



MPSD

Student

Services for

DPAC

MPSD ORGANIZATION
Student Services Programs and Staff

LST/ISP/ALTERNATE
Program Philosophies and Mentor Teachers

CBIEP
IEPS – What to expect, what do they do?

RANGE OF SUPPORTS
SLP/OT/PT/EAs/TDHH/TSVI/PBS/Outreach Partners

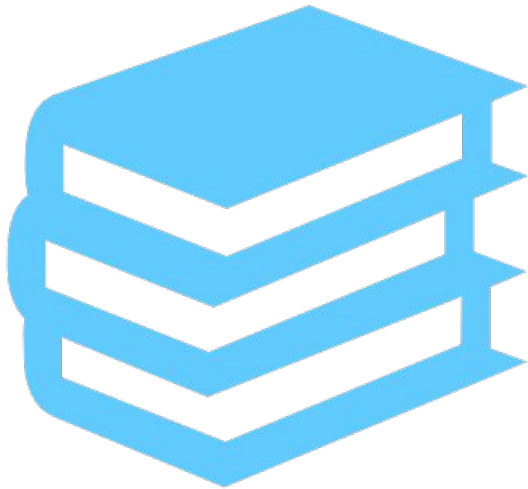
MENTAL HEALTH
Peaceful schools and Emotion Focused School Support

TRANSITIONS
Welcome to Kindergarten, grade to grade, elementary to middle, middle to high, high to adulthood

British Columbia Early Learning Framework Guide for Families

Families have the most important role in contributing to children's well-being and learning. Families are the first teachers, the primary caregivers, and the knowledge-holders of their children. Families have the most important role in promoting their children's well-being and learning. For all communities, learning often involves more than one generation. Elders and grandparents can be central to early learning programs, and their knowledge of cultural traditions and language can be of great benefit to children, families, educators and community. (B.C. Ministry of Education, 2019, p. 16)

Strategic Plan



Our VISION

Mission Public School students are educated global citizens who embrace diversity and are prepared for the future

Our MISSION

Mission Public School District is committed to a safe, equitable, and inclusive educational system for ALL students. Mission students benefit from our diverse community, skilled staff, natural environment, and local history. We are dedicated to honouring student voice and empowering our students to reach their potential.

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

Inclusion

What is inclusion?

Inclusion is an attitude and approach that embraces diversity and differences and promotes equal opportunities for all. Inclusion is not just about people with disabilities. When our communities include and embrace everyone, we are ALL better able to reach our full potential.

Advancing Rights, Promoting Abilities – Inclusion BC



District Level Administration

-
- Identifying and Assessing students with disabilities and support needs
 - Determining, planning, and organizing the kinds of services and programs
 - Obtaining and coordinating the fiscal and human resources needed to deliver a full range of programs and services reflecting the disabilities and support needs students equitably among the schools in the district;
 - Participating in local inter-ministerial structures designed to provide coordinated services for children and youth;

District Level Administration - continued

-
- Planning and coordinating staff development programs for personnel working with students who have disabilities and support needs;
 - Involving community representatives of groups concerned with students with disabilities and support needs in program planning and evaluation;
 - Monitoring program quality for students with disabilities and support needs across the district;
 - Establishing liaison with preschool and post-secondary services in the district and community which provide programs for students with disabilities and support needs; and

School Act: School Based Administrators

The powers and duties of the principal 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))

To accommodate students with disabilities and support needs, schools should be organized in ways which allow flexibility in their response. 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.

Principals should ensure that a school-based team is operational in the school, and facilitate the collaborative efforts of the team members in meeting the needs of students.

Sections 17(1) and (2) of the School Act and the attendant School Regulation section 4 spell out the responsibilities of teachers within the school system. 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 requires specialized instruction, this is best done in consultation with resource personnel available, with the parents and with the 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.

In secondary schools, where several teachers may be involved in the student's program, coordinated planning is especially important.

Teachers

Educational Assistants

-
- Sections 18(1) and (2) of the School Act
 - (1)A board may employ persons other than teachers to assist teachers in carrying out their responsibilities and duties under this Act.
 - (2)Persons employed under subsection (1) must work under the general supervision of a teacher, principal, vice principal or director of instruction.
 - Educational Assistants play a key role in many programs for students with disabilities and support needs, performing functions which range from personal care to assisting the teacher with the instructional programs. Under the direction of a teacher, they may play a key role in implementing the program
 - While EAs may assist in the collection of data for the purpose of evaluating student progress, the teachers are responsible for evaluating and reporting on the progress of the student to parents.
 - In cases where EAs perform health related procedures are given child specific training by a qualified health professional.

