



**BOARD OF EDUCATION OF  
SCHOOL DISTRICT NO. 46 (SUNSHINE COAST)**

**EDUCATION COMMITTEE**

**AGENDA**

January 22, 2013 from 1:00-2:30 p.m.  
School Board Office – Gibsons, BC

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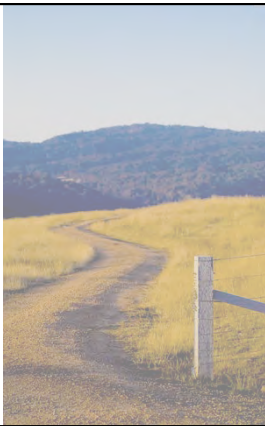
- 1) Early Learning (Discussion)
- 2) BAA Course – Orientation and Mobility 12



Early Learning in  
School District No. 46  
(Sunshine Coast)

# Early Learning Update January 2014

Kirsten Deasey



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## Achievement Contract



Rationale:  
Grounded in Science

*Sunshine Coast School District  
July 2013*

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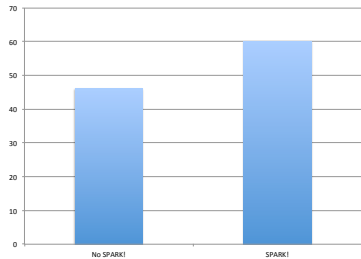
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1. Strategy/Action: Promote family literacy in our early learning programs. We will monitor this by measuring the literacy achievement of children whose families who attend Early Learning programs.



Group	Literacy Achievement (%)
No SPARK!	46
SPARK!	60

Children whose parents attended three or more SPARK! sessions performed 14% better!

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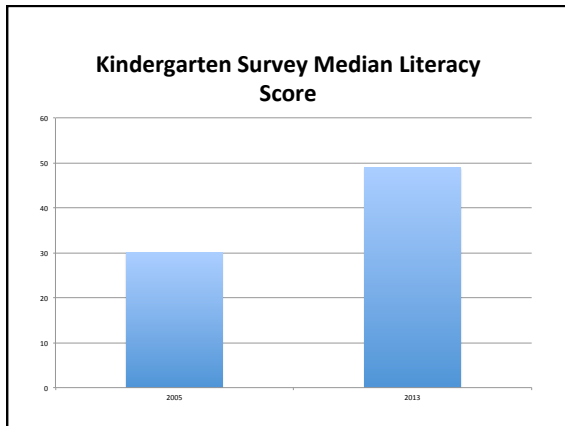
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2. Strategy/Action: Provide literacy materials and supports to families who attend Early Learning programs (e.g. Imagination Library books, Song & Rhyme posters, etc.)



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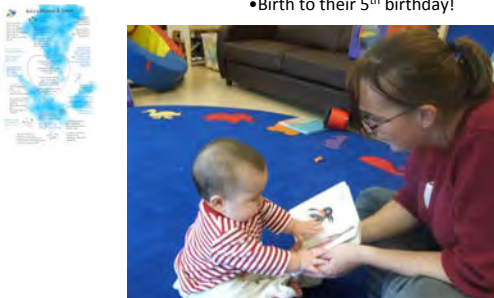
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### Imagination Library

- Brings books to the homes of children
- 1 book a month
- Delivered right to their mailbox
- Birth to their 5<sup>th</sup> birthday!



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...A Summer StrongStart Outreach WonderWheels Bookmobile was launched this year, It travelled the district offering books to borrow, songs, snacks and stories.

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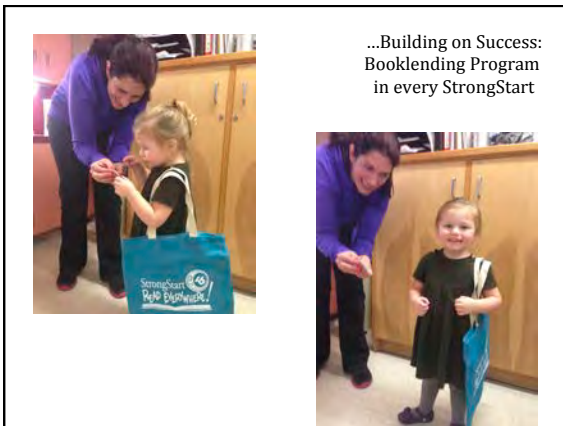
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...Building on Success: Booklending Program in every StrongStart

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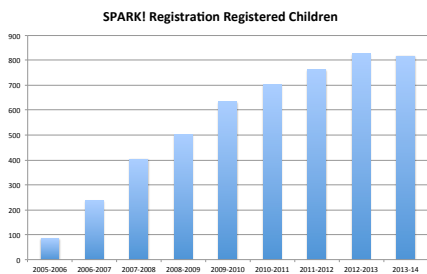
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3. Strategy/Action: Promote involvement in our Early Learning Programs (prenatal registration, use of attendance incentives, advertising and promotion strategies). Strategies to reach out to community have been successful this year. Registration in our programs remains high.



