

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

EDUCATION COMMITTEE AGENDA

Tuesday, October 22, 2019, 2:00 p.m.

School Board Office - Gibsons, BC

Pages

1. Call to Order
2. Middle Years Development Index (MDI)
<http://earlylearning.ubc.ca/maps/mdi/nh/sd46/>
3. Literacy (1.d.)
Our students will be literate. They will be effective communicators, critical thinkers, and engaged citizens.
4. Digital Literacy (1.j.)
Our students will have the digital literacy skills to enhance and communicate their learning, and to responsibly navigate technology.
5. Regulations for Review:
 - a. Reg. 1290 – Student Leadership 1
 - b. Reg. 1360 – Waivers and Informed Consent 4
6. Adjourn

ADMINISTRATIVE REGULATIONS

Title: **Student Leadership**

Category: **Education**

Number: **1290**

I. Rationale:

Student Voice allows for a direct link between the current educational experience of students, school and district administration, and the Board.

II. District Student Leadership Team (DSLTL):

A. Two students (normally one in grade 11 and one in grade 12) from Pender Harbour, Chatelech, Sunshine Coast Alternative and Elphinstone Secondary Schools will meet with the Superintendent or designate at least every two months to discuss matters of interest to students.

B. A process will be developed by the DSLTL to nominate a member of the DSLTL to be Student Trustee for the academic year.

C. Should the nominee be unable to complete his/her term, the DSLTL will nominate another student to fulfill the role of the Student Trustee for the balance of that school year.

III. Student Trustee:

A. The DSLTL shall name a Student Trustee to the Board in June of each school year for the subsequent school year.

B. The Chair of the Board or designate will mentor the student trustee.

C. The Student Trustee shall have the same opportunities for participation in meetings of the Board and its committees as an elected Trustee. However, the Student Trustee is not a member of the elected Board, and, therefore, cannot attend closed meetings. Further, the Student Trustee cannot vote on matters before the Board.

D. The Student Trustee must try to attend all regular meetings of the Board, normally in Gibsons.

E. The Student Trustee shall report to the DSLTL the activities and priorities of the Board.

F. The Student Trustee shall report to the Board on the activities and priorities of the DSLTL

G. The Student Trustee shall act in accordance with the Bylaws and Policies of the Board.

H. The Student Trustee shall prepare a written report for the June Board meeting to describe his/her experiences as a Student Trustee for his/her term of office.

Received:

References: Board Policy 2.8



ADMINISTRATIVE REGULATIONS

Title: **Student Leadership**

Category: **Education**

Number: **1290**

I. Rationale:

Student Voice allows for a direct link between the current educational experience of students, school and district administration, and the Board, ~~on matters immediately before the Board on an ongoing basis.~~

II. District Student Leadership Team (DSLTL)

A. Two students (normally one in grade 11 and one in grade 12) from Pender Harbour, Chatelech, Sunshine Coast Alternative and Elphinstone Secondary Schools will meet with the Superintendent or designate at least every two months to discuss matters of interest to students.

B. A process will be developed by the DSLTL to nominate a member of the DSLTL to be Student Trustee for the academic year.

C. Should the nominee be unable to complete his/her term, the DSLTL will nominate another student to fulfill the role of the Student Trustee for the balance of that school year.

III. Student Trustee

A. ~~The~~ The DSLTL shall name a Student Trustee shall be recommended to the Board in June of each school year for the subsequent school year. by the DSLTL, where possible at the October board meeting by June.

B. The Chair of the Board or designate will mentor the student trustee.



ADMINISTRATIVE REGULATIONS

Title: **Student Leadership**

Category: **Education**

Number: **1290**

C. The Student Trustee shall have the same opportunities for participation in meetings of the Board and its committees as an elected Trustee. However, the Student Trustee is not a member of the elected Board, and, therefore, cannot attend closed meetings. Further, the Student Trustee cannot vote on matters before the Board.

D. The Student Trustee must try to attend all regular meetings of the Board, normally in Gibsons.

E. The Student Trustee shall report to the DSLT the activities and priorities of the Board.

F. The Student Trustee shall report to the Board on the activities and priorities of the DSLT

E.G. The Student Trustee shall act in accordance with the Bylaws and Policies of the Board.

F.H. The Student Trustee shall prepare a written report for the June Board meeting to describe his/her experiences as a Student Trustee for his/her term of office.

Received: January 2015 TBD

References: Board Policy 2.8



Title: **Waivers and Informed Consent**
 Category: **Education**
 Number: **1360**

I. Rationale:

The function of informed consent is to provide information to parents regarding curricular and extracurricular activities. It also provides an opportunity for parents to advise the school of any concerns they may have related to their child’s participation in an activity.

Informed consent shall be used by School District No. 46 as a condition of participation by students in certain curricular and extracurricular activities. Specifically, informed consents are signed by a parent or guardian to indicate their consent to the proposed activity of an extracurricular, off-site curricular, or an on-site curricular activity that is considered by the school as medium to high risk.

II. Procedures:

A. Low-risk activities:

1. Schools may use a general consent form to cover off-site curricular activities of a low risk nature, such as field trips to cultural activities, local businesses and industrial sites, community visits, musical productions and courses that include frequent low risk activities.

2. A general consent form may be used on an annual or by course basis for this purpose as long as:

- a) parents/guardians are given notice of each activity as it approaches;
- b) the general consent provides a possible list of the low risk activities to which they are consenting;
- c) both the general consent form and notice shall describe transportation arrangements.

B. High-risk activities:

1. Higher risk off-site curricular and extracurricular activities require more detailed and individualized consent forms. By signing the consent form, the parent/guardian agrees that the activities described, including normal associated risks, are appropriate for his/her child.

2. Such forms are specific to the activity and describe inherent risks.



Title: **Waivers and Informed Consent**
 Category: **Education**
 Number: **1360**

3. Specifically, the consent form will include:
 - a) specific means of transportation;
 - b) the nature of the supervision being provided;
 - c) a description of the activity, including inherent risks;
 - d) identify the date, time and duration of the activity.