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,
- receive annual reports about the effectiveness of educational programs in the school district,
- 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

PARTNERS

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

EDUCATIONAL ASSISTANTS

Classroom supports

TDHH/TSVI/CYCA
Specialist teachers

COUNSELLING YCW

Mental Health

DIMT/DEAM
Training/Mentoring



Inclusion Support Program (ISP)

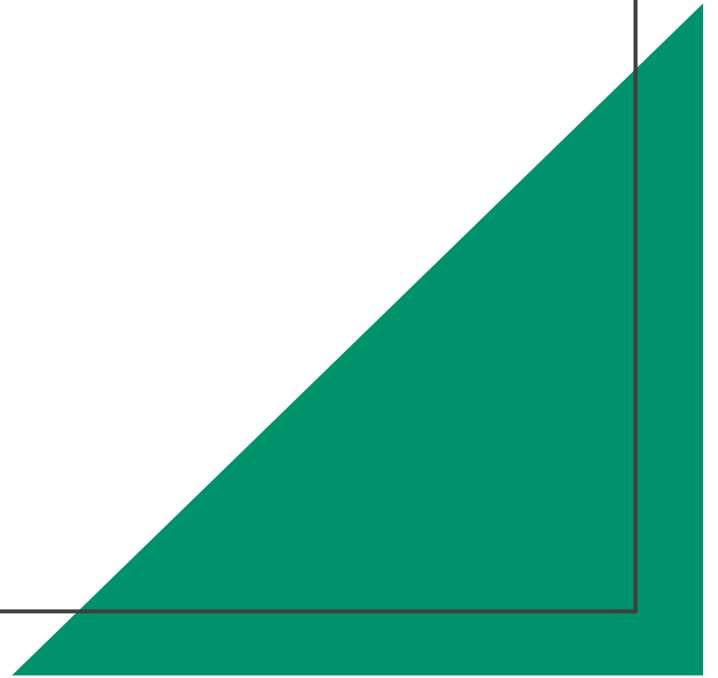
ISP Teacher

- Case manager for students with low-incidence designations
 - Coordinate IEP planning with classroom teacher, family, other supports
 - Write IEP
 - Work with school team to document and share student progress, including IEP review

Inclusion Support Program (ISP)

ISP Programming – Middle School

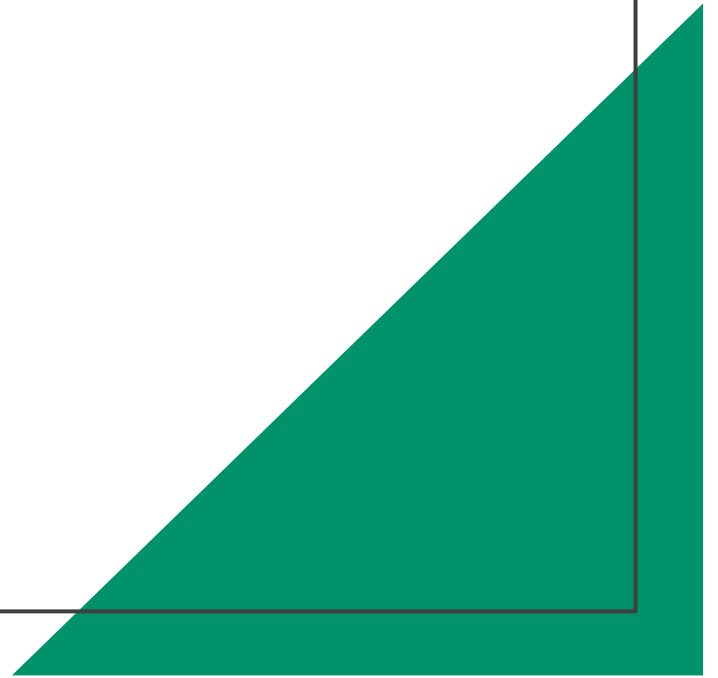
- Enrolling teacher for students in ISP program
- Consultative support for classroom teachers
- School-based support - varies by student need
 - Academic programming
 - Social-emotional
 - Life-skills programming
 - Liaise with district and outside-school supports



