



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

**EDUCATION COMMITTEE AGENDA**

Wednesday, May 22, 2019, 2:30 p.m.  
School Board Office - Gibsons, BC

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Pages

1. Early Learning – K. Deasey & M. Smart
2. Experiential Learning (1.h.)
3. Indigenous Learning (1.j.)
4. shishalh Nation / Squamish Nation (3.f.)
5. District Report to Ministry - <https://sd46studentexcellence.ca/>
6. Regulations for Review:
  - a. 1340 – Supervision of Students (to be repealed)
  - b. 3020 - Anaphylaxis

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School District No. 46 (Sunshine Coast)

# Administrative Regulations

**Education**

**1340**

## TO BE REPEALED

### SUPERVISION OF STUDENTS

Principals shall establish procedures for the supervision of all students during all of the following:

- a. Instructional time;
- b. Recess and the noon hour;
- c. The period thirty (30) minutes before classes begin;
- d. The thirty minutes after school is dismissed;
- e. Extracurricular activities that are organized or sponsored by the school and that take place on or off school premises;
- f. The times when a school bus delivers students to, or picks them up from, school.

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**Date adopted:** May 8, 2000  
**Revised:**

**Reference:**

**Supt. Signature:**




# Reggio Emilia Study Tour

April 2019



## Reggio Emilia

- ▶ A mid-sized city that sits roughly halfway between Milan and Bologna,
- ▶ Population: 170,000
- ▶ People from all over the world come here to bear witness to what has been created here



The Study Tour had nearly 450 participants coming from many different countries, including:

- Australia, Brazil, Canada, China, Costa Rica, Czech Republic, Ecuador, Georgia, Germany, Greece, Hong Kong, Iceland, India, Ireland, Japan, Jordan, Kuwait, Latvia, Lebanon, Luxembourg, Malta, Morocco, New Zealand, Philippines, Poland, Portugal, Romania, Saudi Arabia, Serbia, Singapore, South Korea, Spain, Switzerland, Thailand, The Netherlands, Turkey, United Arab Emirates, United Kingdom, United States, Vietnam.




## **Context Matters!**

- Reggio schools don't exist anywhere else in the world—the closest you'll find are schools that say they're "Reggio-inspired"




## Clearly articulated values


- Respect childhood
  - To foster imagination
  - To cultivate the spirit of shared governance and democratic participation.
- Values clearly drive practice.




## Why?

- To understand why, you must first travel back to 1945...
  - With the discovery of: one tank, six horses, and three trucks!
- 



- 
- "Mussolini and the fascists made us understand that obedient human beings are dangerous human beings. When we decided to build a new society after the war we understood that we needed to have schools in which children dared to think for themselves, and where children got the conditions for becoming active and critical citizens."

■ L. Malaguzzi



## In Reggio Schools all adults RESPECT children

Rights of the Child – children have the right to universal access to quality education and care. The child is valued – their voice is celebrated. This is a **shift from just loving children to respecting children.**


Image of the Child – as a Capable & Natural Learner

What we saw:

- Inclusion of children with 'Special Rights'
- 20% of the city's budget.

In our context: Public Schools are a Point of Pride

- How do we celebrate and respect children? Do we hear their voice?