4. When a curricular or extracurricular activity is planned that extends several days or is considered by the school principal to be a high-risk activity, the consent form shall also include:
 - a) address and telephone number to the location of the activity or, where necessary, the cell phone number of the supervising teacher for emergency contact;
 - b) a detailed itinerary, including any options that may be available for the students, unsupervised periods and remoteness from medical facilities;
 - c) a more detailed description of the risks that are inherent to the activity.

5. When a course is offered that involves higher than normal associated risks (e.g. a senior level physical education course, an outdoor physical education course) the activities and attendant risks shall be described to parents/guardians early enough so that an alternative course selection can be made.

C. **Waivers**

1. Waiver forms shall be used for extracurricular activities involving high risk activities. These will usually be activities that private operators would require waiver forms for, such as river rafting, rock climbing, skiing, etc.

2. Where outside facility providers require waiver forms as a condition of providing services, the school shall insure that parents/guardians receive notice of this fact before they consent to their child’s participation in the activity.

Received:
References:



Title: **Waivers and Informed Consent**
 Category: **Education**
 Number: **1360**

Rationale ~~The function of informed consent is to provide information to parents regarding curricular and extracurricular activities. It also provides an opportunity for parents to advise the school of any concerns they may have related to their child's participation in an activity.~~

I. Rationale:

A. ~~The function of informed consent is to provide information to parents regarding curricular and extracurricular activities. It also provides an opportunity for parents to advise the school of any concerns they may have related to their child's participation in an activity.~~

II. Informed Consent

~~A. The function of informed consent is to provide information to parents. It also provides an opportunity for parents to advise the school of any concerns they may have related to their child's participation in an activity.~~

B. Informed consent shall be used by School District No. 46 ~~as a condition of~~ as a condition of participation by students in certain curricular and extracurricular activities. Specifically, informed consents are signed by a parent or guardian to indicate their consent to the proposed activity of an extracurricular, off-site curricular, or an on-site curricular activity that is considered by the school as medium to high risk. ~~(football, wrestling, etc.).~~

II. Procedures:

III.A. Low-risk activities:

A.1. Schools may use a general consent form to cover off-site curricular activities of a low risk nature, such as field trips to cultural activities, local businesses and industrial sites, community visits, musical productions and courses that include frequent low risk activities.

Title: **Waivers and Informed Consent**
 Category: **Education**
 Number: **1360**

~~B-2.~~ A general consent form may be used on an annual or by course basis for this purpose as long as:

- ~~1.a)~~ parents/guardians are given notice of each activity as it approaches;
- ~~2.b)~~ the general consent provides a possible list of the low risk activities ~~they are consenting to~~ to which they are consenting;
- ~~3.c)~~ both the general consent form and notice shall describe possible transportation arrangements.

~~IV-B.~~ High-risk activities:

~~A-1.~~ Higher risk off-site curricular and extracurricular activities require more detailed and individualized consent forms. By signing the consent form, the parent/guardian agrees that the activities described, including normal associated risks, are appropriate for his/her child.

~~B-2.~~ Such forms are specific to the activity and describe inherent risks.

~~C-3.~~ Specifically, the consent form will include:

- ~~1.a)~~ specific means of transportation;
- ~~2.b)~~ the nature of the supervision being provided;
- ~~3.c)~~ a description of the activity, including inherent risks;
- ~~4.d)~~ identify the date, time and duration of the activity.

~~D-4.~~ When a curricular or extracurricular activity is planned that extends several days or is considered by the school principal to be a high risk~~high-risk~~ activity, the consent form shall also include:

- ~~1.a)~~ address and telephone number to the location of the activity or, where necessary, the ~~cellular telephone~~cell phone number of the

Title: **Waivers and Informed Consent**
 Category: **Education**
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supervising teacher for emergency contact;
~~2-b)~~ a detailed itinerary, including any options that may be available for the students, unsupervised periods and remoteness from medical facilities;
~~3.~~ a more detailed description of the risks that are inherent to the activity.

~~c)~~

~~E-5.~~ When a course is offered that involves higher than normal associated risks (e.g. a senior level physical education course, an outdoor physical education course) the activities and attendant risks shall be described to parents/guardians early enough so that an alternative course selection can be made.

~~V.C.~~ Waivers

~~A-1.~~ Waiver forms shall be used for extracurricular activities involving high risk activities. These will usually be activities that private operators would require waiver forms for, such as river rafting, rock climbing, skiing, etc.

~~B-2.~~ Where outside facility providers require waiver forms as a condition of providing services, the school shall insure that parents/guardians receive notice of this fact before they consent to their child's participation in the activity.

Received:
References:

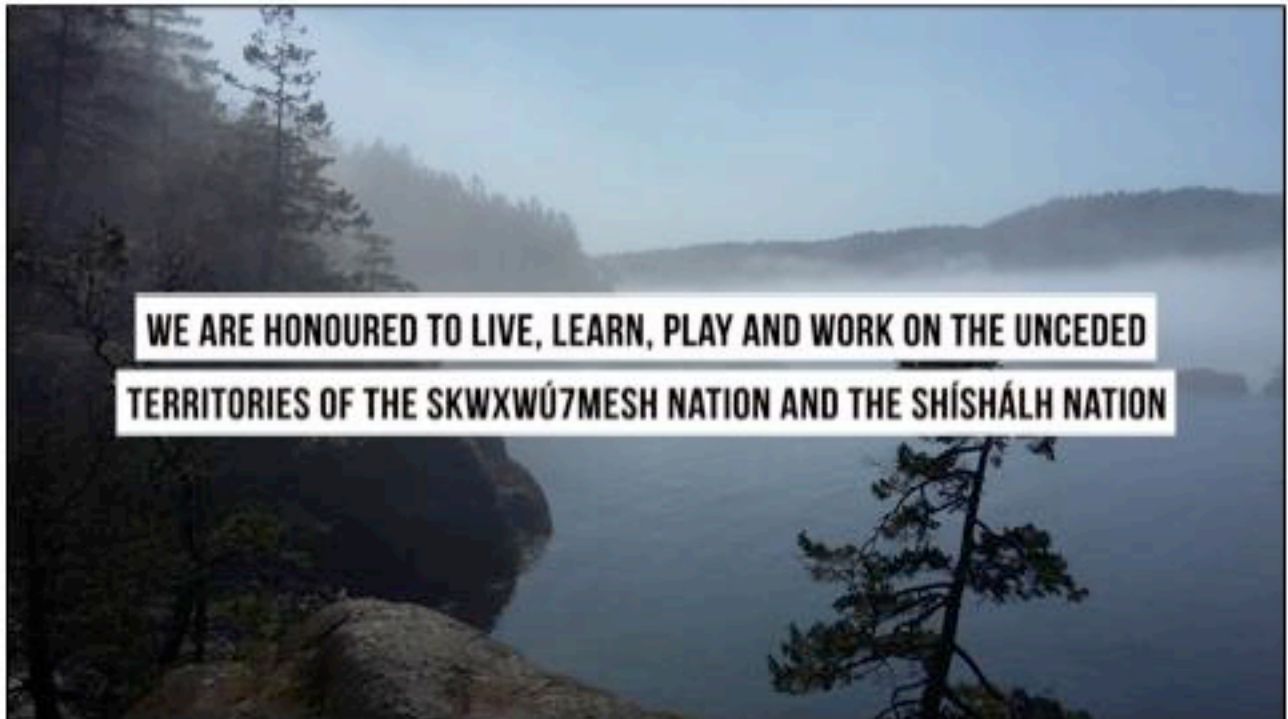




SCHOOL DISTRICT 46
SUNSHINE COAST

LITERACY IN SCHOOL DISTRICT 46

Education Committee Oct. 22, 2019



**WE ARE HONOURED TO LIVE, LEARN, PLAY AND WORK ON THE UNCEDED
TERRITORIES OF THE SKWXWÚ7MESH NATION AND THE SHÍSHÁLH NATION**

DEFINITION OF LITERACY

Literacy is the ability to make **meaning** from text and express oneself in a variety of modes and for a variety of purposes. This includes making connections, analyzing critically, comprehending, creating, and communicating.

....more than skills and content!

“ The shift to literacy and numeracy opens the possibilities of creating more cross-curricular, flexible and relevant learning opportunities. ”

LITERACY ASSESSMENTS - OVERVIEW

- EDI - Early Development Instrument - EDI
- Kindergarten Survey - Kindergarten
- Phonological Foundations – Kindergarten to grade 2
- EPRA -Early Primary Reading Assessment - Kindergarten – Grade 2
- PM Benchmark - Primary
- DART - District Assessment of Reading Team – Grades 3 – 9
- Performance Standards – Ongoing Data Collection to Inform Teaching.
 - Summative data collection in June
- Provincial Graduation Literacy Assessments
 - Grade 10 in 2019/20 & Grade 12 in 2020/21
- How Are We Doing? – Indigenous – Grades 4, 7, 10 – 12
- FSA - Foundations Skills Assessment – Grades 4 & 7



Foundation skills assessment (FSA)


- Annual, province-wide assessment of reading, writing & numeracy
- Information on student progress for parents, teachers, schools, districts and the Ministry of Education




Foundation skills assessment (FSA)


- Grades 4 & 7
- 4.5 hours to complete all sections
- Administered in the fall:
Sept. 30 – Nov. 8, 2019







All students take part in a group collaboration activity; respond to reading, writing, and numeracy questions in a paper student booklet; and answer a variety of interactive questions on a computer.



Let's try it!

MINI HIKES

Who said hikes have to be long, or even on foot? Take a mini-hike and give your feet a rest. Try crawling around on your hands and knees, taking time to really look at the ground for those well-hidden bugs. Or, let your fingers do the walking. Find a rotting log and gently probe and poke your way through it with your hands and a pair of tweezers. Take a mini-hike on a tree. Start at ground level and work your way up, checking in the grooves of bark, under loose bark, in holes, in buds, on and under leaves, and in blossoms, seeds, cones, or nuts. You can hike for hours and never get sore feet!





Take it Along

What will you need for your hike? Go over this checklist to make sure you're prepared, and make sure someone knows where you are going!


Checklist ✓

- a magnifying glass
- a notepad
- a hat to keep the sun off
- a snack if you're going to be gone awhile
- boots if you're investigating a wet area
- long sleeves and pants if you're checking out wooded areas




Focus on the 'Take it Along' section

Take the item out of the backpack that does not belong. Put it back on the shelf.



MINI HIKES

Who said hikes have to be long, or even on foot? Take a mini-hike and give your feet a rest. Try crawling around on your hands and knees, taking time to really look at the ground for those well-hidden bugs. Or, let your fingers do the walking. Find a rotting log and gently probe and poke your way through it with your hands and a pair of tweezers. Take a mini-hike on a tree. Start at ground level and work your way up, checking in the grooves of bark, under loose bark, in holes, in buds, on and under leaves, and in blossoms, seeds, cones, or nuts. You can hike for hours and never get sore feet!



Take it Along

What will you need for your hike? Go over this checklist to make sure you're prepared, and make sure someone knows where you are going!

Checklist ✓


- a magnifying glass
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What does the author mean by 'You can hike for hours and never get sore feet?' Check two correct answers:

- Let your fingers do all the work.
- Crawl around instead of walking.
- Wearing great shoes is important.
- Only look at one or two insects at a time.

