



**MINUTES OF THE REGULAR MEETING OF THE  
SUNSHINE COAST BOARD OF EDUCATION  
(SCHOOL DISTRICT NO. 46)  
Held on Tuesday, January 10, 2012  
At the School Board Office, Gibsons, B.C.**

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**PRESENT:** TRUSTEES: S. White, Chair; B. Baxter, Vice-Chair; L. Dixon;  
D. Mewhort; L. Pratt; G. Russell; C. Younghusband

STAFF: P. Bocking, Superintendent of Schools  
G. Kitchen, Assistant Superintendent of Schools  
N. Weswick, Secretary-Treasurer  
C. McPhedran, Administrative Assistant

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**#47** Call to Order

The meeting was called to order at 7:02 p.m.

**#48** Presentation

- (a) West Sechelt Elementary School Playground Enhancement Committee  
“A Destination Playground for West Sechelt Elementary School”  
- A. Fawcus and S. Shinn

A. Fawcus gave a very informative presentation to the Board regarding the current state of the West Sechelt Elementary School Playground and the committee’s plan, through fundraising, grants and donations to develop a playground that will be better suited for an increasing population of students with varying ranges of developmental needs. On behalf of the committee, she asked for a letter of support and possibly financial assistance from the Board.

Chair White thanked the committee for their presentation, acknowledging the tenacity of the West Sechelt Parent Advisory Council and congratulated them for their ongoing efforts.

He stated that motions are not made directly after a presentation; however, the Board would consider the request and report back to the committee.

- (b) The Role of the Secondary School Counsellor in School District No. 46  
- S. Bailey, Chair, Counsellors Local Specialist Association (LSA)

Chair White acknowledged the five counsellors in the audience and introductions were made.

S. Bailey provided the Board with a slideshow and described the role of the Secondary School Counsellors as links between students, parents, teachers, administrators, district and community partners.

Chair White offered his appreciation for the presentation on behalf of the Board.

At this time, Chair White acknowledged the meeting was taking place on the traditional territories of the Squamish Nation and welcomed C. Wood from the Coast Reporter, the CUPE 801 Executive Staff, and DPAC secretary, S. MacKenzie. He also welcomed District Principals, D. Galazka and K. Mahlman.

#49 Public Question Period

There were no questions at this time.

#50 Adoption of the Agenda

MOTION: Russell/Pratt

“THAT the agenda of January 10, 2012 be adopted as circulated.”

Carried.

#51 Approval of Minutes of Prior Meetings

MOTION: Baxter/Younghusband

“THAT the minutes of the Regular Meeting of December 13, 2011 and the Record of the Closed Meeting of December 13, 2011 be adopted as circulated.”

Carried.

#52 Reports

(a) Superintendents Report

As part of the monthly Strategic Plan Update the following presentation were made:

(i) Budget Preparation – N. Weswick, Secretary-Treasurer

Secretary-Treasurer Weswick spoke to the Budgeted Revenue report included in the agenda package and reviewed the budget process.

(ii) Special Education – D. Galazka, District Principal

D. Galazka spoke to his report on Student Support Services that was handed out at the meeting and attached to these minutes.

Superintendent Bocking thanked him for his leadership and acknowledged the hard work he is doing.

The trustees were invited to ask questions and discussion followed.

(iii) Superintendent's Report on Achievement

The Superintendent's Report on Student Achievement was a late item handed out at the meeting and attached to these minutes. Superintendent Bocking stated that the report is an expectancy of the Ministry and reviewed it with the Board.

Trustee Mewhort requested time to read the report.

Superintendent Bocking continued by providing highlights and took the opportunity to reiterated Minister Abbott's praise for the district during his latest visit.

Discussion continued.

Chair White requested that Trustee Baxter assume the role of chair and he went on to make the following recommendation:

1. MOTION: White/Pratt

"THAT the Board of Education of School District No. 46 (Sunshine Coast) write a letter to the Minister of Education requesting a relaxation of district reporting requirements during Phase One of the Teacher's Job Action."

