



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

**EDUCATION COMMITTEE
AGENDA**

Wednesday, September 28, 2016 from 3:30-5:00 p.m.
School Board Office – Gibsons, BC

- 1) Regulation 2840 – Student Reporting
- 2) Regulation 6700 – Physical Restraint of Students
- 3) Strategic Plan: Student Sustainable Practices & Outdoor Education
- 4) Report: Collaborating About Reading Engagement (CARE) Project
- 5) Curriculum (*standing item*)
- 6) Parent Engagement (*standing item*)



School District No. 46 (Sunshine Coast)

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STUDENT REPORTING

A. Objectives of Reporting

Effective student reporting procedures ensure that student progress is reported regularly and effectively to parents and that accurate records of student progress is maintained.

B. Reporting Procedures

- As per the Policy Statement provided by the Ministry of Education effective July 1st, 2016, teachers will have the option of two reporting frameworks, A or B.

Option A:

During the school year, principals must provide parents of students with a minimum of five reports describing students' school progress. Rather than focusing on formal and informal reporting to parents, reporting will be timely and responsive throughout the year. District checklists will be developed to ensure compliance with Ministerial Order 191/94, the Student Progress Report Order. Reporting will include a written summative report at the end of the school year or semester.

Summative reporting for Grades K-3

At the end of the school year, principals shall provide a written summative report to parents. Summative reports will provide descriptive written comments that address the student's progress in relation to the learning standards of the curriculum in all areas of learning as set out Ministerial Order 295/95, the Required Areas of Study Order.

Summative reporting will also include student self-assessment of core competencies, with teacher support.

Summative reporting for Grades 4-9

At the end of the school year or semester, principals shall provide a written summative report to parents that address the student's progress in relation to the learning standards of the curriculum in all areas of learning as set out in Ministerial Order 295/95, the Required Areas of Study Order. Parents will receive letter grades upon request.

Date adopted: November 1997
Revised: July 15, 2002

Reference: Board Policy 4.3.3

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Summative reporting will also include student self-assessment of core competencies, with teacher support as appropriate for the student.

Option B:

Principals will provide students with a minimum of five reports describing students' school progress. Three of the reports will be formal written reports, one of which must be a summative report at the end of the school year or semester.

The two informal reports to parents may include: telephone calls, student-led conferences, parent-teacher conferences, use of journals, e-mails, and other means. Schools and teachers determine how they will informally communicate with parents.

Grades K-3

For the following areas of learning, the three formal reports will include a performance scale and descriptions of progress in relation to the learning standards set out in the curriculum:

- English Language Arts
- Mathematics
- Science
- Social Studies
- Physical and Health Education
- Arts Education.

For the following areas of learning, the summative formal report at the end of the year will also include descriptions of progress in relation to the learning standards set out in the curriculum:

- Applied Design, Skills and Technologies
- Career Education.

The summative report will include student self-assessment of the core competencies, with teacher support.

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Grades 4 – 5

For the following areas of learning, formal reports will include letter grades and written reporting comments to indicate students' levels of performance in relation to the learning standards set out in the curriculum:

- English Language Arts
- Mathematics
- Science
- Social Studies
- Physical and Health Education
- Arts Education
- For Grade 5, a second language.

For the following areas of learning, the summative report will also include written comments to indicate students' levels of performance in relation to the learning standards set out in the curriculum:

- Applied Design, Skills and Technologies
- Career Education.

The summative report will include student self-assessment of the core competencies, with teacher support as appropriate for the student.

Grades 6-9

In Grades 6-9, formal reports will include letter grades and written reporting comments to indicate students' levels of performance in relation to the learning standards set out in the curriculum for the following areas of learning:

- English Language Arts
- Social Studies
- Mathematics
- Science
- Physical and Health Education
- Arts Education

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- Applied Design, Skills and Technologies
- Career Education
- For Grades 6, 7 and 8, a second language.

The summative report at the end of the school year or semester will also include student self-assessment of core competencies, with teacher support as appropriate for the student.

Grades 10 – 12

The Interim Student Progress Reporting Guidelines for Grades K-9 do not apply to Grades 10- 12. Nevertheless, reporting to parents should be timely and responsive throughout the school year.

In Grades 10 to 12, formal reports will include letter grades and/or percentages and written reporting comments, where deemed to be appropriate, to indicate students' level of performance in relation to the learning standards or learning outcomes set out in the curriculum for each course or subject and grade.