Inclusion Support Program (ISP)

ISP Programming – High School

- Enrolling teacher for students in ISP program
- Consultative support for classroom teachers
- School-based support - varies by student need
 - Academic programming
 - Social-emotional
 - Life-skills programming
 - Post-secondary planning supports
 - Liaise with district and outside-school supports



Alternative Education Programs

Students with designations and non-designations

- Programs begin in Middle
 - SOAR (Sept 2023:Hatzic Learning Center (HLC))- more towards wrap around
 - TEAK- wrap around and store front

Ecole Mission Secondary

- wrap around :only grade 10
- Alternate : grade 10-12
- Store front: Grade 11-12

Fraserview Learning Center



Learning Support Teacher (LST)



Case manager for students with high-incidence designations and students with a SIP (student intervention plan)

- Coordinate IEP planning and writing with classroom teacher, family, other supports
- Work with school team to document and share student progress, including IEP review
- Writes and manages Student Intervention Plans (SIPs)
- Runs push-in and pull-out sessions (daily/weekly) focusing on reading skills and other academic needs

Learning Support Teacher (LST)

Manages Level B Testing at school site.

- Coordinate with district psychologist
- Takes recommendations from SBT
- Administers Level B testing, scores, and reports out to team (admin, teacher and family)
- Confers with district psychologist for next-steps





Focus

Areas

DESIGNATIONS

Level 1, 2, 3
A,B,C,D,E,F,G,H,K,P,R,Q

CBIEPS

Competency Based Individual
Education Plans

SCHOOL BASED TEAM

Intervention, Collaboration,
Planning

SUPPORTS

SLP, EA, OT/PT, YCW, Vision,
Hearing

MENTAL HEALTH

Social Emotional Learning,
Trauma Informed Practice,
Mental Health Literacy

TRANSITIONS

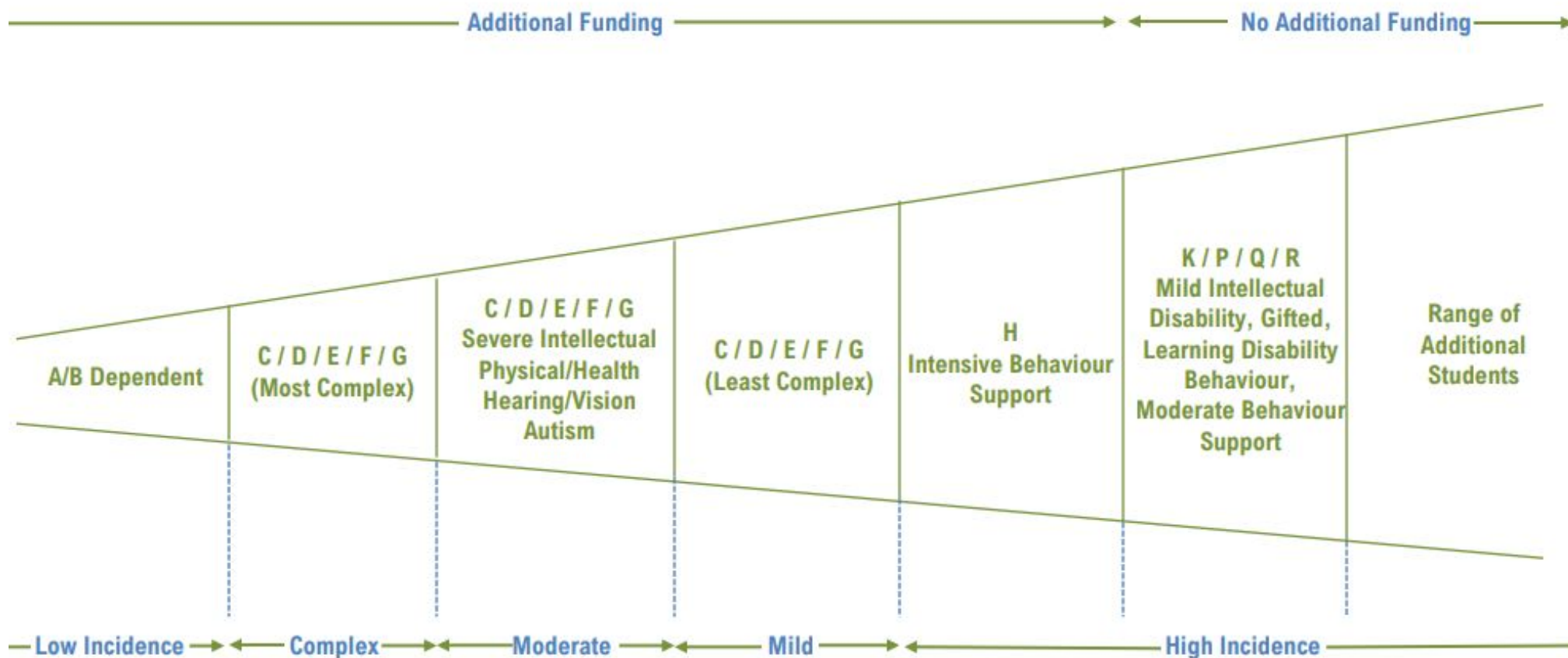
Transition to Kindergarten,
MACL, SCD, FVCDC
Grade to Grade
CYSN, STADD, CLBC

