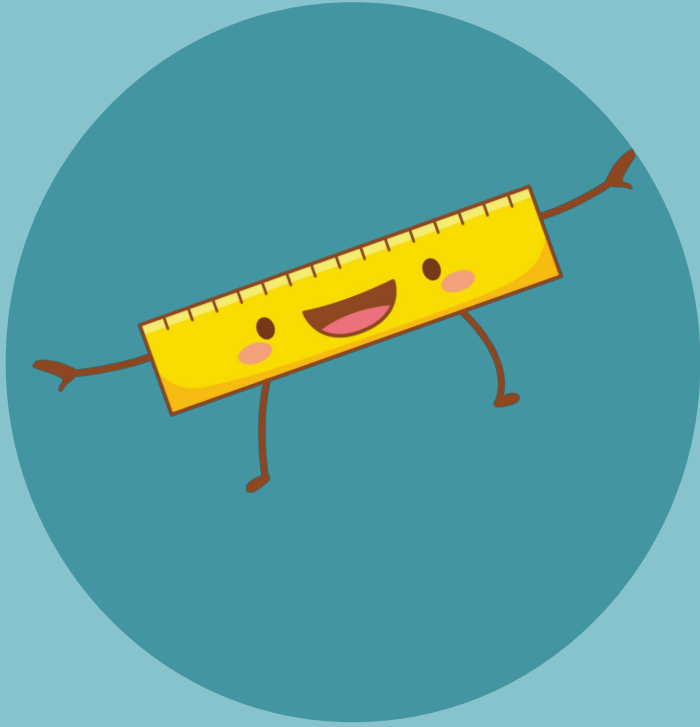Having a valued place among a network of people and valued roles in school classroom and community life.

INCLUSION

Experience of being a part of a growing network of personal relationships that includes close friends

John O'Brien and Inclusion Outreach

Service Philosophy

School Act:

The powers and duties of the principal, teacher, educational assistant, parent and students of a school are set out in regulations under the School Act. These include the implementation of educational programs and the placing and programming of students in the school. (E.g.: sections 13(2), 20, 26, 27(3)(b), 74(2), 166.4(1))

Principals should ensure that teachers receive the information they need to work with students with disabilities and support needs who are assigned to them, and that the school is organized to provide some first-line resource support on-site.

The teacher responsible for a student with disabilities and support needs is responsible for designing, supervising and assessing the educational program for that student.

Where the student's program involves specialized instruction by someone other than the classroom teacher, collaborative processes are required to make best use of the expertise of the specialists available to assist and to ensure a coordinated approach.

Parents/caregivers play a vital role in the education of their children by working in partnership with educators and other service personnel.

According to the **BC School Act**, parents/caregivers have the right to: be consulted about the placement of their children,

- be involved in the planning, development, and implementation of their children's education program,
- be informed of a student's attendance, behaviour, and progress in school,
- consult with the teacher, principal, vice-principal or director of instruction about their children's educational program,
- examine all records kept by the school board pertaining to their children,
- register their children in an educational program through a school district, independent school, home school, or regional correspondence program,
- appeal the decision of an employee of a school board if it significantly affects the education, health, or safety of a student within a reasonable time from the date the parent or student was informed of the decision.

Student Rights and Responsibilities

to learn in safe and welcoming environments,

to have their needs identified in a timely manner,

to have these needs assessed in a comprehensive manner,

to receive an appropriate educational program to respond to identified strengths and needs,