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### StrongStart Attendance

In the first 4 months of school:

Madeira Park StrongStart – 277 visits

Halfmoon Bay StrongStart – 969 visits

Sechelt StrongStart – 1525 visits

Roberts Creek StrongStart – 1044 visits

Gibsons StrongStart – 1091 visits

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### New strategies to reach out:

- Facebook 'SD46 EarlyLearning' \*like us!



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### New strategies to reach out:

- Twitter: @KirstenDeasey
- @WonderWheels46



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### New strategies to reach out:

- Sunshine TV Ad



Gibsons, Sechelt, Halfmoon Bay  
Madeira Park, Roberts Creek

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### New strategies to reach out:

- Early Learning Podcast



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4. Strategy/Action: Increase the accessibility and availability of services and supports for families with children newborn to five years old. Initiatives this year include:

#### A) StrongStart in Sechelt in the summer



Sechelt Early Years Hub  
Summer StrongStart: 394 visits by children  
Average daily attendance: 33 children  
Range of 16 - 54 children  
In addition: \*Parents  
\*Grandparents  
\*Caregivers

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B) StrongStart in Sechelt and Roberts Creek on Saturdays



Sechelt Saturdays:  
Between 8 – 16  
children plus their  
parents attended  
each Saturday.

Roberts Creek  
Saturdays  
Between 4 – 16  
children plus their  
parents attended  
each Saturday.

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C) Summer StrongStart WonderWheels Bookmobile



**Mondays:**  
Langdale Elementary, Gibsons  
Recreation Centre, Gibsons  
Elementary, and Cedar Grove  
Elementary = Average 18 children/day

**Wednesdays:**  
Roberts Creek Elementary, Davis  
Bay Beach & the Sechelt Friendship  
Park beside the Sechelt Nation Band  
Lands = Average 10 children/day

**Fridays:**  
Madeira Park Elementary, Halfmoon  
Bay/ Connor Park & West Sechelt  
Elementary = Average 16 children/day

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D) Expanding partnerships with the Aboriginal Community



- Summer Bookmobile
- Sechelt Nation Healthy Baby's Program - Aboriginal SPARK! For these parents.
- Success by Six Grant – mini longhouse
- Youth Pulling Together
- Our SPARK! Teacher is from the Sechelt Nation.



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### E) Expanded KinderSPARK! Programs



<b>Gibsons Elementary</b> Tuesdays: 11:45 am - 1:15 pm beginning February 18, 2014 Facilitator: Susan Deshamais email: sdeshamais@sd46.bc.ca Location: Breakfast Club Room Or Tuesdays: 9:30 am - 5:00 pm beginning February 18, 2014 Facilitator: Susan Deshamais email: sdeshamais@sd46.bc.ca Location: Kindergarten Room
<b>Cedar Grove Elementary</b> Friday 3:30 pm - 5:00 pm beginning February 21, 2014 Facilitator: Susan Deshamais email: sdeshamais@sd46.bc.ca Location: Kindergarten Room
<b>Roberts Creek Elementary</b> Mondays: 1:00 pm - 2:30 pm beginning February 17, 2014 Facilitator: Jane van Klinken & Trina Giesbracht email: jvanklinken@sd46.bc.ca; tgisbracht@sd46.bc.ca Location: StrongStart Room
<b>Davie Bay Elementary</b> Mondays: 3:00 pm - 4:30 pm beginning February 24, 2014 Facilitator: Marilyn Downey email: mdowney@sd46.bc.ca Location: Kindergarten Room
<b>Kinnikinnick Elementary</b> Tuesdays: 3:00 pm - 4:30 pm beginning February 18, 2014 Facilitator: Marilyn Downey email: mdowney@sd46.bc.ca Location: Kindergarten Room
<b>West Sechelt Elementary</b> Thursdays: 3:30 pm - 5:00 pm beginning February 20, 2014 Facilitator: Marilyn Downey email: mdowney@sd46.bc.ca Location: Kindergarten classroom
<b>Halfmoon Bay Elementary</b> Mondays: 2:45 pm - 4:15 pm beginning February 17, 2014 Facilitator: Susan Deshamais email: sdeshamais@sd46.bc.ca Location: Kindergarten classroom
<b>Madeira Park Elementary</b> Tuesdays: 3:30 pm - 5:00 pm - beginning May 2014 Facilitator: Laun Zeul email: lzeul@sd46.bc.ca Location: Kindergarten Room
<b>Sechelt Nation</b> Beginning May 2014 Location: Hammyton Psychod / Kinnikinnick Elementary Facilitator: Laun Zeul email: lzeul@sd46.bc.ca