Special Education Categories

	Ministry Funding Category	Ministry Code / Description	Ministry Code	1701 Category
Low Incidence	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
High Incidence	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

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.



After completing the evaluation of student needs – within the context of the environment and through each activity in which the student will participate – EA support is allocated using a hierarchy of student needs as follows:

- **Priority 1: Health Care Needs (plan for these first)**

These students have health care needs (tube feed, those with medication, respiratory issues). Typically, these students have Health Care Plans and without direct one to one assistance, could not be at school.

- **Priority 2: Access Needs (plan for these second)**

This priority indicates those students with self-help needs, those with behavioural needs, as well as sensory needs, augmentative communication needs. *The management of these needs is essential for facilitating student access to the learning environment to the instructional opportunity.* Collaboration with specialist teachers, itinerant staff (Occupational/Physical Therapy, Speech and Language) are typically involved.

- **Priority 3: Instructional Support Needs (plan for these third)**

This refers to specific instructional interventions for individual students or small groups of students that are under the direction of the classroom teacher.

AUDIT

SUCCESS RATES

CHALLENGES

STAFF TRAINING

ACCESSIBILITY

ICY TEAMS

SIWAL SI'WES

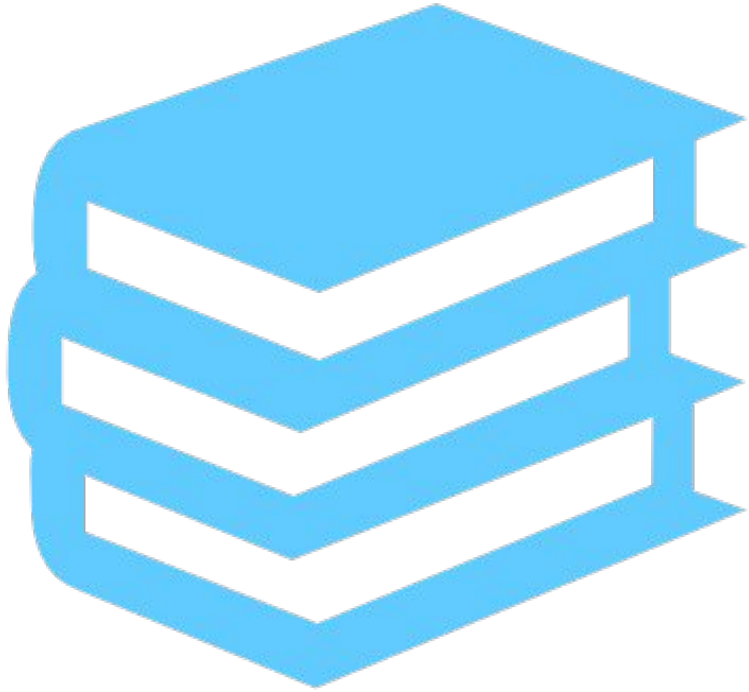
DATA



MPSD Student Services Growth

10+ years of designation data

DESIGNATION NUMBERS 2011 to PRESENT																		
LOW INCIDENCE	LEVEL 1		LEVEL 2					LVLS 1&2	LVL 3 H	TOTAL LOW INC.		HIGH INCIDENCE	K	P	Q	R	TOTAL HIGH INC.	ALL DES. TOTALS
CURRENT:	4	0	20	185	5	4	206	424	155	579		CURRENT	45	4	243	92	384	963