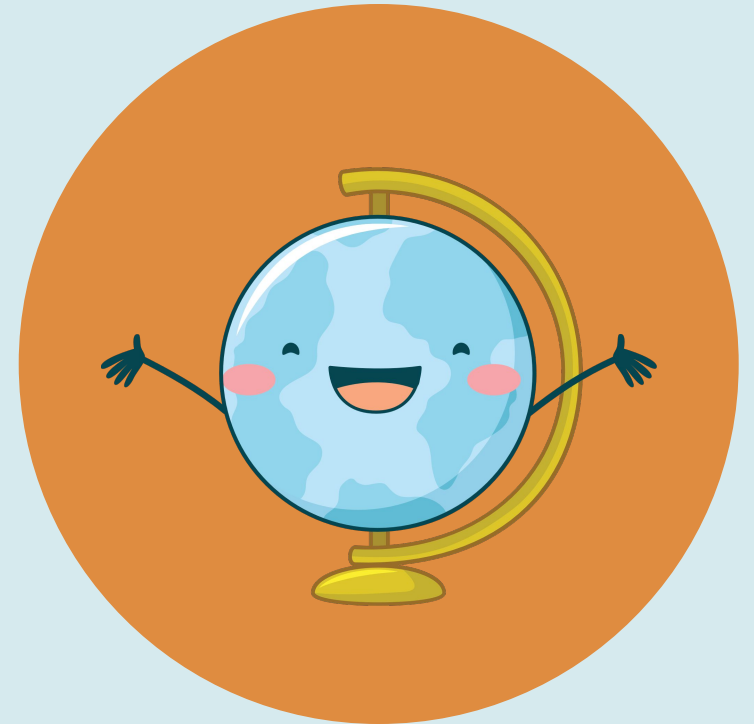when possible, to contribute to planning for their own educational programs, especially for transition planning,

when possible, to provide an evaluation of the services they receive.