Discussion followed with Chair White explaining the rationale of the recommendation.

Carried.

Chair White resumed the role of chair.

2. MOTION: Russell/Younghusband

"THAT the Board of Education of School District No. 46 (Sunshine Coast) receive the Superintendent's Report on Achievement as submitted."

Carried.

MOTION: Pratt/Russell

“THAT the Board of Education submit motion 52 (a) iii 1 to BCSTA’s February Provincial Council as an emergent motion.”

Carried.

(b) Information Items

- (i) Larger Cheques issued in the month of December 2011.

(c) Chair’s Report

Report as submitted.

Chair White reported that in the Closed Meeting earlier in the evening, the Board approved a motion to ratify the Sunshine Coast Teachers’ Association’s Bargaining proposal and CUPE 801 is waiting for the final approval from BCPSEA. He thanked Trustee Mewhort, T. Sweet, S. Hercus, P. Luporini and M. Heidebrecht for their involvement in this extensive process.

Trustee Dixon asked that it would be considered to have her name included for the Policy Committee.

(b) Board/Committee Reports

- (i) Finance, Facilities and Transportation Notes – December 15, 2011

Trustee Mewhort reviewed the notes and reported that the International Student Program has now been referred to the Education Committee.

- (ii) Finance, Facilities and Transportation Attachments – November 2011

Trustee Mewhort reviewed the late attachments of the November Finance, Facilities and Transportation meeting that were not included in the December agenda.

MOTION: Russell/Baxter

“THAT the reports be received.”

Carried.

#53 Correspondence

- (a) Minister G. Abbott – Funding Formula

MOTION: Russell/Youngusband

“THAT the correspondence be received.”

Carried.

#54 New Business

(a) Regulations to be received.

(i) Regulation 3600 – School Board Vehicles

(ii) Regulation 2710 – Passport to Education

MOTION: Pratt/Baxter

“THAT the Board of Education of School District No. 46 (Sunshine Coast) receives the regulations.”

Carried.

#55 Questions and Inquiries From the Public Relating to the Board Meeting

S. MacKenzie asked for clarification on the Enrolment Reports in the Finance, Facilities and Transportation notes.

#56 Next Meeting

The next Regular Board Meeting will be held at the School Board Office on February 14, 2012.

#57 Adjournment

MOTION: Mewhort/Pratt

There being no further business, the meeting was adjourned at 8:35 p.m.

  
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Chair

  
\_\_\_\_\_  
Secretary-Treasurer

# Superintendent's Report on Student Achievement 2011-2012

- ▶ Ensure transparency and accountability for each school district in terms of its responsibility for improving student achievement; and
- ▶ Provide information that will facilitate subsequent planning for continuing improvement of student achievement at the school and school district levels

Data and evidence used to report student achievement should include provincial and local (district) measures. Local data could include a number of district wide instruments commonly used, district designed measures such as school assessments and teacher classroom assessments.

*Districts may report additional areas of student achievement arising from the most recent achievement contract.*

The Superintendent's report is a public document, should be "reader friendly" and easily understandable.

## The Superintendent's Report

- Should be brief and to the point.
- Should be focussed on results and evidence of acquired results.
- Should be a useful point of departure for future planning.
- Must be submitted to the Board of Education by December 15.
- Must be approved by the Board and submitted by email by January 31

*Please use this form to summarize the required elements of the Superintendent's Report.*

*Once Board approval has been granted, use the "submit by email" to forward to Ministry.*

## Questions and/or Concerns

Direct questions and/or concerns to the **Achievement Division by email: [educ.achievement@gov.bc.ca](mailto:educ.achievement@gov.bc.ca)**

### Ministry of Education School Act

#### **Section 22 of the School Act states the following:**

"A board must appoint a superintendent of schools for a school district who, under the general direction of the board..., (b.1) must, on or before December 15 of a school year, prepare and submit to the board a report on student achievement in that district for the previous year:

#### **Section 79.3 goes on to say:**

"On receipt of a report submitted by a superintendent of schools under Section 23 (1)(b.1), the board must, on approval of the report,

A) Immediately, and in any event no later than January 31st of the school year in which the board receives the report, submit that report to the minister, and...