FEBRUARY 2023	4	0	20	185	5	4	205	423	156	579		FEBRUARY 2023	43	4	238	91	376	955
SEPTEMBER 2022	4	0	16	177	5	3	199	404	134	538		SEPTEMBER 2022	42	4	222	82	350	888
SEPTEMBER 2021	5	0	19	166	5	2	185	382	126	508		SEPTEMBER 2021	37	6	214	67	324	832
SEPTEMBER 2020	5	1	20	163	6	2	154	351	108	459		SEPTEMBER 2020	32	6	207	68	313	772
SEPTEMBER 2019	6	1	20	162	5	3	142	339	90	429		SEPTEMBER 2019	39	5	210	69	323	752
SEPTEMBER 2018	7	0	18	162	5	6	128	326	77	403		SEPTEMBER 2018	33	6	210	53	302	705
SEPTEMBER 2017	8	0	18	146	7	8	120	307	70	377		SEPTEMBER 2017	32	5	217	38	292	669
SEPTEMBER 2016	6	0	19	144	10	11	99	289	79	368		SEPTEMBER 2016	25	0	208	31	264	632
SEPTEMBER 2015	6	0	20	135	11	13	87	272	62	334		SEPTEMBER 2015	21	0	198	35	254	588
SEPTEMBER 2014	5	0	23	122	10	12	73	245	36	281		SEPTEMBER 2014	20	1	185	22	228	509
SEPTEMBER 2013	8	0	15	121	10	11	69	234	28	262		SEPTEMBER 2013	21	1	212	24	258	520
SEPTEMBER 2012	7	0	17	110	8	14	61	217	35	252		SEPTEMBER 2012	26	2	248	54	330	582
SEPTEMBER 2011	9	0	18	102	7	16	60	212	50	262		SEPTEMBER 2011	35	2	264	48	349	611
TOTAL PERCENTAGE INCREASE LOW INCIDENCE: 121%																		
TOTAL PERCENTAGE INCREASE OVERALL: 57.61%																		



Transition Planning

- Transitions through school
 - Kindergarten entry
 - Elementary to middle school
 - Middle school to high school
 - Preparing for beyond high school

Kindergarten Entry

District Kindergarten Entry meeting

School teams meet with families and early childhood support teams

Plans put in place for fall entry

Planned visits available for families

Elementary to Middle School

Middle school and elementary staff

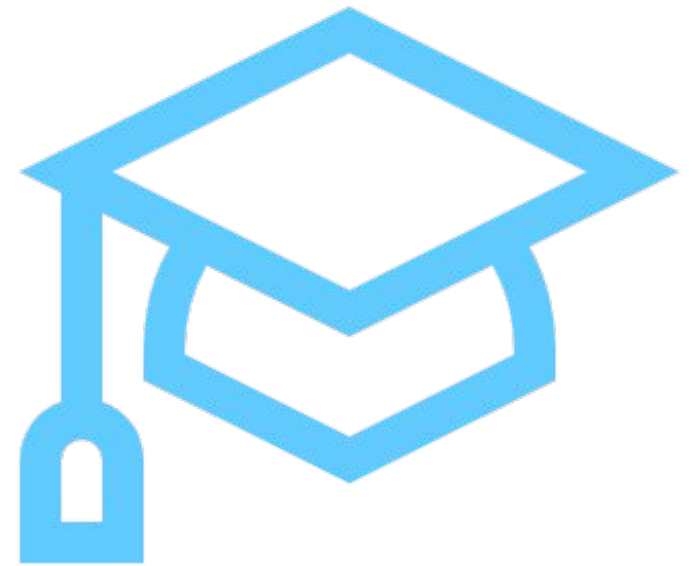
- Articulation meetings
- Individual meetings for students with more complex needs, with school teams and families
- Planning around supports to be forwarded to next school
- Planned visits to school to meet new school staff
- Parent information evening