When students are meeting the Prescribed Learning Outcomes of the Graduation Transitions Program, a comment of "Meeting requirement" will be made on the term and final reports. A comment of "Not meeting requirement" will be made at any time when students are not meeting the Prescribed Learning Outcomes of the Graduation Transitions Program. Where a "Not meeting requirement" comment is made, a further comment is made to outline a plan for the student to meet the requirement.

Upon successful attainment of the Graduation Transitions Program, "Requirement Met (RM)" will be recorded on the student's transcript.

All formal reports should contain a description of student behaviour, including information on attitudes, work habits, effort and social responsibility.

Students with Special Needs (all grades)

Where students with special needs are expected to achieve or surpass the learning standards or learning outcomes of their learning program, regular reporting procedures will be used to indicate progress. Where it is determined that a student with special

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needs is not capable of achieving the learning standards or learning outcomes of provincial or Board Authority Authorized curriculum, and substantial course or program modification is necessary, specific individual goals and objectives will be established for the student in his or her Individual Education Plan (IEP). Reporting to parents will be in relation to these specific individual goals as they relate to each locally developed non-credit course in which the student may be enrolled. It may not be appropriate to provide letter grades to all students.

Students on Modified Curricula (all grades)

For students with special needs who are not working toward the learning standards or learning outcomes of the curriculum but rather toward individualized goals or objectives in an IEP, the most appropriate form of reporting for the student should be determined by the School Based Team.

If letter grades are used, it should be stated in the body of the student progress report that the grade is given in relation to the individualized goals and objectives and not in relation to provincial or Board Authority Authorized curriculum standards and core competencies.

ELL and FLL Students (all grades)

Where an English language learner is following the learning standards or learning outcomes of the provincial curriculum or a local program, regular reporting procedures are used to show progress. Where these students are not following the learning standards or learning outcomes of the curriculum, the written report must contain comments describing what the student can do, areas in which he or she requires further attention or development, and ways of supporting his or her learning.

Use of the Letter Grade "I"

The letter "I" will be used to alert parents when students, for a variety of reasons, are not demonstrating minimally acceptable performance in relation to the learning standards or expected learning outcomes. The "I" may be used at any time during the school year on informal or formal reports. The underlying principle is that parents and students should be alerted to a problem as soon as teachers detect it.

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When an "I" reporting symbol has been assigned:

- students and parents must be informed, and must be provided with an opportunity to consult with teachers about the problems students are having and possible solutions; and
- teachers must be prepared to identify what the problems are and specify plans of action to help students achieve the learning outcomes. An "I" may be communicated in a variety of ways, including: through a written plan, verbally by telephone, or in a direct meeting involving teacher, parents and students.

The "I" letter grade must be converted to another letter grade or percentage:

- before students' records are transferred to another school, unless there is agreement between the principals of the two schools to defer conversion of the "I" reporting symbol;
- when letter grades are recorded on the permanent student record card; and,
- before submission of Grades 10, 11 or 12 marks to the Ministry for inclusion on students'
- transcripts of grades.

An "F" letter grade can only be assigned if an "I" reporting symbol was previously assigned, or as a result of failing a provincially examinable course.

C. Requirements for All Written Student Progress Reports

In addition to the above, summative reports (Option A) and all formal written student progress reports (Option B) for students in kindergarten through grade 12 shall contain:

- a. The school's name, address and telephone number;
- b. The student's name;
- c. A definition of all letter grades used in the report (Section D of this Regulation);
- d. The number of days that the student was absent during the reporting period;
- e. The number of days that the student was late during the reporting period;
- f. A description of the student's behaviour, including information on attitudes, work habits and effort;

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- g. The name of the teacher involved in preparing the report, and the signature of the principal or other administrative officer;
- h. A place for the signature of the parent acknowledging receipt of the report;
- i. A statement that the report is on a form ordered by the minister or on a form approved by the Board;

D. Letter Grades Definitions and Assignment of "I" (In Progress or Incomplete)

Summative and formal term reports:

A= The student demonstrates excellent or outstanding performance in relation to expected learning outcomes for the course or subject and grade.

B= The student demonstrates very good performance in relation to expected learning outcomes for the course or subject and grade.

C+ = The student demonstrates good performance in relation to expected learning outcomes for the course or subject and grade.

C = The student demonstrates satisfactory performance in relation to expected learning outcomes for the course or subject and grade.

C- = The student demonstrates minimally acceptable performance in relation to expected learning outcomes for the course or subject and grade.

I = (In Progress or Incomplete) The student, for a variety of reasons, is not demonstrating minimally acceptable performance in relation to the expected learning outcomes. An "I" letter grade may only be assigned in accordance with section 3.