B) As soon as practicable, make the report available to the public."



School District No. 46 \_\_\_\_\_

Sunshine Coast \_\_\_\_\_

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## 1. Improving Areas of Student Achievement

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### What is improving?

Pre-Kindergarten students who attend SPARK! arrive in kindergarten with higher literacy levels.  
 Kindergarten students are demonstrating progressively higher level skills in Literacy and Numeracy.  
 Grade 4 students are performing better in Reading, Writing and Numeracy.  
 Grade 7 Aboriginal students have improved in their Reading performance.  
 Grade 10 students are demonstrating a higher level of English competency.  
 Five-Year and Six-Year Completion Rates have improved for Aboriginal students.

### What evidence confirms this area of improvement?

Our evidence comes from a range of sources. Kindergarten comes from screens conducted at the beginning and end of the kindergarten year. The average pre-K literacy score has gone from a score of 40 to 54 in five years. End of Kindergarten screening indicates an increase of 7% in three years in Numeracy skills and a 2% increase from an already high score of 90 to 92 in Numeracy.  
 FSA and provincial exam results provide additional data.  
 Completion rates are records of our students who have completed their graduation requirements as of the end of each year. Some students take an additional year, or more, to complete all graduation requirements.

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## 2. Challenging Areas

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### What trends in student achievement are of concern to you?

Students in Grade 7 are not improving in their level of success in Reading, Writing and, in particular, Numeracy as demonstrated on FSA assessments.  
 Aboriginal students are achieving at a higher level than ever but they are still not at the level of the general population in completion rates from high school. There appears to be a challenge at the Grade 10 and 11 levels to ensure that more Aboriginal students move on to the next academic level.  
 There is a decline in the number of students successfully achieving a C or better in Social Studies 11 and Communications 12 exams.

### What evidence indicates this area of concern?

Review of FSA and provincial exam data confirms the concerns related above.

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### 3. Programs / Performance / Results & Intervention

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Comment on the effect of interventions and programs with specific reference to goals and targets set out in your last Achievement Contract.

We have seen an increase in school marks in Math 8 from 64% Exceeding or Meeting (E/M) in June 2010 to 73% in June 2011.

Please include comments on the effect of interventions and programs. Based on acquired evidence, what efforts appear to be making a difference?

We have seen improvements in Kindergarten results and expect that the interventions (SPARK!, StrongStart, Screening of all students by teams of professionals) will continue to prepare our students for success in their future. Grade 4 Literacy results have improved from a dip in results in 2010. Activities including Author in Residence, Writer's Camp and Writer's Anthology served to motivate students to remain excited about reading and writing.

List any other Achievement programs you may have implemented in addition to previous years goals and targets and their results.



#### 4. Targets *(Summarize the targets set out in your Achievement Contracts)*

NEW

##### I.) Literacy: Identify your district's target(s) for

All students will demonstrate individual growth in the areas of reading and writing by the end of 2012 as evidenced by the use and analysis of the agreed upon classroom assessment tool(s).

2010/2011 - Target: to reduce the percentage of students in the "not yet meeting" category in Writing.

State the specific evidence and measures of student achievement in *literacy* and the results that have been realized.

##### Writing (Elementary):

The classroom assessment data indicates some success in achieving this goal. The improvements were most profound in Grade 1 where the number of students "not yet meeting" dropped by 13%. Reductions were also seen in Grades 2 and 4. Overall, the percent of students in the "not yet meeting" category remained the same indicating that more work is still required in this area and this goal will continue for the 2011/12 school year.