Middle School to High School

High school and middle school staff

- Articulation meetings
- Individual meetings for students with more complex needs, with school teams and families
- Planning around supports to be forwarded to next school
- Planned visits to school to meet new school staff
- Parent information evening



Getting Ready for the Future

- During high school, transition planning for future support happens
 - Collaboration with school administration, families, district psychologists, CYSN, STADD, and CLBC staff
 - Annual Youth Transition Fair
- 

Getting Ready for the Future, con't

Discussion about graduation pathways

- Dogwood Diploma
- Adult Dogwood
- Evergreen Certificate
- Grade 13

Work experience options

Life skills options

Inclusive Assessment Practices

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).

Some students may require more targeted assessment supports – again, not just students with an IEP. It is important to note that targeted assessment supports include the use of universal supports as well.

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.

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.

Universal assessment supports

The following are examples of universal assessment support measures that classroom teachers may find beneficial for supporting all students:

Being transparent about learning intentions

Setting goals and expectations and clearly communicating them

Building community and relationships

Co-constructing criteria with the student

Setting all students up for success by considering student context and needs

Using digital and/or audio texts or peer or adult helpers to assist with reading

Universal assessment supports cont...

- Ensuring that the workspace is set up appropriately and is conducive to their needs (e.g., choice of chairs, augmented keyboard or mouse, screen magnifier, slant boards, alternate writing tools)
- Presenting information in various formats (e.g., pictures, videos, print, audio)
- Providing templates and graphic organizers
- Using assistive tools and technology (e.g., word processor, calculator, text to speech/voice to text software, magnifier, FM system, video-recording answers, audio-recording answers)
- Providing alternative ways of demonstrating knowledge (e.g., oral exams, projects instead of tests, podcasts or videos instead of presentations)
- Extending time to complete assignments or tests
- Taking breaks
- Providing options for self and/or peer assessment
- Offering feedback to inform revisions and improvements for reassessment

Targeted assessment ent supports

Some students may require more targeted assessment supports – again, not just students with an IEP. It is important to note that targeted assessment supports include the use of universal supports as well

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

- Personal support (e.g., peer helpers, educational assistants, teacher support) to carry out assessment tasks, similar to support the student would have while carrying out the same tasks in the community and in their adult life (e.g., in supported living or employment settings)
- Repetitive practice and assessment against the same goals throughout the school year, and potentially into the next, until proficiency is developed (e.g., doing the same assessment task multiple times)
- Evaluation of cross-curricular goals (e.g., a student in a science class may also be demonstrating progress in relation to math, literacy, or general life skill goals)
- Skill-based assessments (e.g., observing students in roles they have in their school community and documenting how they are demonstrating progress toward their individualized goals)
- Role-playing (e.g., showing money math competency in mock settings)
- Place-based evaluations (e.g., demonstrating functional literacy by reading street signs in their own community, identifying common community symbols the student requires to navigate their environment, or reading labels in the grocery store)

Specific assessment supports



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

PEACEful Schools

- P: PREDICTABILITY
- E: EMOTIONAL REGULATION
- A: ATTUNEMENT
- C: CALMING SPACES AND PLACES
- E: EMPOWERMENT
- PEACE

Emotion Focused School Support

Actively listening and attending to what our students are feeling

- Step 1: Validation- communicating understanding with empathy and care (replace But with Because or And)
- Step 2: Meet the Emotional Need- offer comfort, calming, help communicate their need
- Step 3: Offer Practical Support-this is jointly done



Mental Health Concern

Supports beyond the classroom

- School Counselor
- Youth Care Worker (YCW)
- Learning Support Alternate Teacher (LSAT)
- Inclusive Support Teacher (ISP) Alternative models of programs in middle and high school

Mental Health Resources

Community Resource (only a few listed in alpha order ☺)

- Child and Youth Mental Health (CYMH)
- Family Smart
- Foundry
- Fraser House
- Mission Community Services
- Xyólheméylh : Fraser Valley Aboriginal Child and Family Services Society

Family Wellness Resources and Resources for Parents

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

Thank you!

Beth-Anne Cullen
District Principal

Lisa Stevens
Inclusion Mentor

Sandra Norum
Inclusion Mentor

Celeste Coldwell
District EA Mentor and SLP

Carolynn Schmor
Director of Instruction