to follow the school rules authorized by the principal,

to follow the code of conduct or any other school board rules and policies.
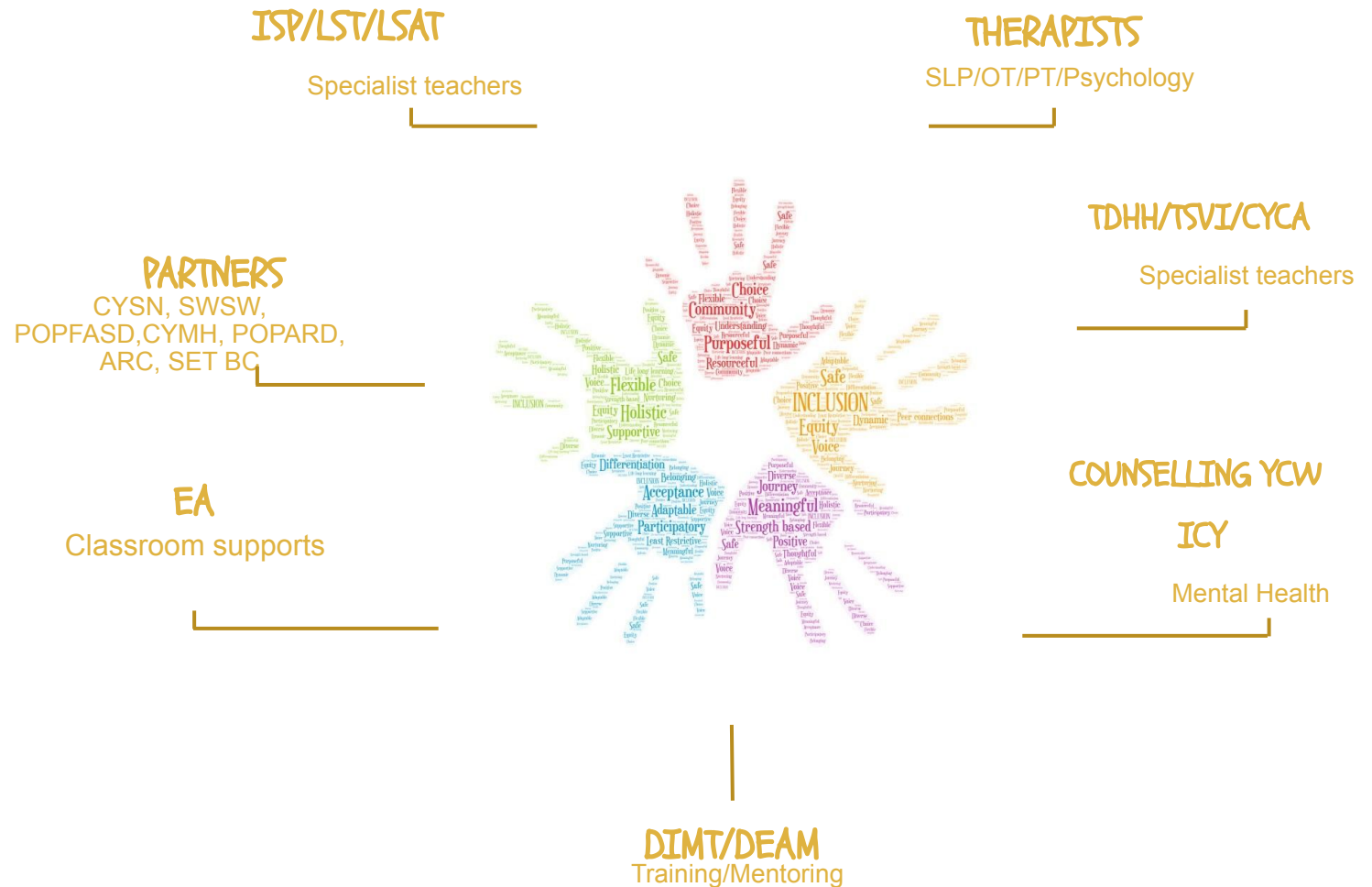
Programs and Services