TOTAL WRITING % NYM 2011: 8%, TOTAL WRITING % NYM 2010: 8%, DIFF IN WRITING % NYM 2011 to 2010: 0%  
The FSA results do indicate an improvement at Grade 4 that matches the classroom results and a decrease at Grade 7 that cannot be validated by the classroom information, so deeper analysis is required.

##### II.) Completion Rates: Identify your district's target(s) for completion rates.

We are continuously challenging ourselves to ensure that every student has the skills and knowledge to graduate.

State the specific evidence and measures of student achievement for *completion rates* and the results that have been realized.

Data indicates that our five year completion rate is at 77% and our six year completion rate is at 80%. These results have been quite stable for the past several years. A significant number of our students do complete their high school graduation over a longer period than six years, but this is not reflected in this data.

We are very pleased that our Aboriginal students have demonstrated a marked increase in the past year jumping from 46% to 63% of our Aboriginal students graduating. While not yet on par with non-Aboriginal students, we are pleased with the improvement.

## 4. Targets (cont'd)

**NEW**

**III.) Aboriginal Education:** Identify your district's target(s) for aboriginal student improvement.

Participate together in the ongoing development of plans to advance and implement collaborative programs in the district and in the Aboriginal community including:

- Language and Culture Programs;
- Education Support Programs;
- English Language Development and Literacy Programs;
- Early Learning Programs;
- Transitions, Technology, Skills Training Programs, Apprenticeships and Post Secondary Programs

State the specific evidence and measures of *student achievement for aboriginal students* and the results that have been realized.

Aboriginal students entering school for the first time are showing some vulnerabilities in physical health and well-being, social competence, and emotional maturity. A cohort to cohort comparison of Kindergarten screenings shows an improvement in literacy and numeracy skills. Aboriginal students at the primary level show a slight drop in reading scores between 2010 and 2011, but an increase in writing and numeracy scores. Aboriginal students at the early intermediate level are showing an overall maintenance, and in some cases an increase, of the cohort to cohort achievement levels in FSA assessments. Students improved in the pass rate for English 10. Completion rates have improved from 2010 to 2011, however the rates are not yet at the desired parity with the general student population, which includes a desire for continuous improvement in completion rates towards 100% for all students.

## 5. Children in Care

Summarize the work and your efforts in meeting the needs of Children in Care.

We have developed a wide range of strategies to meet the needs of all of our students. Resource teachers at the school level, supported by our District Principal for Student Support, meet in school-based teams to determine the needs of each student and the supports necessary to ensure their success.

What categories of Children in Care have been successfully identified and are being monitored?

*(i.e.) continuing custody orders, temporary custody orders, other...*

School District No. 46 monitors academics and transiency. At the school level, student records are maintained following all school-based team meetings which vary for each student.



## 5. Children in Care (cont'd)

What structures are in place to provide effective communications among MCFD offices, social workers, foster parents and schools?

School-based team meetings are the primary method of addressing the needs of any students with challenges. For children in care, we maintain school and district databases to ensure that we have current contact information for Ministry of Child and Family Development personnel and other support professionals. Case conferences typically involve a large number of professionals all focused on supporting the child.

Aboriginal students in care are further supported by members of our Aboriginal Support Team.

**NEW**

What results are being achieved by students within the identified categories?

This will be monitored in the coming years.

## 6. Early Learning

**NEW**

Summarize your district's Early Assessment in kindergarten classes.

- The Literacy and Numeracy Teacher Coordinators administer literacy and numeracy screens.
- The Speech & Language Therapist screens the children for articulation skills and expressive and receptive language competency.
- The Physiotherapist screens the students on a range of gross motor skills and abilities. The Occupational Therapist and the Therapy Assistant screen the students for visual motor skills, fine motor coordination, hand dominance and pencil grip.
- Public Health administers vision, hearing and dental screening.
- The Classroom Teacher contributes information on a number of aspects of learning and development.

What strategies are in place to address the needs identified?