MINI HIKES

Who said hikes have to be long, or even on foot? Take a mini-hike and give your feet a rest. Try crawling around on your hands and knees, taking time to really look at the ground for those well-hidden bugs. Or, let your fingers do the walking. Find a rotting log and gently probe and poke your way through it with your hands and a pair of tweezers. Take a mini-hike on a tree. Start at ground level and work your way up, checking in the grooves of bark, under loose bark, in holes, in buds, on and under leaves, and in blossoms, seeds, cones, or nuts. You can hike for hours and never get sore feet!



5. Complete the checklist by adding the item you will need when going on

MINI HIKES



Checklist ✓

- a magnifying glass
- a notepad
- a hat to keep the sun off
- a snack if you're going to be gone awhile
- boots if you're investigating a wet area
- long sleeves and pants if you're checking out wooded areas
-

tweezers

an insect container

a light-coloured sheet

seeds, cones and nuts

MINI HIKES

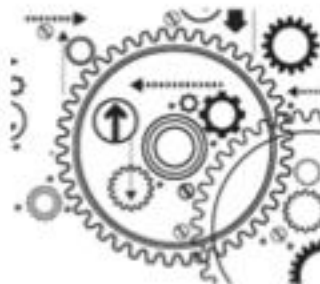
Who said hikes have to be long, or even on foot? Take a mini-hike and give your feet a rest. Try crawling around on your hands and knees, taking time to really look at the ground for those well-hidden bugs. Or, let your fingers do the walking. Find a rotting log and gently probe and poke your way through it with your hands and a pair of tweezers. Take a mini-hike on a tree. Start at ground level and work your way up, checking in the grooves of bark, under loose bark, in holes, in buds, on and under leaves, and in blossoms, seeds, cones, or nuts. You can hike for hours and never get sore feet!



Markers assess:

- Are students using their own ideas and information from the text to show their thinking?
- Introductory & concluding sentences?
 - Run on sentences?
 - Correct punctuation?
 - Proof-read?

- ❖ Our results inform our practice!
- ❖ Lori Jamison in a CARE series focused on writing





STRATEGIC PLAN – LITERACY GOAL

1 B) Our students will be literate. They will be effective communicators, critical thinkers, and engaged citizens.

Many of the goals in the Strategic Plan directly relate to literacy...





Literacy is foundational and relates to many other Strategic Plan goals:

Students will

- 1 A) Have student voice
- 1 B) Thrive in early years and throughout their education - inspiring learning, respect, & connection
- 1 C) Engage with Core competencies; ongoing reflection, experiential learning and personalized inquiry
- 1 D) Be numerate
- 1 H) Consider Indigenous and diversity of cultures
- 1 I) Consider care of the Planet & its Changing Climate
- 1 J) Be Digitally Literate
- 1 L) Graduate



Staff will be

- 2 A) A healthy & inspired team
- 2 B) Fully supported in Professional Development
- 2 C) Inclusive
- 2 D) Leaders
- 2 E) Engaged in positive partnerships

With our Community, we will engage in effective

- 3 A) Communication
- 3 B) Vision & Planning
- 3 C) Collaboration & Deepened Partnerships

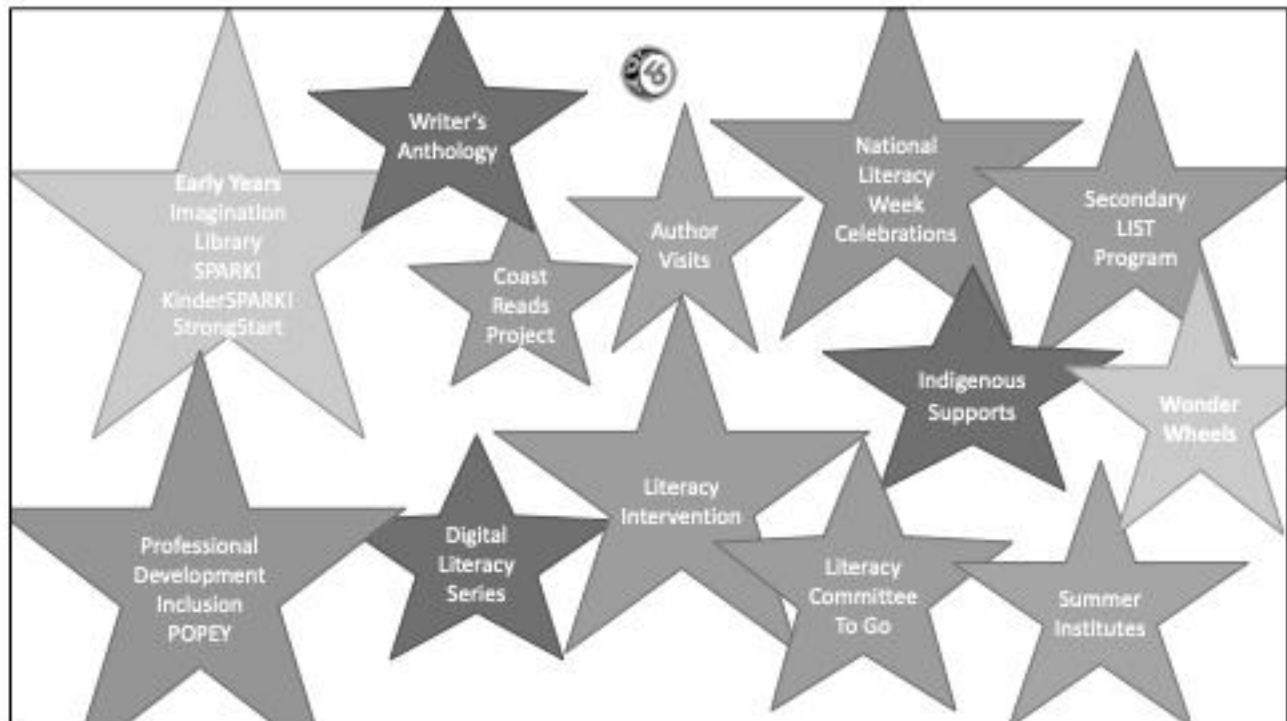


Literacy Committee 2019-2020

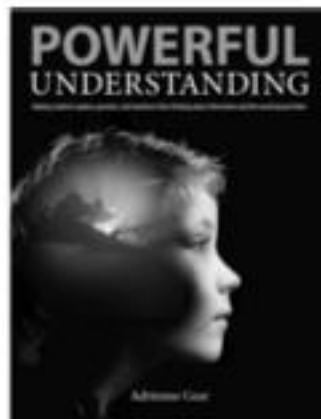
Goals:

1. **Increase the number of students that experience the joy of reading & writing.**
2. **Continue to build a professional culture intensely focused on improving literacy results for all children**
3. **Explore ways to extend reading & writing opportunities in the broader community and to consider and support successful transitions.**
4. **To improve our ability to understand, support and communicate student literacy skills. (Assessment)**

For each goal we have many Actions!



COLLABORATING ABOUT READING ENGAGEMENT – 'CARE' PROJECT



ADRIENNE GEAR! FOR ALL TEACHERS K - 7

The first of three sessions for our 2019-20 CARE series is fast approaching!

Adrienne Gear's book *Powerful Understanding* explores effective ways to build social-emotional skills and help students make connections, question what they read, and transform their thinking as they develop into stronger readers and learners. Teachers are invited to attend this session, or all three sessions in the series for a deeper dive into developing critical thinking, communication skills and engaged citizens.



All K - 7 teachers are invited to attend Adrienne Gear's workshop

Attend either session:
12:45 - 3:15 pm for non-enrolling and CARE teachers (depending on TTDC availability)

OR

3:45 - 6:15 pm Dinner Session - All Teachers Welcome!

Monday, October 7, 2019 at the
Sechelt Learning Centre

TO REGISTER:
Contact Emily Bechard by Oct. 2nd ebechard@sd46.bc.ca / 604-655-6782



Questions?

CONTACT WENDY DEASEY
DISTRICT PRINCIPAL - LEARNING & INSTRUCTION
NEW WESTMINSTER, BC, CA / 604-745-5187



POWERFUL UNDERSTANDINGS

A deep dive into developing critical thinking, communication skills and engaged citizens.

Sounds good...but how?




WHAT? - SUMMARIZING FACTS

WHAT? Here's what the text says so far...
<ul style="list-style-type: none"> • Starfish arms grow back if they get cut off. • Process called "re-generation" 




WHAT? SO WHAT?


ADD YOUR THINKING TO THE FACTS

WHAT? Here's what the text says so far...	SO WHAT? (Critical Thinking) Here's what I'm thinking...
<ul style="list-style-type: none"> • Starfish arms grow back if they get cut off. • Process called "re-generation" 	<ul style="list-style-type: none"> • <i>How long does it take for the arm to grow back?</i>

WHAT? SO WHAT?

WHAT? Here's what the text says so far...	SO WHAT? Here's what I'm thinking...
<ul style="list-style-type: none"> • Starfish arms grow back if they get cut off. • Process called "re-generation" 	<ul style="list-style-type: none"> • <i>How long does that take for the arm to grow back?</i> • <i>Does it only happen once for each leg and then they're out of luck?</i>


WHAT? SO WHAT?

WHAT? Here's what the text says so far...	SO WHAT? Here's what I'm thinking...
<ul style="list-style-type: none"> • Starfish arms grow back if they get cut off. • Process called "re-generation" 	<ul style="list-style-type: none"> • <i>How long does it take for the arm to grow back?</i> • <i>Does it only happen once for each leg and then they're out of luck?</i>

WHAT? SO WHAT? NOW WHAT?

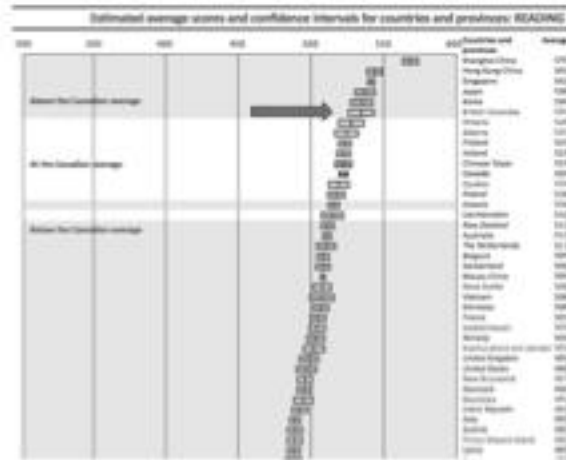
WHAT? Here's what the text says so far...	SO WHAT? Here's what I'm thinking...	NOW WHAT? Here's how my thinking has shifted.

WHAT? SO WHAT? NOW WHAT?

WHAT? Here's what the text says so far...	SO WHAT? Here's what I'm thinking...	NOW WHAT? (Engaged Citizens) Here's what I'm thinking now that I hadn't thought of before...
<ul style="list-style-type: none"> Starfish arms grow back if they get cut off. Process called "re-generation" 	<ul style="list-style-type: none"> <i>How long does it take for the arm to grow back?</i> <i>Does it only happen once for each leg and then they're out of luck?</i> <i>That reminds me of worms cuz when you cut them in half they grow again.</i> 	<ul style="list-style-type: none"> <i>Too bad that doesn't happen to soldiers. If it did, I bet soldiers wouldn't be so scared to go to war.</i>



