PIE GRADE ONE STUDENT LEARNING PLAN

Name:

- It is expected that all students will be striving to meet the BC Ministry of Education learning standards specific to the subject and grade indicated on this form
- The learning standards can be found at the following website https://curriculum.gov.bc.ca/curriculum
- Assessment will consist of two formal learning updates and one formal summary of learning and at least two informal updates (which could include conferences with a teacher, and phone calls or emails from a teacher)

Subject	Topics	Planned Strategies & Resources	Changes
Language Arts (2016 Big Ideas)	- Language and stories can be a source of creativity and joy. - Stories help us learn about ourselves and our families. - Stories can be told through pictures and words. - Everyone can be a reader and can create stories. - Everyone has a unique story. - Playing with language helps us discover how language works. - Listening and speaking builds our understanding and helps us learn.		
Mathematics (2016 Big Ideas)	- Number represents and describes quantity: Numbers to 20 can be decomposed into 10's and 1's. - Developing computational fluency comes from a strong sense of number: Addition and subtraction can be modelled concretely, pictorially, and mentally, using strategies involving counting and making 10. - We use patterns to represent identified regularities and to form generalizations: Repeating elements can be identified. - We can describe, measure, and compare spatial relationships: Objects and shapes have attributes.		

	• Analyzing data and chance help us to compare and interpret: Concrete graphs show one-to-one correspondence.		
Social Studies (2016 Big Ideas)	• We shape the local environment, and the local environment shapes who we are and how we live. • Our rights, roles, and responsibilities are important for building strong communities. • Healthy communities recognize and respect the diversity of individuals and care for the local environment.		
Science (2016 Big Ideas)	• Living things have features and behaviours that help them survive in their environment. • Matter is useful because of its properties. • Light and sound can be produced and their properties can be changed. • Observable patterns and cycles occur in the local sky and landscape.		
Physical and Heath Education (2016 Big Ideas)	• Daily physical activity helps us develop movement skills and physical literacy, and is an important part of healthy living • Learning about ourselves and others helps us develop a positive attitude and caring behaviours, which helps us build healthy relationships. • Knowing about our bodies and making healthy choices helps us look after ourselves. • Good health comprises physical, mental, and emotional well-being.		
Arts Education (2016 Big Ideas)	• People create art to express who they are as individuals and community. • Engagement in the arts creates opportunities for inquiry through purposeful play.		

	• Dance, drama, music, and visual arts express meaning in unique ways. • People connect to others and share ideas through the arts.		
Applied Design, Skills, and Technologies (2016 Big Ideas)	• Designs grow out of natural curiosity. • Skills can be developed through play. • Technologies are tools that extend human capabilities.		
Career Education (2016 Big Ideas)	• Confidence develops through the process of self-discovery. • Strong communities are the result of being connected to family and community and working together toward common goals. • Effective collaboration relies on clear, respectful communication. • Everything we learn helps us to develop skills. • Communities include many different roles requiring many different skills. • Learning is a lifelong enterprise.		

Role of the PIE Student
- when appropriate, participate in the development of Student Learning Plans (SLPs)
- request help from home facilitators (parents/caregivers) and/or their teacher when they need it
- work to the best of their ability in all of their required areas of study
- learn what makes them love learning

Role of the Parents/Caregivers - The Home Facilitator
- take on the leadership in facilitating and planning the day-to-day delivery of the curriculum collaboratively decided upon in the initial planning meeting with your learner's assigned teacher(s)
- participate in, and approve of, the documentation of the curriculum materials and learning strategies chosen, for each school year, in the learner's SLP

- request help from staff if problems with progress or materials arise for the learner
- maintain regular contact with staff to continually support learner progress
- participate in assessment conferences and/or provide portfolios of student work for assessment
- most importantly, celebrate the learner's successes

Role of the PIE Teachers
- collaborate with parents/caregivers and, when appropriate, students to develop SLPs
- conduct learner assessments
- organize and direct activities and field trips
- assess learner progress in meeting required learning standards
- assist parents/caregivers when problems with progress or materials arise
- maintain regular contact with enroled families and provide continuous support and encouragement

Role of the PIE Inclusive Education Teachers
- collaborate with parents, students, and teachers to develop Individual Education Plans (IEPs) for students with disabilities and diverse abilities who have inclusive education designations
- arrange support for learners (i.e. learning assistance, counselling, school psychology, speech-language pathology, and physiotherapy/occupational therapy) to help them meet the goals and objectives outlined in their IEPs
- collaborate with PIE administrators to provide necessary resources for each learner throughout the year
- support teachers and families of learners with disabilities and diverse abilities with challenges, changes, and needs
- perform standardized achievement assessments, as required, for students referred to the inclusive education department
- maintain regular contact with enroled families and provide continuous support and encouragement

Role of PIE Admin
- act as liaisons between enroled families and the school district
- advise families and PIE teachers on the development of SLPs
- organize and direct activities and field trips
- oversee the provision of invigilated online course quizzes and tests and make arrangements for student participation in provincial assessments
- approve and supervise delivery of curricular materials and online courses
- provide families with information via email and newsletters

- answer questions or concerns about PIE

Parent signature:

Teacher Signature:

Date signed by parent:

Completion Date: June 20