This year we noted high concerns in the area of Fine Motor Skills. The District Occupational Therapist and our Therapy Assistant gave an in-service to all of our Kindergarten Teachers. These experts work directly with teachers and students twice a week for eight weeks in Kindergarten classrooms with high fine motor concerns. Data is being collected to monitor the effectiveness of the program. In order to address the concerns we found in the area of Speech and Language, the district has implemented the 'Talking Tables' program in our Kindergarten classrooms. Additionally, in the classroom with the most significant speech and language concerns, our Speech Therapist is working with the Support Services Teacher to implement a Speech and Language Program.

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## 7. Other Comments

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How do we sustain reading and writing growth across the grades?

This year we have continued to build on the consistency of the BC Performance Standards and to refine our use of formative classroom reading and writing assessment tools. Through the structures within our district that support professional inquiry, teachers' reflective thinking and conversations about classroom practice and student learning continue to grow.

The PM Benchmark Kit is now in each primary classroom for ongoing informal reading assessment and for the reporting of the summative reading levels of individual students at year end. The intermediate teacher teams are choosing to use either the Kamloops Whole Class Reading assessment or the DART (District Assessment Reading Team) for Grades 3 to 8.

Teachers are using classroom assessment information to guide instructional practice and through conversations at the district level, we use the summative assessment to inform whether or not we are sustaining student learning growth from year to year. Our data sets in support of this area include a local Kindergarten Screen (which is used both in the fall and in the spring) and a summative snapshot based on classroom assessment data using the Performance Standards.

Based on the elementary data gathered over the past three years, students who may benefit from a variety of intervention strategies will be brought to the attention of the District Special Education team in the fall.

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*Board Approval Date:* January 11, 2012

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**Report to the Board of Education SD#46 (Sunshine Coast)**  
**From Superintendent Patrick Bocking**  
**Tuesday January 10, 2012**  
**Strategic Plan Report and Student Support Services Update**

*This report serves as an update and information circular for students who are designated under the Ministry of Education Special Education Criteria. The district support 576 designated students and 56 English as Second Language students. Of the total population of designated students, 9 are kindergarten, 67 Primary, 169 Intermediate and 331 are Secondary students. 130 of the designated students are of Aboriginal decent. 149 are served in alternate settings or special resource classrooms.*

**Overview of designated students by Ministry of Education criteria:**

| District 46<br>(Sunshine Coast)  | 06/07 | 07/08 | 08/09 | 09/10 | 10/11 | 11/12 | DIFF | 11/12<br>total | Distr<br>Incid | Prov<br>Inc |
|----------------------------------|-------|-------|-------|-------|-------|-------|------|----------------|----------------|-------------|
| Phys Dependant/DeafBlnd          | 4     | 3     | 2     | 2     | 4     | 4     | 0    | 3185           | 0.13%          | 0.11        |
| Mod-Prof Intellectual Disability | 14    | 15    | 15    | 18    | 17    | 19    | 2    | 3185           | 0.60%          | 0.36        |
| Phys., Disability/Chronic Health | 137   | 137   | 144   | 144   | 137   | 134   | -3   | 3185           | 4.21%          | 1.27        |
| Visual Impairment                | 2     | 3     | 4     | 5     | 5     | 5     | 0    | 3185           | 0.16%          | 0.06        |
| Deaf/Hard of Hearing             | 4     | 3     | 5     | 5     | 10    | 11    | 1    | 3185           | 0.35%          | 0.19        |
| Autism Spec Disorder             | 28    | 35    | 36    | 44    | 40    | 44    | 4    | 3185           | 1.38%          | 1.07        |
| Intensive Beh /Sev Mental Ill    | 134   | 127   | 138   | 143   | 139   | 174   | 35   | 3185           | 5.46%          | 1.25        |
| Mild Intellectual Disability     | 7     | 5     | 10    | 12    | 11    | 9     | -2   | 3185           | 0.28%          | 0.4         |
| Gifted                           | 29    | 19    | 14    | 8     | 5     | 5     | 0    | 3185           | 0.16%          | 1.21        |
| Learning Disabled                | 197   | 182   | 152   | 128   | 106   | 124   | 18   | 3185           | 3.89%          | 3.27        |
| Mod Beh Support/Mental Illness   | 88    | 72    | 84    | 65    | 48    | 47    | -1   | 3185           | 1.48%          | 1.09        |

Overall the Special Education population in B.C. is increasing from 9.77% to 10.07% while general enrolment is decreasing.

