

Partnering for Success:

Parent Engagement Session -September 17th
6:00-7:00pm. Via zoom

Deanna Brady - District Principal for Inclusive Education

Lise Hyam - District Coordinator for Inclusive Education



SCHOOL DISTRICT NO. 73
(Kamloops - Thompson)

Secwepemcúl'ecw yi7élye ell

We respectfully honour and acknowledge that we reside as a guest on the traditional, unceded territory of the Tk'emlúps te Secwépemc People.



Session Goals

- Understand how the BC education system supports students with diverse needs
- Learn about CBIEPs and parent rights/responsibilities
- Explore ways to be an effective partner in your child's education



Understanding the System: Designations

Category A-H bring in additional funding

- Level 1
 - Physically Dependent (A)
 - Deafblind (B)
- Level 2
 - Moderate to Profound Intellectual Disability (C)
 - Physical Disability or Chronic Health Impairment (D)
 - Visual Impairment (E)
 - Deaf or Hard of Hearing (F)
 - Autism Spectrum Disorder (G)
- Level 3
 - Intensive Behaviour Interventions or Serious Mental Illness (H)



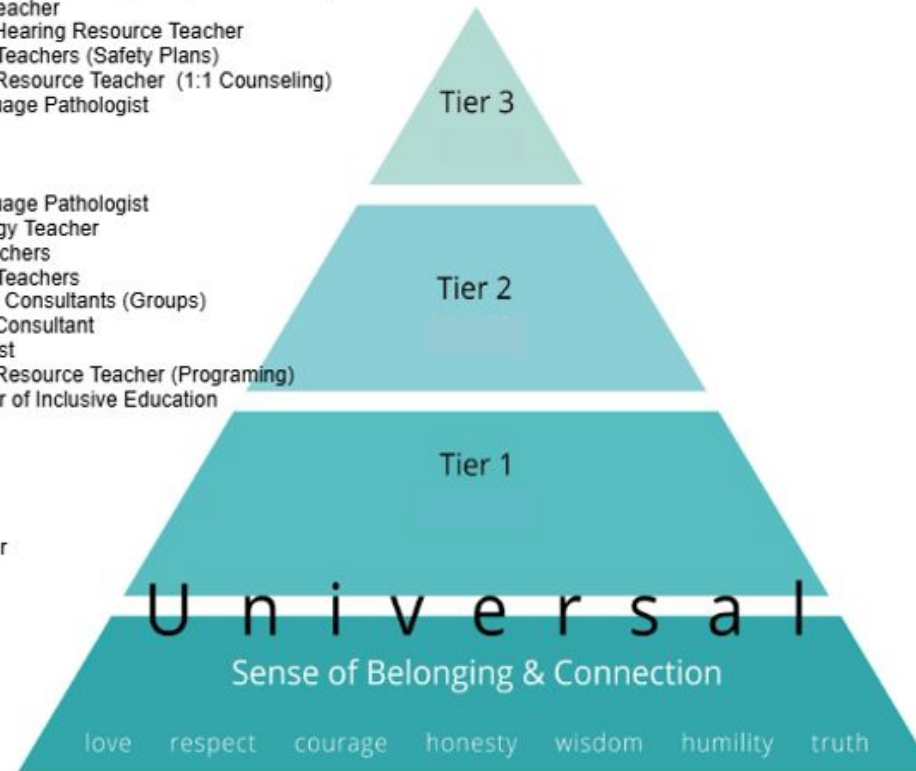
Understanding the System

Tiered Supports for Students With Diverse Needs

- Home Hospital Resource Teacher
- District Mental Health Clinicians
- Aboriginal Family Counselors
- School and Family Consultants (VTRA, Safer Schools)
- Vision Resource Teacher
- Deaf and Hard of Hearing Resource Teacher
- Inclusion Support Teachers (Safety Plans)
- Drug and Alcohol Resource Teacher (1:1 Counseling)
- Speech and Language Pathologist

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- Assisted Technology Teacher
- ELL Resource Teachers
- Inclusion Support Teachers
- School and Family Consultants (Groups)
- Aboriginal Family Consultant
- School Psychologist
- Drug and Alcohol Resource Teacher (Programing)
- District Coordinator of Inclusive Education