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### 5. Strategy/Action: Developing an Early Learning Hub in the Gibsons area and support and expand our existing Early Learning Hub in Sechelt.



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Building on success...

SPARK!

KinderSPARK!

Introducing...

# SPARK! 10



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- To reach every Grade 10 student
- 'Planning 10' Curriculum



**Three 'in-class' sessions**

1. Foundations for learning – Brain Development; Social & Emotional Factors - Bonding
2. Learning 101 – How young children Learn - Styles, Active learning, Play, Language
3. Literacy & Learning

**Putting it into Practice – A visit to StrongStart!**

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**Early Years Fair 2014**  
**MORE FUN at the FARM!**  
 BACK BY POPULAR DEMAND!  
 For Children from Birth to Age 5 & their Families  
 at the Early Years Hub (formerly Sechart Elementary)  
 on Saturday, April 5, 2014 from 10:00 AM-1:30 PM

**OFFERING**

Fun & Games	Health Information
Farmy Zoo	Developmental Screening
Ruby Ridez	Farmers Market
	Preschoolers will receive a free gift
	Learn about the programs and services offered in Kindergarten
	for children

**Play of the Farm!**

**Comets Street CLOSED for the Farmers Market - parking available on Ocean Avenue & Hall Bay Road!**

SOUTH BUS SCHEDULE		NORTH BUS SCHEDULE	
St. Ann's Roman Catholic School	7:15 am	St. Ann's Roman Catholic School	7:15 am
St. Ann's Roman Catholic School	7:30 am	St. Ann's Roman Catholic School	7:30 am
St. Ann's Roman Catholic School	7:45 am	St. Ann's Roman Catholic School	7:45 am
St. Ann's Roman Catholic School	8:00 am	St. Ann's Roman Catholic School	8:00 am

**NOTE: BUS SCHEDULES ARE SUBJECT TO CHANGE & VARIATIONS OF 15 MIN.**

The Early Years Fair 2014 - MORE FUN AT THE FARM!

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**0268**



## Board/Authority Authorised Course Framework Template

School District/Independent School Authority Name	SD #46 - Sunshine Coast
School District/Independent School Authority Number	
Developed by	Vanessa Clarke/Laurie Watson via PRCVI
Date Developed	November 15, 2013
School Name	District Support Services
Principal's Name	Vanessa Clarke
Superintendent Approval Date (for School Districts only)	
Superintendent Signature (for School Districts only)	
Board/Authority Approval Date	
Board/Authority Chair Signature	
Course Name	Orientation and Mobility 12
Grade Level of Course	12
Number of Course Credits	2
Number of Hours of Instruction	60
Prerequisite(s)	O&M 11 or Level 1&2 of Framework of Independent Travel
Special Training, Facilities or Equipment Required	Teaching O & M requires specially trained people who are aware of the dangers, responsibilities, and techniques involved. In British Columbia, the Ministry of Education defines a qualified orientation and mobility instructor as one who: <ul style="list-style-type: none"> <li>• meets standards established by the Association for the Education and Rehabilitation of the Blind</li> </ul>



	<p>and Visually Impaired (AER); or</p> <ul style="list-style-type: none"> <li>• has a Masters degree in orientation and mobility; or</li> <li>• has completed post-graduate studies in orientation and mobility, which include at least 300 hours of supervised practice in orientation and mobility working with individuals with a variety of visual impairments. The materials required for the student to successfully achieve the learning outcomes for O &amp; M may include the following: cane (mobility or identification), adaptive mobility device, low vision devices (monoculars, magnifiers), tactile maps, tactile graphics kit, portable tape recorder, compass (print or Braille), and a CNIB bus pass. A cell phone is optional.</li> </ul>
<p>Course Synopsis</p>	<p>This course has been developed to support and encourage the student who is blind or visually impaired to achieve the highest level of independent travel that is individually possible. The development of these skills allows the student to more fully participate in the life of the school and the community. The ability to use these skills affects access to educational opportunities and improves quality of life. The learning outcomes for this course are grouped under four strands from the Framework for</p> <p>Independent Travel. Students are expected to learn specific skills up to and including Level Three.</p>

Adapt the following categories according to the structure of the course. For example, the course may be organized into topics rather than units, or the learning outcomes may be grouped under suborganizers, with suborganizers grouped under curriculum organizers. This section of the template serves as a guide to ensure the course contains all required components.