F = (Failing) The student has not demonstrated, or is not demonstrating, the minimally acceptable performance in relation to the expected learning outcomes for the course or subject and grade. The letter grade "F" may only be assigned if an "I" (In Progress) letter grade has been previously assigned for that course or subject and grade.

W = (Withdrawal) Upon request of the parent of the student or, when appropriate, the student, the principal, vice principal or director of instruction in charge of a school may grant permission to a student to withdraw from a course or subject.

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RM = (Requirement Met) The student has met the learning outcomes set out in the applicable educational program guide for Graduation Transitions, listed in the Ministerial Order 333/00, the Educational Program Guide Order. Requirement Met may only be used for Graduation Transitions.

Summative Reports may also include the following:

SG = (Standing Granted) Although completion of normal requirements is not possible, a sufficient level of performance has been attained to warrant, consistent with the best interests of the student, the granting of standing for the course or subject and grade. Standing Granted may be used in cases of serious illness, hospitalization, late entry or early leaving, but may only be granted by an adjudication process authorized by the principal, vice principal or director of instruction in charge of the school. Standing Granted may not be used for a course with a Required Graduation Program Examination. Standing Granted may not be used for Graduation Transitions.

TS = (Transfer Standing) May be granted by the principal, vice principal or director of instruction in charge of a school on the basis of an examination of records from an institution other than a school as defined in the School Act. Alternatively, the principal, vice principal or director of instruction in charge of a school may assign a letter grade on the basis of an examination of those records.

References:

- Ministerial Order 192/94, the Provincial Letter Grades Order
- Ministerial Order 191/94, the Student Progress Report Order
- Ministerial Order 190/91, the Permanent Student Record Order
- Ministerial Order 295/95, the Required Areas of Study Order
- Regulation 265/89, the School Regulation

Date adopted: November 1997
Revised: July 15, 2002

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PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS

The Board recognizes that it has a responsibility to ensure that the public school provides a safe environment for all of its students and employees.

It is expected that school personnel will implement positive behaviour supports and interventions, behaviour plans, emergency or safety plans and other plans to prevent and de-escalate potentially unsafe situations.

Parents and, where appropriate, students will be consulted in the development of positive behaviour supports and interventions, behaviour plans, emergency or safety plans.

It is further recognized that, in exceptional circumstances, it may be necessary to apply physical restraint or seclusion when a student presents imminent danger of serious physical harm to self, others and/or property.

A. Definition of terms, as provided in Ministry of Education Provincial Guidelines (June 3, 2015)

1. “Physical restraint” is a method of restricting another person’s freedom of movement or mobility – in order to secure and maintain the safety of the person or the safety of others.

The provision of a “physical escort”, i.e. temporary touching or holding of a student’s hand, wrist, arm, shoulder or back for the purpose of accompanying and inducing a student who is acting out to walk to a safe location, does not constitute physical restraint.

The provision of physical guidance, or prompting of a student when teaching a skill, redirecting attention, or providing comfort also does not constitute physical

2. “Seclusion” is the involuntary confinement of a person, alone in a room, enclosure, or space, which the person is physically prevented from leaving.

Behaviour strategies such as ‘time out’, used for social reinforcement as part of a behaviour plan, are not considered ‘seclusion’. The term seclusion does not apply where a student has personally requested to be in a different/secluded location/space

Date adopted: December 20, 1999
Revised:

Reference: Provincial Guidelines – Physical Restraint and Seclusion in School Settings (June 3, 2015)

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B. Principles of Restraint and Seclusion

1. Employees will not endanger their own safety in employing physical restraint.
2. The intervention or restraint technique shall be appropriate to the intellectual, physical and emotional development of the student(s). Restraint and seclusion are not meant to be used as a disciplinary measure or to force compliance in an educational setting.
3. Physical restraint must be viewed as a temporary measure. Restraint or seclusion is required when the threat is immediate and where less restrictive interventions have been ineffective in ending imminent danger or serious physical harm.
4. It is recognized that there may be emergency situations when physical restraint may be appropriate even though more moderate control measures have not been used (e.g. a student is in the process of causing harm to another person).
5. All school staff members shall be trained in positive behaviour interventions and supports and de-escalation techniques (CPI).
6. School personnel who work directly with a student in situations where there is a potential for imminent danger of serious physical harm to the student or others, and where they may be required to respond to an individual whose behaviour is presenting a danger to self or others are expected to have been trained in crisis intervention and the safe use of physical and restrain and seclusion (CPI).

C. Procedures for Physical Restraint and Seclusion

The procedures involve the three basic steps of restraint and/or seclusion, debriefing and documentation.