HOW ARE WE DOING? INTERNATIONAL READING



PROVINCIAL RESEARCH

Early Development Instrument
(EDI)
Provincial Research

All Kindergarten Teachers in the
province

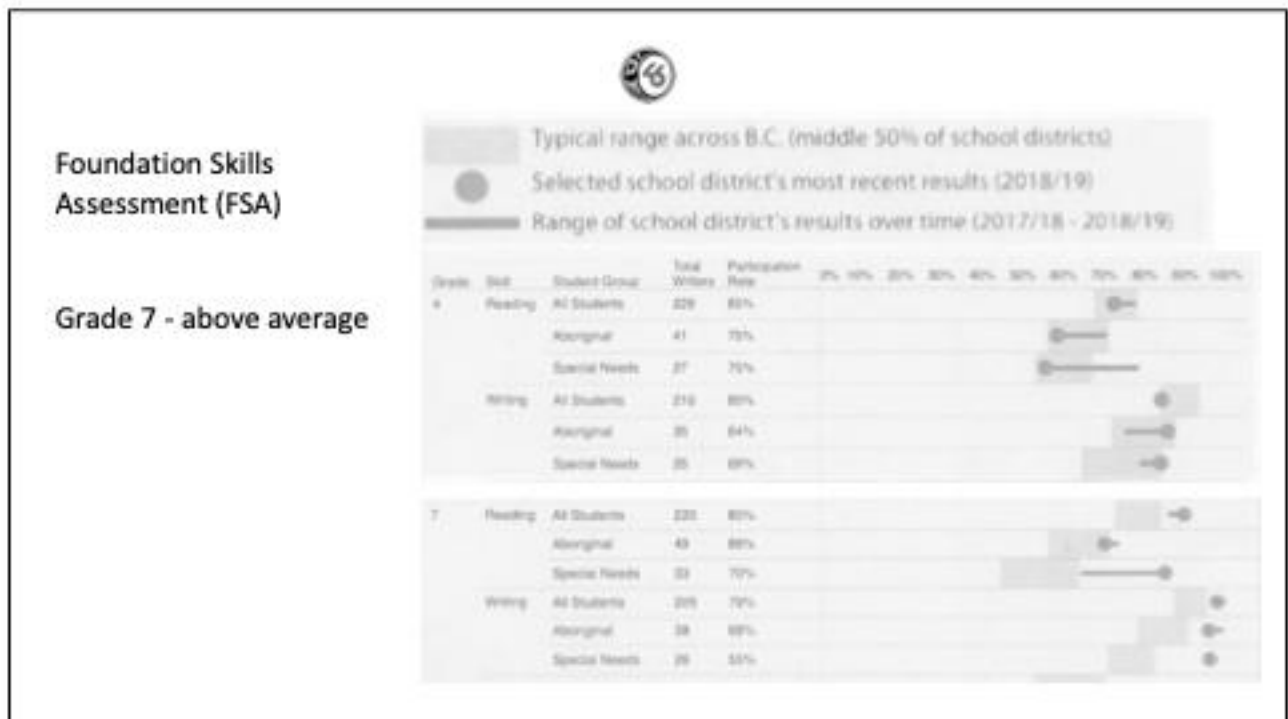
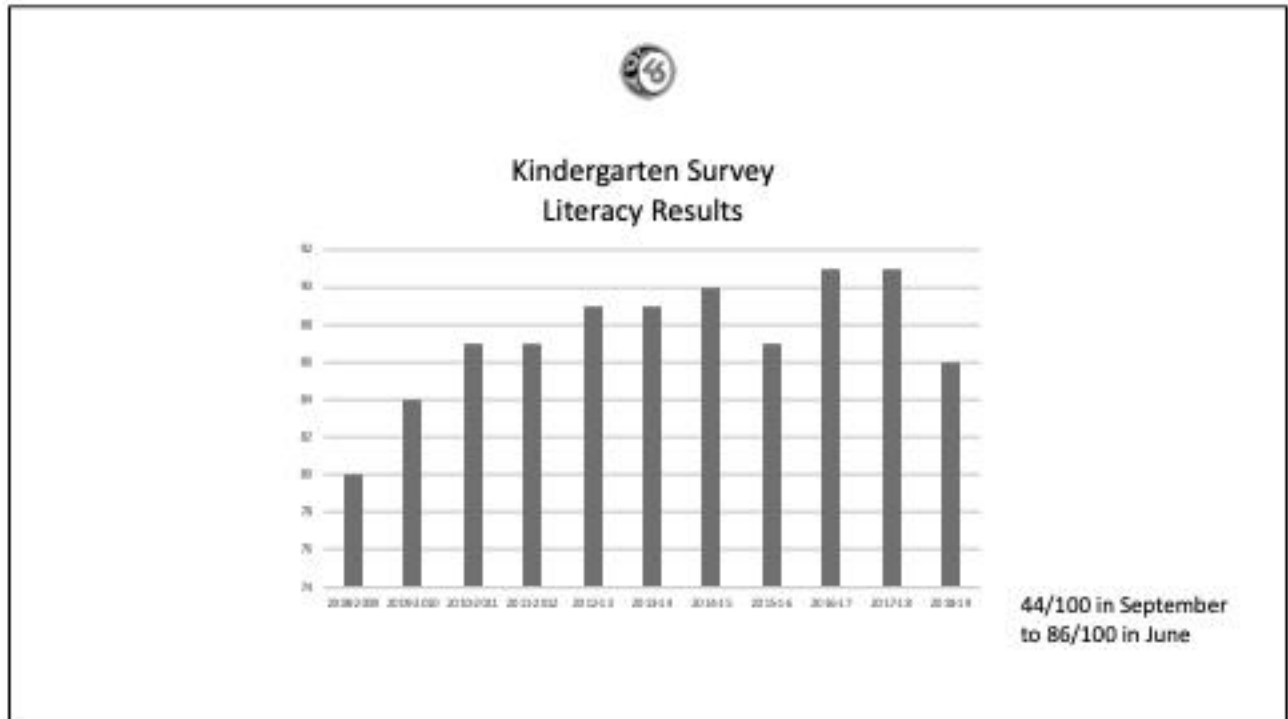
PROVINCIAL RESEARCH

School District No. 46
(Sunshine Coast) is
**A LEADER THE
PROVINCE**

PROVINCIAL RESEARCH

Language & Cognitive





Performance Standards Based Assessments

For Years:

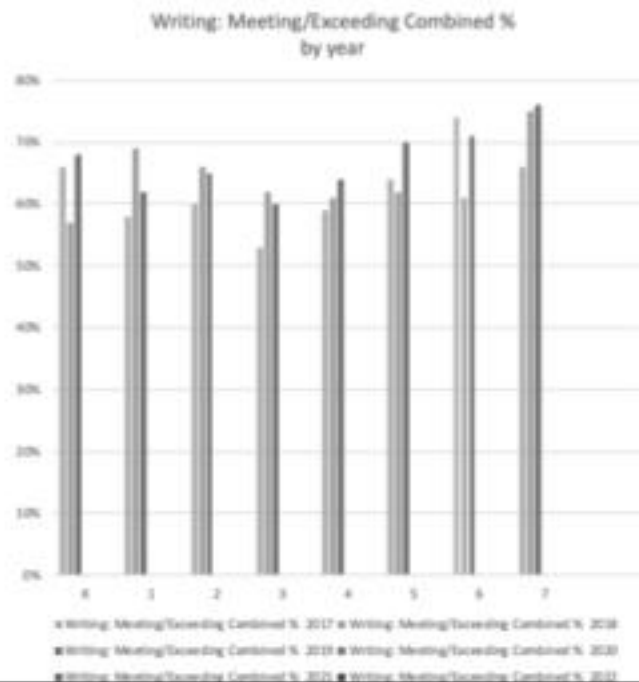
- 2017
- 2018
- 2019



Performance Standards Based Assessments

For Years:

- 2017
- 2018
- 2019





Aboriginal Report – How Are We Doing (Nov. 2018)



Aboriginal Report – How Are We Doing (Nov. 2018)

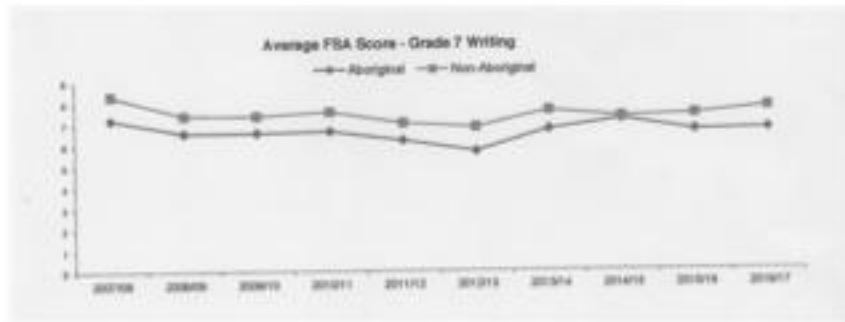




Aboriginal Report – How Are We Doing (Nov. 2018)

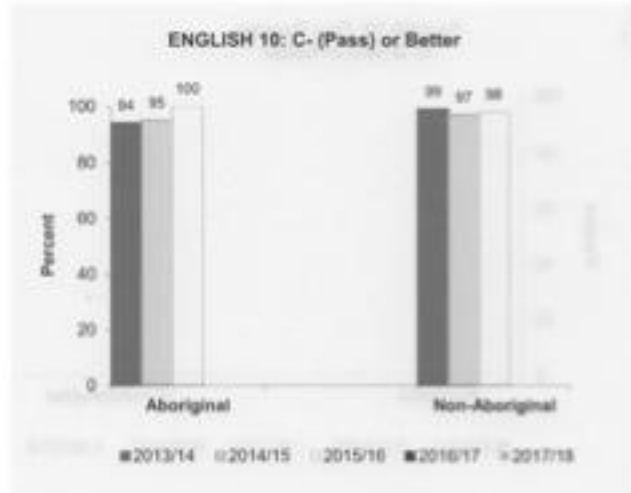


Aboriginal Report – How Are We Doing (Nov. 2018)

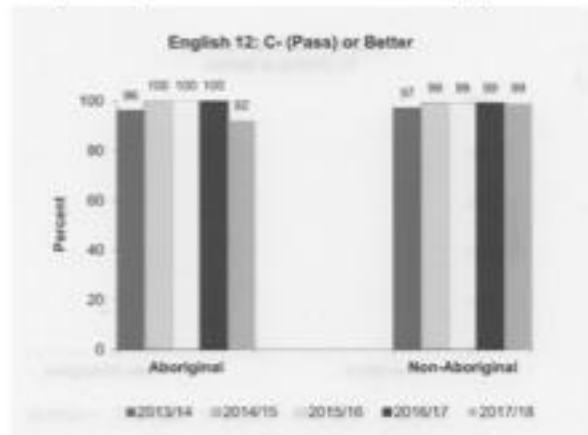




Aboriginal Report – How Are We Doing (Nov. 2018)



Aboriginal Report – How Are We Doing (Nov. 2018)





SCHOOL DISTRICT 46
SUNSHINE COAST



THANK YOU!
QUESTIONS?





SCHOOL DISTRICT 46
SUNSHINE COAST

Digital Literacy

Education Committee Oct 22, 2019



- Our students will have the digital literacy skills to enhance and communicate their learning, and responsibly navigate technology

Digital Literacy

Digital Literacy is the interest, attitude and ability of individuals to use digital technology and communication tools appropriately to access, manage, integrate, analyze and evaluate information, construct new knowledge, and create and communicate with others.





SCHOOL DISTRICT 46 - SUNSHINE COAST
Excellence in all we do!

Supporting our Staff



- Accessibility Workshops for EA's Teachers & Teacher Librarians

- TETT Project

- SET BC





SCHOOL DISTRICT 46 - SUNSHINE COAST
Excellence in all we do!