### Rationale

Orientation and mobility is a special skill that is essential for individuals who are blind or visually impaired. O & M has frequently been described as “knowing where you are, knowing where you want to go, and knowing how to get there.” O & M is the ability to move safely, efficiently, and gracefully through all environmental conditions and situations with as much independence as possible. O & M training encourages students with visual impairments to develop essential skills, build confidence in their ability to travel within their schools and other environments, and take responsibility for their decisions.



This course has been developed to give students who are blind or visually impaired, the recognition for skills that need to be learned as part of the expanded core curriculum. Many of these students have received ongoing direct instruction in O & M throughout their years in school. This course will provide the intensive instruction to further develop their O & M skills as they near graduation.

**Organizational Structure: (units, topics, modules):**

Unit	Title	Time
Unit 1	Sensory Development	10 hours
Unit 2	Orientation and Mapping	20 hours
Unit 3	Travel Techniques	20 hours
Unit 4	Communication, Personal Safety and Advocacy	10 hours
	Total Hours	60 hours

## Unit/Topic/Module Descriptions

### Unit 1: Overview Curriculum Organizers and Learning Outcomes - Sensory Development

#### Overview

The development of orientation and mobility skills goes hand in hand with the ability to gather and interpret sensory cues. Information from sight, sound, smell, and touch support movement and exploration of objects and the environment. Through the process of sensory integration, it is possible to establish and maintain one's position, locate objects, establish and confirm landmarks, and recognize safety cues.

By using the senses, students can access additional information (Braille, print, voice, and tactile diagrams) that assist them in becoming familiar with a travel setting.



Practice and familiarity with a setting often enhances sensory awareness and responsiveness. The ability to use one's senses may be compromised by illness, fatigue, and stress.

### **Curriculum Organizers – Vision**

Students with residual vision can use it to establish and maintain orientation and safety when traveling. In addition, vision is important for developing concepts, encouraging movement, and integrating sensory cues.

### **Learning Outcomes**

It is expected that students will be able to:

- demonstrate proficient use of vision to establish and maintain orientation and safety when traveling in complex environments
- understand the features and use of low vision devices

### **Curriculum Organizers - Auditory**

Students who are blind or visually impaired must use information from sound to remain safe and oriented to their surroundings. Training in auditory skills can help to develop awareness and understanding of the world, particularly about objects that may not be seen or may not be within arm's reach.

### **Learning Outcomes**

It is expected that students will be able to:

- demonstrate proficient use of hearing to establish and maintain orientation and safety when traveling in complex environments
- use sound to “read” traffic flow at high speed and heavy volume intersections
- understand the characteristics of electronic travel devices in providing or enhancing auditory information

### **Curriculum Organizers - Touch**

Students who are blind or visually impaired can gain information about surface and objects textures, shapes, size, and density through the development of tactile sensitivity. In addition, touch can be used to detect, explore, orient, and protect from hazards. Tactile cues from a guide dog or travel device (cane, electronic travel aid) or protective arm techniques can facilitate protection from objects.

### **Learning Outcomes**

It is expected that students will be able to:

- understand the use of alternate travel devices
- be aware of changes in tactile sensitivity due to weather and environmental

## **Unit 2: Overview Curriculum Organizers and Learning Outcomes - Orientation and Mapping**

### **Overview**



Orientation and mapping skills are an essential part of the student's orientation and mobility instruction. Map reading promotes the integration of concepts with skills, enhances comprehension of spatial relationships, and enables the student to travel independently in all environments.

### **Curriculum Organizers – Orientation and Mapping**

#### **Learning Outcomes**

It is expected that students will be able to:

- use tactile, auditory, and visual maps in unfamiliar settings
- orient to unfamiliar settings and proceed to a predetermined destination

### **Unit 3: Overview Curriculum Organizers and Learning Outcomes - Travel Techniques**

#### **Overview**

Independent and safe mobility involves the development of motor skills, acquisition of basic concepts, and awareness of the travel setting. Teaching these outcomes in a developmentally sequential manner allows the student to acquire the necessary skills on which to build more complex orientation and mobility techniques.