- School Principal
- LART, CEA
- Classroom Teacher



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Team Approach

Focus on building teams around your children



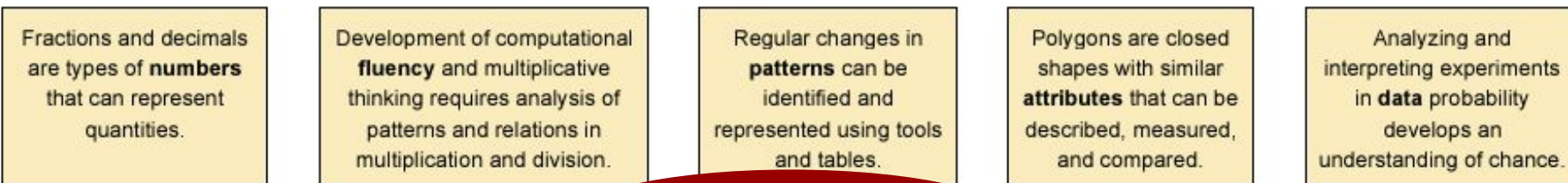
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4 Math

BIG IDEAS



Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Reasoning and analyzing</p> <ul style="list-style-type: none"> Use reasoning to explore and make connections Estimate reasonably Develop mental math strategies and abilities to make sense of quantities Use technology to explore mathematics Model mathematics in contextualized experiences <p>Understanding and solving</p> <ul style="list-style-type: none"> Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving Visualize to explore mathematical concepts Develop and use multiple strategies to engage in problem solving Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures <p>Communicating and representing</p> <ul style="list-style-type: none"> Communicate mathematical thinking in many ways Use mathematical vocabulary and language to contribute to mathematical discussions Explain and justify mathematical ideas and decisions Represent mathematical ideas in concrete, pictorial, and symbolic forms 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> number concepts to 10 000 decimals to hundredths ordering and comparing fractions addition and subtraction to 10 000 multiplication and division of two- or three-digit numbers by one-digit numbers addition and subtraction of decimals to hundredths addition and subtraction facts to 20 (developing computational fluency) multiplication and division facts to 100 (introductory computational strategies) increasing and decreasing patterns, using tables and charts algebraic relationships among quantities one-step equations with an unknown number, using all operations how to tell time with analog and digital clocks, using 12- and 24-hour clocks regular and irregular polygons perimeter of regular and irregular shapes

The CBIEP Process - What is an CBIEP?

- Written educational plan for a student with a designation
- Helps to guide the student's support
 - Individualized goals
 - Services
 - Strategies
- An IEP is a working document that changes throughout the year



IEP Process

June

- Review Goal
- Make pilimenary Goal for following year

September

- review/finalize goals

Jan/Feb

- Reivew Goals/Strategies.
- make adjustments where needed



School Act: Parental Rights

7 (1)

A parent of a student of school age attending a school is entitled

(a)

to be informed, in accordance with the orders of the minister, of the student's attendance, behaviour and progress in school, and

(b)

[Repealed 2015-24-5.]

(c)

to belong to a parents' advisory council established under section 8.

(2)

A parent of a student of school age attending a school may, and at the request of a teacher, principal, vice principal or director of instruction must, consult with the teacher, principal, vice principal or director of instruction with respect to the student's educational program.



Inclusive Education Services: Manual of Policy, Procedures/Guidelines - Role of Parents

It is advised that:

- At the request of the teacher or principal, vice principal or director of instruction, a parent must consult with respect to the student's educational program (School Act, section 7(2)). With respect to the development of a student's Individual Education Plan, parents must be offered the opportunity to be consulted (IEP Order).
- involve parents in the planning, development and implementation of educational programs for their children. This consultation should be sought in a timely and supportive way, and the input of parents respected and acknowledged.



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Practical Strategies for Parents: [Link to Handouts](#)

- **Before Meetings:**

- Gather reports, jot down questions, prioritize your child's needs

- **During Meetings:**

- Share your child's strengths, interests, and what works at home
- Ask clarifying questions: *"How will this be measured?" "Who will support this?"*
- Take notes or bring a support person

- **After Meetings:**

- Request a copy of the IEP and track progress
- Follow up if supports aren't being implemented



Parental Involvement - Resolving Challenges

- Address concerns with the classroom teacher (and LART)
- Address concerns with the principal
- Address concerns with district level staff



Resources and Supports

- Parent groups: **Inclusion BC, BCEdAccess, DPAC/PACs**
- Ministry and district websites (policy documents, complaint procedures)
<https://www.sd73.bc.ca/en/community-parents-and-students/community-supports.aspx>
- Community Supports for Children & Youth - Feb 24



Where *do you* want to go?
We'll get you there.