*Trends we are noticing in Student Support Services:*

- *That our district is in line with provincial trends for learning disabilities (increasing provincially 9.5 %) and Autism Spectrum Disorder (increasing 48.6%) and Chronic Health (increasing 32.0%) for the 2006-2011 time period*
- *District increase in Intensive Behaviour Interventions category in 2011-2012.*
- *District increase in Learning Disabled and ASD categories in 2011-2012.*



- *More students in the chronic health category have complex medical needs or complications such as diabetes and weight issues, fragile medical conditions requiring administration of medication at school.*

**Background on Student Support Services and Special Education:**

*Student Support Services encompasses services that support designated and “at risk” students within the classroom and their neighbourhood schools. It has 38 teaching and support staff, including 6 Strong Start Facilitators. Services within Student Support Services includes:*

**1. Therapy services** *with our own Occupational Therapist, Physical Therapist and Rehabilitation Assistant, as well as a Speech/Language and Hearing Pathologist. All deliver services at the school and classroom level to support educational programming and increasing independence across settings. This also includes psycho educational assessments conducted by district School Psychologist (3.6 FTE plus .6 FTE School Psych).*

**2. District Counselling services** *for social emotional and behavioural support in the classroom and individual support for behavioural challenges. We have two shared district counsellors with Sunshine Coast Alternate School and one full time teacher counsellor. All work within classrooms and deliver individualized support for specific behaviour and mental health needs (2.0 FTE).*

**3. Sensory Disabilities Support Teachers** *Vision Impairment support teachers work with school staff to support education within the classroom as well as offering direct instruction to students for their specific needs (.7 FTE). This year our Hearing Support teacher is on leave and we have not been able to replace her services at this time (.2 FTE).*

**3. English as Second Language Teachers**, *and supports include assessment, programming and academic support from the kindergarten to Grade 12 level. We have two part time teachers who split elementary and secondary (.8 FTE).*

**4. Early Learning supports** *from age zero to five including a variety of parent education program, StrongStart centres, SPARK!, KinderSpark! and many other programs to support students entering our school system (4.3 FTE including one Coordinator, .3 FTE teacher and 6 StrongStart Facilitators).*

5. **Fast ForWord Reading Intervention Teacher** that delivers direct intervention at the individual level using teaching software to improve visual and auditory processing skills and build new reading pathways. As well we use "Reading Assistant" software to increase reading comprehension and fluency skills. (1.0FTE)

6. **Special Education Technology and Universal Design for Learning Support/Coordinator** that supports all our Special Education Technology BC outreach technology and special needs students, as well as works along side teachers to try technology and Universal Design for Learning strategies to enhance learning for all students. She also supports technology for provincial exams and software training for staff (1.0 FTE).

7. **District Autism Support/Behaviour Teacher/Coordinator of Special Programs** supports all DSS support programs for curriculum and behaviour, as well as all Student Services Support Teachers at the school level. She also oversees supports for students with Autism Spectrum Disorders and the transitions into kindergarten and into adult services. She does Functional Assessments of Behaviour and writes Positive Behaviour Support Plans or Safety Plans for challenging student in Kindergarten to grade 12.

8. **Support for school based Student Support Services Teachers** done by the Coordinators, School Psychologist and District Principal. Staff ensures that Ministry of Ed requirements for designation are met, regular communication for all team members occurs and supports best practice in the delivery of programs. We coordinate and deliver in-service to improve practice, teach new skills and review programs for working with the variety of students within their school. Support to run and enhance school based resource teams is key this year.