The ability to travel independently is integral to every aspect of personal, educational, and social development. The effective use of appropriate travel techniques enables students who are visually impaired to participate in activities as independently as is individually possible.

### **Curriculum Organizers – Travel Techniques**

#### **Learning Outcomes**

It is expected that students will be able to:

- apply the use of all cane techniques
- plan and execute routes to unfamiliar commercial areas
- use advanced travel techniques with supervision (e.g. cross multi-lane streets with high volume traffic)
- use public transportation independently
- independently travel to a stated destination from a drop-off starting point

### **Unit 4: Overview Curriculum Organizers and Learning Outcomes - Communication, Personal Safety and Advocacy**

#### **Overview**

Effective communication skills, the knowledge and application of personal safety procedures, and the ability to be an effective self-advocate are fundamental in reaching one's destination, safely and efficiently.

### **Curriculum Organizers – Communication, Personal Safety, and Advocacy**

#### **Learning Outcomes**



It is expected that students will be able to:

- independently demonstrate appropriate social interactions with the public
- independently demonstrate the rules of safe travel in unfamiliar environments
- advocate on behalf of persons with visual impairments

## Instructional Component

- direct instruction
- self directed practice of learned skills
- interactive instruction
- role playing
- modeling
- practical application of learned skills
- brainstorming
- problem solving

## Assessment Component

Type of Assessment	Category	Details	Weighting (%)
Formative	Checklist of learned skills (FIT)	<ul style="list-style-type: none"> <li>• Sensory Development</li> <li>• Orientation and Mapping</li> <li>• Travel Techniques</li> <li>• Communication, Personal Safety, and Advocacy</li> <li>• Pages 37, 45, 55, 63</li> </ul>	50%
Summative	Final Assessment	Practical (Drop-off)	30%
		Written Examination	20%
<b>Total:</b>			<b>100%</b>

- Fifty per cent (50%) of the grade will be based on evaluations conducted throughout the course. This portion of the grade will reflect the student's most consistent level of achievement throughout





the course.

- Thirty per cent (30%) of the grade will be based on a practical examination. For this task, the student will travel independently to a stated destination from an unfamiliar drop off starting point. The student will be expected to travel the route employing skills and strategies appropriate to the advanced travel situation. This task may involve public transportation.
- Twenty per cent (20%) of the grade will be based on a final written examination demonstrating knowledge from all four strand areas and emphasizing knowledge of advanced travel techniques and strategies

## Learning Resources

### Print Resources

- British Columbia Ministry of Education, Special Programs Branch. Framework for Independent Travel: A Resource for Orientation and Mobility Instruction. Victoria, BC: BC Ministry of Education, 2000.
- Fazzi, Diane L. and Barbara A. Petersmeyer. Imagining the Possibilities: Creative Approaches to Orientation and Mobility Instruction for Persons Who Are Visually Impaired. New York: AFB Press, 2001.
- Pogrud, Rona. Teaching Age-appropriate Purposeful Skills (TAPS): An Orientation & Mobility Curriculum for Students with Visual Impairments. Austin, TX: Texas School for the Blind and Visually Impaired, 1993.
- British Columbia Ministry of Education. Special Education Services: A Manual of Policies, Procedures and Guidelines. Victoria, BC: BC Ministry of Education, 2011.
- Wiener, William R., Richard L. Welsh, and Bruce B. Blasch. Foundations of Orientation and Mobility. 3rd ed. New York: AFB Press, 2010.

### Web Resources

- Texas School for the Blind and Visually Impaired: Orientation & Mobility  
<http://www.tsbvi.edu/orientation-a-mobility>

This section of the TSBVI website contains many useful articles from O&M teaching strategies for youngsters to independent travel through an airport.

- Vision Aware: Online Resources about Orientation and Mobility Services and Training  
[http://www.visionaware.org/online\\_resources\\_about\\_orientation\\_and\\_mobility\\_services\\_and\\_training](http://www.visionaware.org/online_resources_about_orientation_and_mobility_services_and_training)

A list of O&M URLs and summaries of their contents compiled by Vision Aware.

- Orientation & Mobility.org  
<http://www.orientationandmobility.org/>

A website containing useful links, job resources and a list of post-secondary institutions that provide O&M courses.

## Additional Information



This course based on the Framework for Independent Travel applies to a small number of students who are blind or visually impaired. These students need this specialized instruction in order to travel independently and safely to participate in their school and community. The knowledge and application of these skills will improve quality of life and success during school years and later. Students who need to learn O & M skills should receive credit for the hours of work involved and have the course documented on their graduation transcript