MPSD TEAMS

The student services department provides consultation, assessment, service, therapy and treatment in the areas of psychology, speech and language, occupational therapy, physical therapy, counselling, hearing, vision, orientation and mobility, learning, social emotional, trauma informed strategies for students.

In addition to these services, we also collaborate with community and inter-ministerial agencies, consult with parents and rights holders, develop individual education plans, behaviour plans, safety and transition plans, including care plans for children and youth in care and the critical incident response team (Flight Team).

ISP/LST/LSAT
Specialist teachers

THERAPISTS
SLP/OT/PT/Psychology

TDHH/TSVI/CYCA
Specialist teachers

PARTNERS
CYSN, SWSW, POPFASD,CYMH, POPARD, ARC, SET BC

EA
Classroom supports

COUNSELLING YCW

ICY
Mental Health

DIMT/DEAM
Training/Mentoring

Special Education Categories

Ministry Funding Category	Ministry Code / Description	Ministry Code	1701 Category
Level 1	**PD:** Physically Dependent	PD	A
Level 1	**DB:** Deaf/Blind	DB	B
Level 2	**MPI:** Moderate to Profound Intellectual Disability	MPI	C
Level 2	**PH:** Physical Disability or Chronic Health Impairment	PH	D
Level 2	**VI:** Visual Impairment	VI	E
Level 2	**HI:** Deaf or Hard of Hearing	HI	F
Level 2	**ASD:** Autism Spectrum Disorder	ASD	G
Level 3	**IB:** Intensive Behaviour Intervention/Serious Mental Illness	IB	H
N/A	**MID:** Mild Intellectual Disability	MID	K
N/A	**GIFTED**	~~	P
N/A	**LD:** Learning Disability	LD	Q
N/A	**MB:** Moderate Behaviour Support/Mental Illness	MB	R

Low Incidence (rows PD through IB)
High Incidence (rows MID through MB)

Overview of Allocation for EA Support in Schools:

Examining student needs – there are significant differences in student needs within the **same category**. The District assigns Education Assistant (EA) time to a school after examining individual student needs. EAs may work primarily with one student, it is rare however, they cannot work with other students at the same time. Schools are in the BEST position to adjust staffing as the students' needs change.

Additional Funding → ← No Additional Funding →

| A/B Dependent | C / D / E / F / G (Most Complex) | C / D / E / F / G Severe Intellectual Physical/Health Hearing/Vision Autism | C / D / E / F / G (Least Complex) | H Intensive Behaviour Support | K / P / Q / R Mild Intellectual Disability, Gifted, Learning Disability Behaviour, Moderate Behaviour Support | Range of Additional Students |

— Low Incidence → ← Complex → ← Moderate → ← Mild → ← High Incidence —

Universal assessment supports

All students are eligible to receive universal assessment supports to support their learning – not just students with disabilities and diverse abilities, or those with an Individual Education Plan (IEP). These supports are at the discretion of classroom teachers and may vary from student to student.