### **Specialized Classroom Programs within Student Support Services:**

1. **Elementary Life skills Program** at Cedar Grove Elementary School: Mandate to support six students at the K-7 level with moderate to severe intellectual disability who need specific and intensive educational remediation and life skills. This program focuses on foundational education skills, life skills appropriate to the students level and increasing independence in community access.
2. **Elementary Autism Spectrum Disorder Support Program** at Roberts Creek elementary: Mandate is to support six students with a primary diagnosis of Autism Spectrum Disorder who need higher levels of

*support for successful inclusion into the regular classroom, as well as very specific interventions to address skill deficits due to Autism such as social skills development, self regulation and organization/problem solving.*

3. ***Secondary Life Skills Program*** at Chatelech Secondary: Mandate is to support 15 students with either moderate to profound intellectual disability or students with Autism Spectrum Disorder with significant behaviour challenges

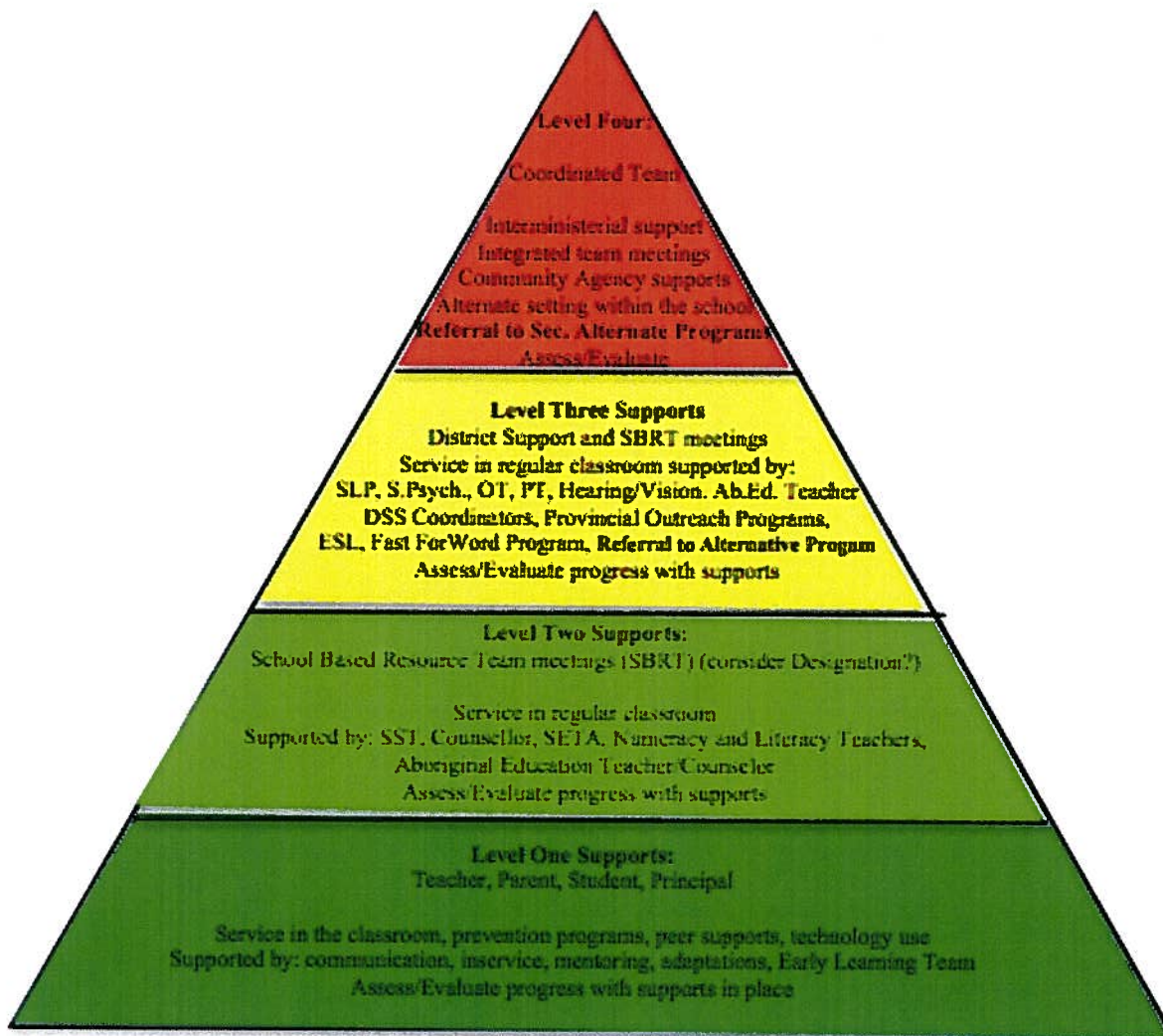
**Other supports and initiatives to support all students within our district that Student Support Services deliver**