Engage Site



■ Engage as Central Repository for Digital Literacy resources

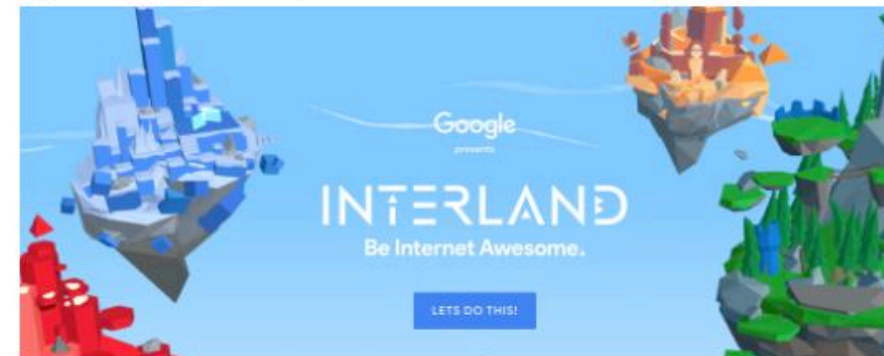
Applied Design, Skills, and Technologies

Interland Virtual Game Grade 5-9

Wednesday, October 16, 2019

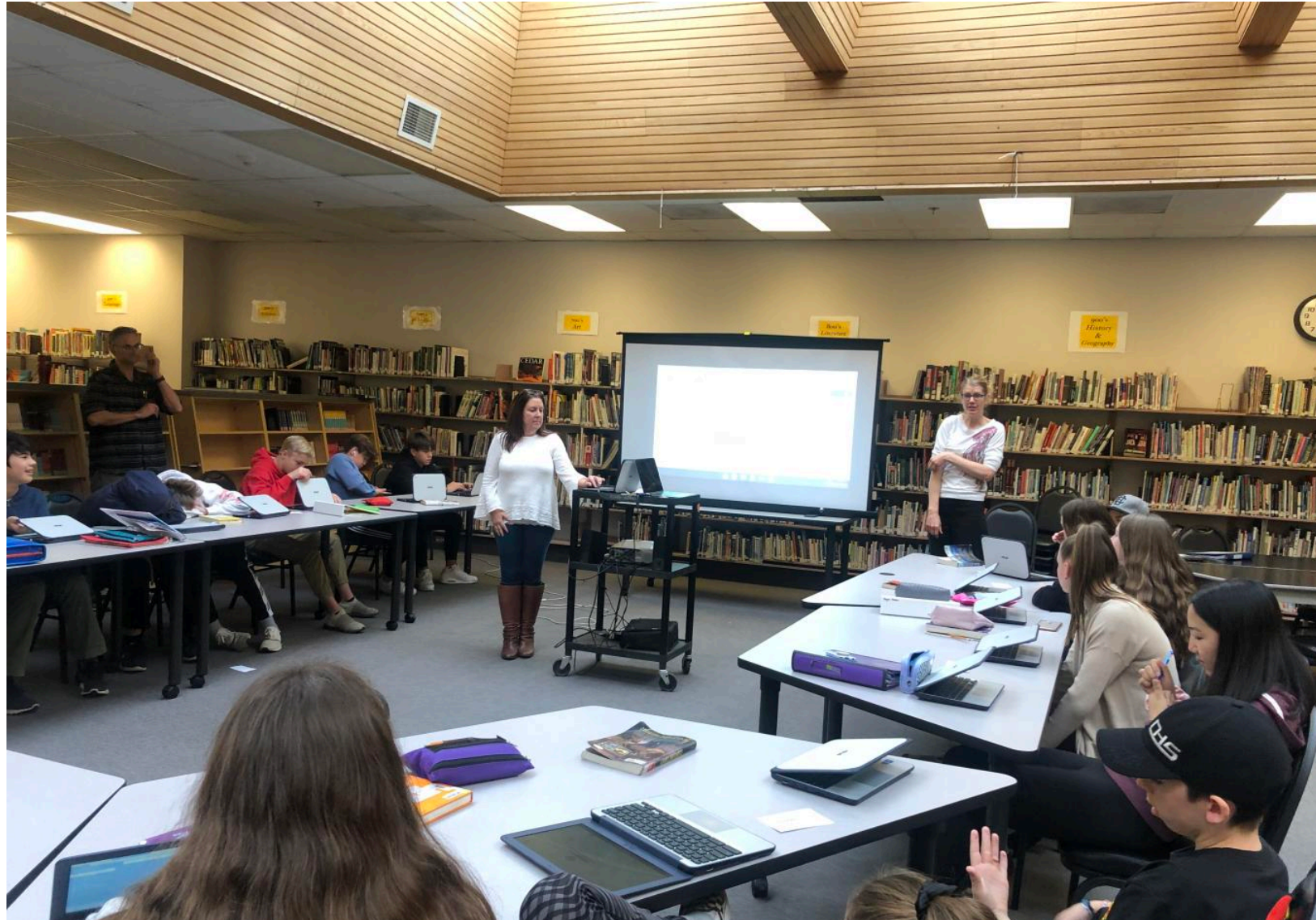
Be Internet Awesome is Google's Internet Safety Curriculum. It features a game called Interland, where students can navigate a virtual world and learn about Internet safety.

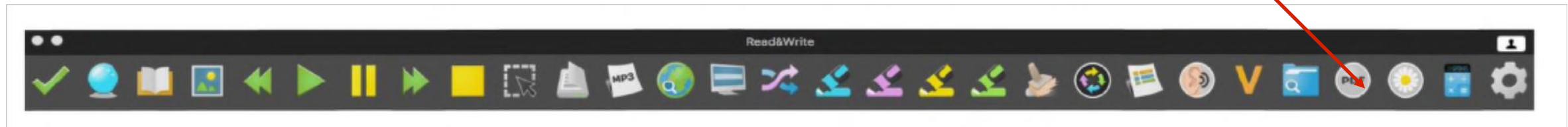
Ages: Intermediate grades





Read and Write is a Universal Support





Let's Try It!



read&write

for Google Chrome™