Targeted assessment supports

|	
Adapting	Adapting assessments (e.g., reducing questions, providing alternate formats, simplifying language, providing visual prompts and instructions, enlarging text, double spacing)
Varying	Varying question structure and response types (e.g., offering multiple choice or fill in the blanks instead of open field responses, allowing for drawn or visual responses instead of written)
Offering	Offering multiple exposures to materials and multiple attempts to demonstrate knowledge
Completing	Completing a traditional test as a worksheet
Chunking	Chunking assignments, projects, essays, and tests into small, manageable tasks that are more easily accomplished
Phasing	Phasing completion of tests, projects, and assignments (e.g., taking a test over multiple days)
Providing	Providing, where possible, materials in a student's first language, braille, and/or American Sign Language
Providing	Providing, where possible, feedback and reporting that is communicated in a student's and/or parent's first language, braille, and/or American Sign Language

Specific assessment supports

Few students will require specific assessment supports to support their learning. Typically, this includes students with complex needs who have moderate or profound intellectual disabilities and who are being assessed in relation to the individualized learning goals outlined in their IEP

Replacement Curricular Goals

1. "Instead of grade level learning standards, Lucy is working on…."

2. Performance at the beginning of the term….

3. Progress/current performance, including successful programming and strategies

4. Next Steps, next term….
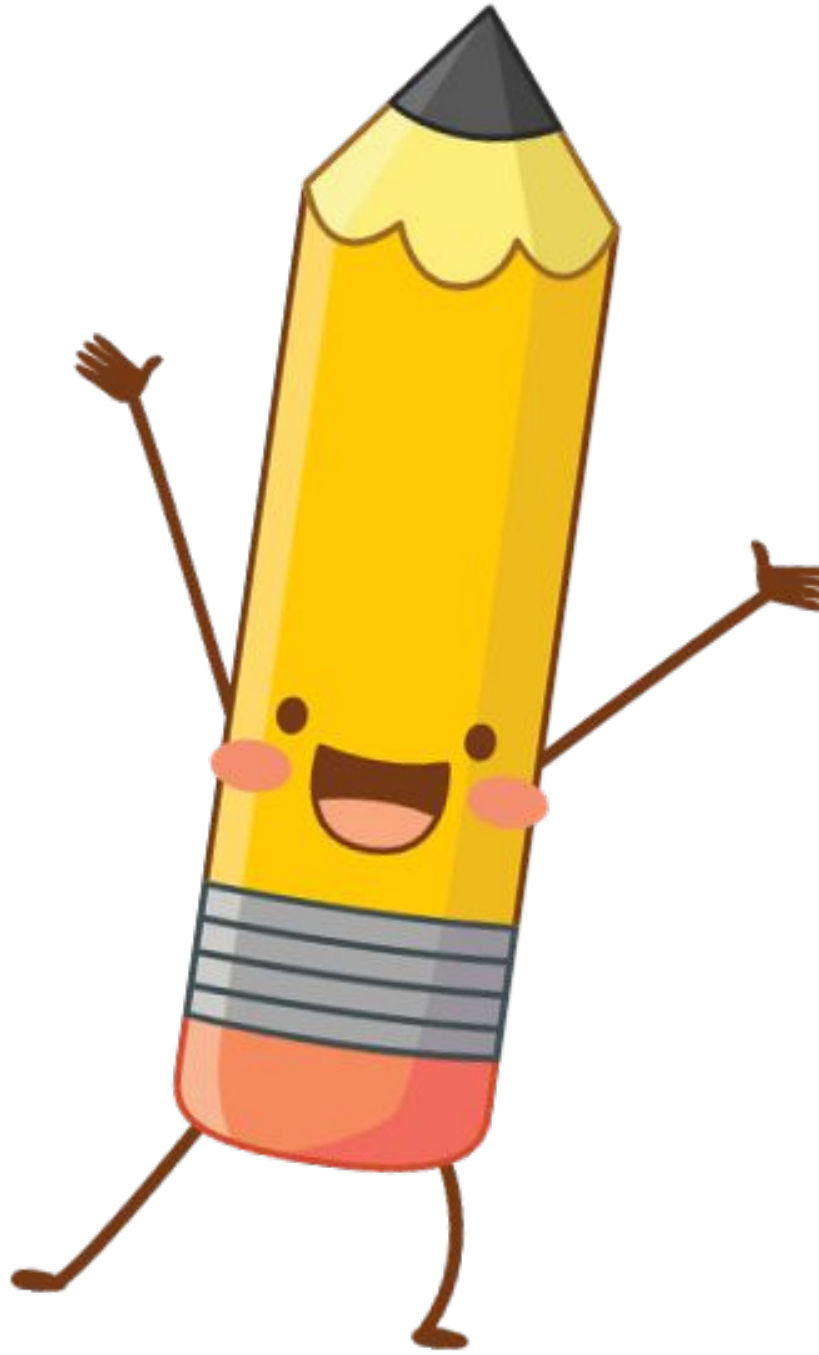
Inclusive reporting practices

•A student with an IEP or student learning plan should not be automatically assessed as Emerging or Developing or at a lower letter grade and percentage because they use supports to access and demonstrate their learning.

•If, with the supports, the student is demonstrating learning in relation to the learning standards, then they should be assigned a scale indicator or letter grade and percentage according to the learning they have demonstrated.

•The use of supports does not mean they are not adequately meeting the learning standards

✓ Students with IEPS get reports at the same time in the same format as everyone else

✓ Students assessed on the learning standards don't need mention of the IEP or supports utilized

✓ Replacement curriculum should be aligned with the learning standards being taught

✓ When giving proficiency scales or letter grades for replacement curriculum, it must be stated that it is not the grade level learning standard.

SUMMARY

Collaboration
Partnering with Colleagues, Families, Caregivers to Promote student wellness and success

What is Collaboration?