- *Crisis Prevention Institute Non Violent Crisis Intervention training, including specialized bus driver training initiated this year*
- *Child Abuse prevention and reporting protocol training and support*
- *Risk and Threat Assessment training for Multi-agency personnel (RCMP, MCFD, VCH, SD46)*
- *Sexual Abuse/Exploitation prevention and awareness program support*
- *Safe Schools Initiatives and communication for Safe and Caring Schools*
- *Suicide Prevention and Education programs and training*
- *District Personnel support for Critical Incident Support*
- *Positive Behaviour Support for students and school wide initiatives*
- *SEEAC training programs for Special Education Teaching Assistants*
- *Technology support/training and collaborative teaching opportunities with classroom teachers to try different pieces of hardware and software for curriculum delivery.*

**Key initiatives in Student Support Services to enhance student learning and support the Strategic Plan 2009-2012:**

***1. Enhancing student success through communication and collaboration using school based resource team meetings.***

- *Sharing knowledge and expertise at the school level to monitor and support student's academic and social/emotional learning.*
- *Building capacity of building staff to meet the diverse learning needs of students*
- *Using district staff to support the team, the student and communicating needs across the district.*



## 2. Teaching to student diversity in the classroom through Universal Design for Learning and supporting teachers as they teach in their classrooms.

- *Student Support Services staff working along side classroom teacher to demonstrate, collaborate and deliver lessons for all to access the curriculum and be successful*
- *Demonstrating strategies, adaptations and technology to have students represent their learning in a variety of ways*
- *To design different lessons and activities to engage more learners and use different Assessment for Learning strategies.*

## Universal Design for Learning Guidelines



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 APA Citation: CAST (2011). Universal design for learning guidelines version 2.0. Wakefield, MA: Author.



### **3. Building Social Emotional learning and competencies to enhance Social Responsibility growth in our district**

- *Giving district and school based staff a framework to support their different social responsibility activities and lessons.*
- *Directly teach skills needed for the 21<sup>st</sup> century learner and society member.*
- *Working with community partners to support Social Emotional learning and wellness in our communities and reduce vulnerability and risky behaviours.*

### Social & Emotional Learning Core Competencies



**Next steps for Student Support Services and Special Education:**

- 1. Continuing to build the strategy toolbox of teachers in Assessment for Learning and using the Universal Design for Learning framework.*
- 2. Enhancing the capacity of our Student Services Support Teachers to work with classroom teachers to support and remediate student learning.*
- 3. Analyze our behaviour data and look at other supports or services that would increase academic and Social/Emotional Learning success for all students.*
- 4. Continue with specific remediation strategies and classes to build relevant Literacy, Numeracy and Social Responsibility skills for all special education students.*
- 5. Continue and expand life skills and community based programming for special needs students to support of successful transitions to adulthood and employment.*
- 6. Expanding the understanding of adaptations and how to use them across all curriculum settings and the use of technology in learning.*
- 7. Support growth in building “positive school culture” in all our schools to enhance learning opportunities.*
- 8. Collect, analyze and integrate district wide data for further supports or interventions to build every student’s success.*