1. Physical restraint should be conducted:
 - (a) Without the use of mechanical devices.
 - (b) After a verbal warning to the student: the restrainer shall normally explain what is going to be done before restraint occurs.
 - (c) With controlled, unemotional and reassuring statements that give reasons for the restraint and/or seclusion and describing the necessary behaviour for ending the restraint and/or seclusion.
 - (d) With the least amount of force to protect the student and restrainer.
 - (e) With the least amount of disturbance to the rest of the class.

Date adopted: December 20, 1999

Revised:

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- (f) In the presence of another adult when possible.
- (g) With the assistance of other adults as needed.
- (h) Never in a manner that could, in any way, cause harm to the student, i.e. never restricts the breathing of the student, never places a student in a prone position (face down on their stomach) or supine position (face up, on their back).

It is critical that:

- (a) Any space used for the purpose of seclusion will not jeopardize the secluded student's health and safety.
 - (b) Any student placed in seclusion is to be continuously visually observed by an adult who is physically present throughout the period of seclusion. All health and safety policies and regulations including WorkSafe BC regulations shall be followed.
2. School personnel be able to communicate with the student in the student's primary language or mode of communication be present at all times. Debriefing should occur as soon as possible with involved school personnel, parents or guardians of the student, and where possible, with the student so that all parties understand the situation and to examine:
- (a) What happened,
 - (b) What could have been changed, and
 - (c) Preventative and response actions to be taken in the future
3. Documentation, using "Physical Restraint and Seclusion Record" must be completed as soon as possible after an incident involving restraint and/or seclusion and:
- (a) Notification to the principal as soon as possible after the incident, and, in any event, prior to the end of that school day.
 - (b) Direct communication between the principal or designate and the parent(s) shall be initiated within the same day.
 - (c) Notification by the principal to the Director of Instruction for Student Support Services as soon as possible after the incident/always prior to the end of the school day on which the incident has occurred
 - (d) Notification by the Director of Instruction to the Superintendent or designate as soon as possible after the incident/always prior to the end of the school day on which the incident has occurred

Date adopted: December 20, 1999
Revised:

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4. In cases where a student's behaviour could potentially cause harm to self or others, the student's educational planning includes development of:
 - (a) An Individualized Education Plan (IEP) outlining the student's learning outcomes, required learning support services, and instructional and assessment methods, that is reviewed regularly, and at least, annually
 - (b) A formal positive behaviour support plan describing positive behaviour intervention supports and conflict de-escalation procedures that are in place
 - (c) An emergency or safety plan detailing emergency and safety procedures regarding the use of physical restraint and /or seclusion, and confirming the formal training of personnel
 - (d) Educational assessments, including functional behaviour assessments, are provided for all students whose pattern of behaviour impedes their learning or the learning of others – to inform the development of behaviour intervention plans.
5. A review/revision of prevention/intervention strategies must occur in cases where there is:
 - (a) Repeated use of physical restraint and/or seclusion for an individual student.
 - (b) Multiple use of physical restraint and/or seclusion occurring within the same classroom.
 - (c) Repeated use of physical restraint and/or seclusion by an individual staff member.

Date adopted: December 20, 1999
Revised:

Reference: Provincial Guidelines – Physical Restraint and Seclusion in School Settings (June 3, 2015)

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The CARE Project



**Collaborating About
Reading Engagement**



The Role of the Reading Committee

Purpose: The CARE Project is intended to develop a network for sharing values, mindsets and strategies for reading supports across our district.



School Teams

School Teams will be invited to attend, & include:

- One primary classroom teacher
- One intermediate classroom teacher
- The reading support teacher
- The aboriginal education support teacher
- The Support services teacher
- The Principal

Collaboration: Intensive, ongoing, and collaborative professional learning is exactly what research shows to be most effective for improving both teachers' practice and student learning.



School Teams -
Gather monthly for a
district-wide meeting



- Reading Experts will be brought in to the district:
 - Faye Brownlie



- Reading Experts will be brought in to the district:
 - Miriam Trehearne



- Reading Experts will be brought in to the district:
 - Adrienne Gear



The CARE Project ~ ~ An extra layer of collaboration

~2 half days of release time



During the project we will:

Closely examine the needs of our students.

Pose questions related to our own practice and how examine how changes impact children's learning.



Reading Committee Philosophy

We believe:

All of us can learn – and we learn best in collaborative, supportive environments where we feel valued, respected and engaged.

Teaching children to read is fundamental to the work we do in schools. It provides students with the skills to access learning across the curriculum, it allows them to have choices in their future endeavors, and it is a source of JOY that we value.











Thank you!