Collaboration creates safe conditions to share knowledge and collectively problem-solve.
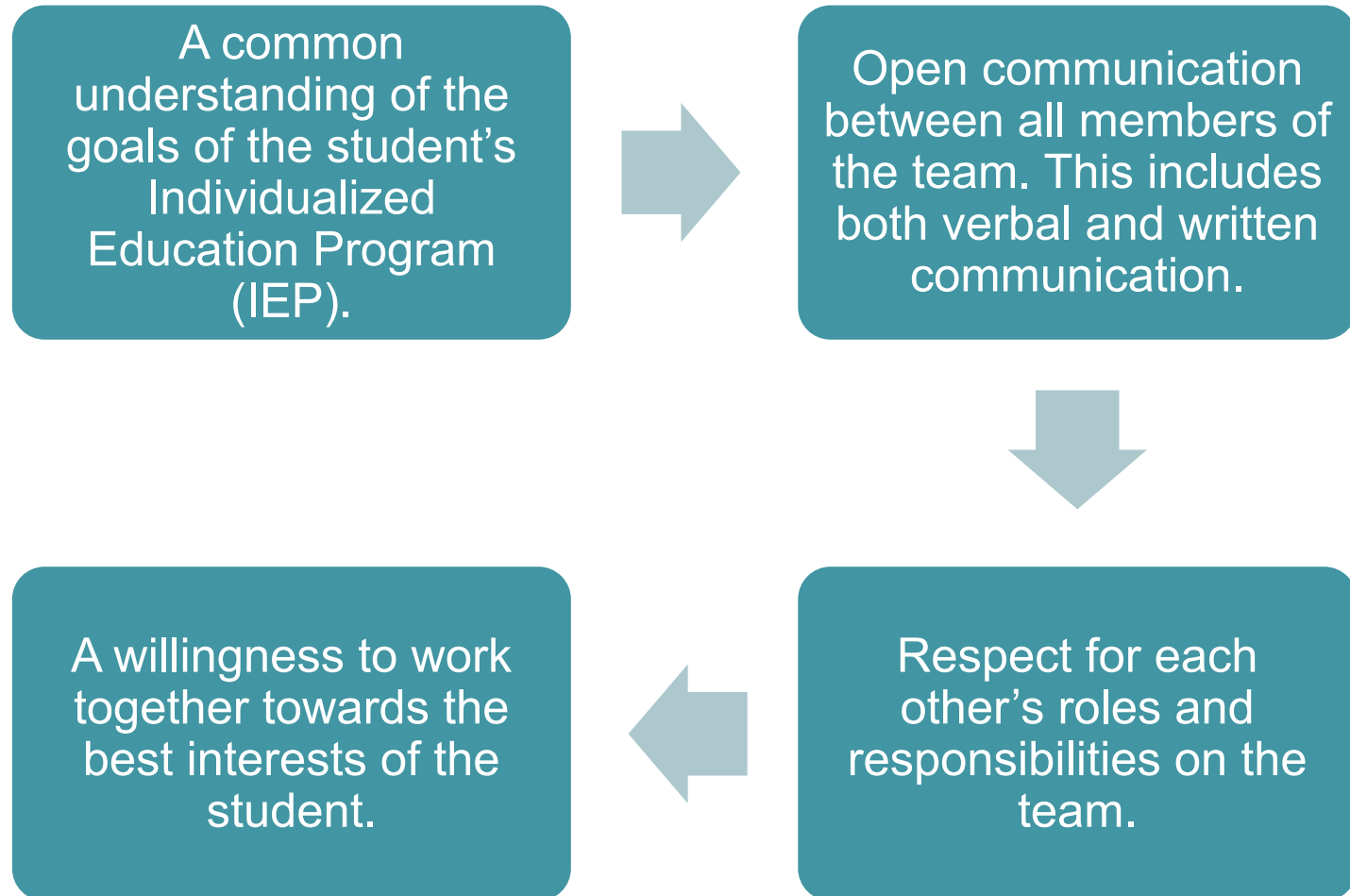
The primary purposes of collaboration include:

identifying and sharing effective academic, behavior, and social-emotional instructional practices,

ensuring that practices are consistent across all providers,

and ensuring that the students benefit from those practices.

Key Components of Collaboration in Inclusive Education

A common understanding of the goals of the student's Individualized Education Program (IEP).

Open communication between all members of the team. This includes both verbal and written communication.

A willingness to work together towards the best interests of the student.

Respect for each other's roles and responsibilities on the team.

Parent-Teacher Collaboration in Education

Parent-teacher collaboration is critical for the success of students with disabilities. When parents and teachers work together, students tend to achieve better outcomes. However, this can be a challenge, as parents and teachers often have different perspectives on what is best for the child.

There are a few key things that both parents and teachers should keep in mind when collaborating:

     remember that you are both on the same team;

     effective communication is key;

     be respectful of each other's time;

     focus on the child's needs;

     document everything!

By following these tips, parent-teacher collaboration can be a successful and positive experience for everyone involved.

Communication Books

Communication Books

- A system set up between home and school
- For communication that goes beyond what can be written in the agenda
- Adults share information about pre-determined and specific issues where everyone agrees about the purpose
- Information is clear and concise
- Ensure privacy
- Classroom teacher is responsible, although EAs contribute

Tips to school success

Speak positively about the school – little ears are often listening

Get involved if you can ☺

Advocate for your child's needs

No one is perfect – thank goodness!

Communication is frequent two-way communication is important to stay apprised about what is happening at school and to let teachers know important things about your child

Consistency is creating routines and providing consistent opportunities to reinforce that you and their teacher are working together to support their learning

Collaboration is a cooperative partnership involving planning and problem solving to develop specific, positive strategies to help children learn and grow

Questions?