## Cultivating Engagement & Self-Discovery

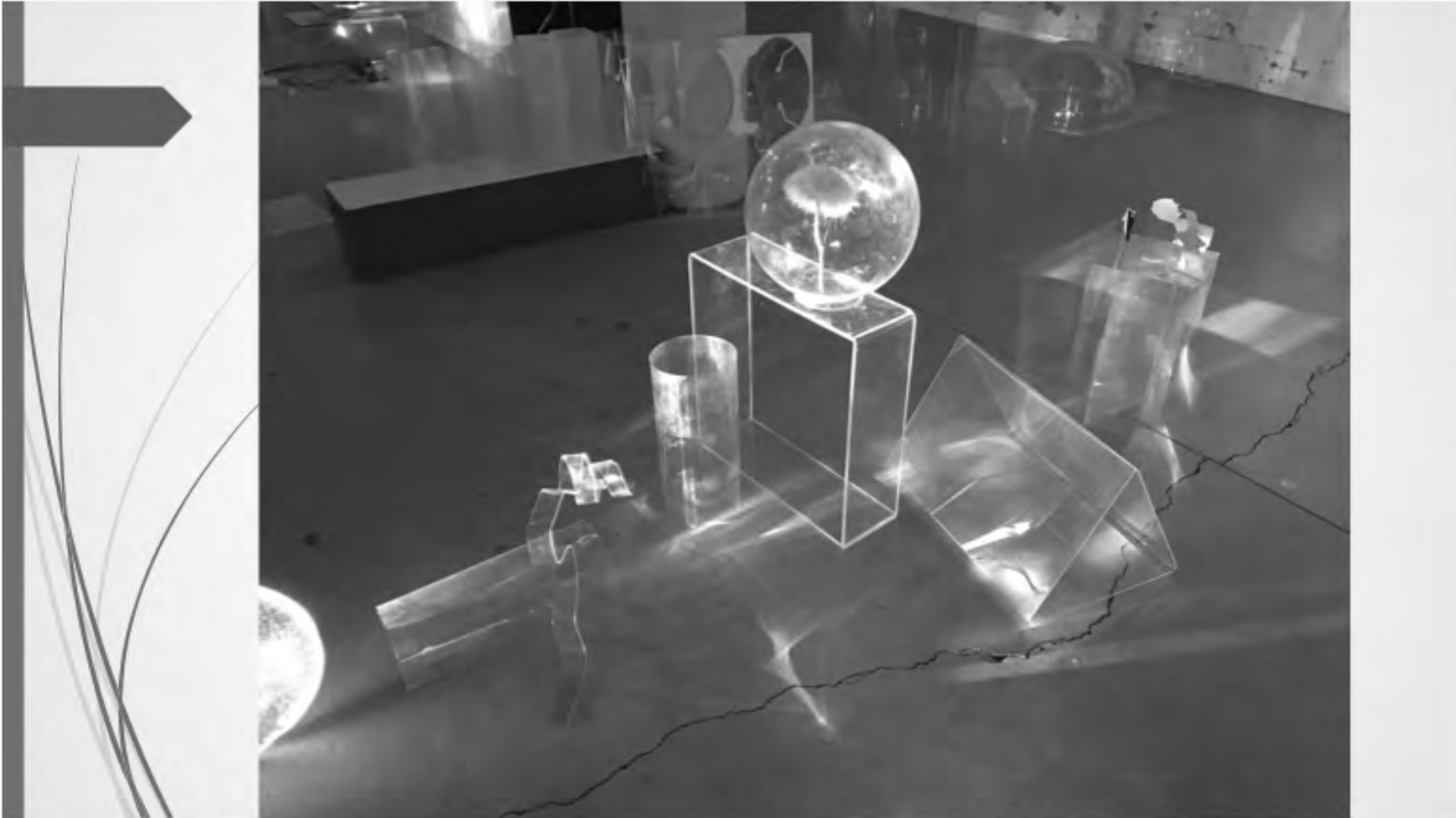
To cultivate free thinkers and creative, critical thinkers – **adults do not 'tell' children what to think.**


What we saw:

- Children are supported to be researchers who discover their worlds
- Teachers carefully design environments to engage children's senses, imagination & curiosity

In our context: How do we encourage children to discover for themselves?








# The community and family is integral

What we saw

- Engagement of
  - The child
  - The family
  - The teachers
  - The community
  - The policy makers
  
- In our context: How do we engage family, community, government?



## The Learning of the Group & Through Relationships

Students learn in groups.

Democracy – the importance of exchange & dialogue is foundational

**The goal is not knowledge; it's communication**

What we saw:

- ▶ Students in groups, embracing discord; Gathering to Discuss & share perspectives; 'Congress'; 'Assembly', 'Piazas'
- ▶ Teachers – collaborating & reflecting

In our context: How do we encourage collaboration?

## Encouraging Different Perspectives and Ways of Seeing...



*Sembrano dei baffi.* Daniele 3,9 anni

*They look like moustaches.* Daniele 3,9 years



*È un orologio di cucina? Pietro 6,2 anni*

*E un orologio da cucina che tempo segna? Insegnante*

*Può fare i minuti che cucini! Luca 5,9 anni*

*Ho visto queste tre posate, mi sono venute in mente delle lancette dell'orologio che sono lunghe, e quindi dopo ho disegnato tutti i numeri dell'orologio. Pietro 6,2 anni*

*E sono appuntite. Cristian 5,5 anni*

*E di metallo. Pietro 6,2 anni*

*It's a kitchen clock! Pietro 6,2 years*

*And what time does a kitchen clock keep? Teacher*

*It can show the minutes you cook! Luca 5,9 years*

*I saw these three pieces of cutlery and the hands of a clock came to my mind because they're long, and so then I drew all the numbers of the clock. Pietro 6,2 years*

*And they're pointy. Cristian 5,5 years*

*And they're metal. Pietro 6,2 years*




*E se invece fosse un orologio da bagno? Insegnante*

*Lo spazzolino per i secondi... e il dentifricio per i minuti! Luca 5,9 anni*

*What if it was a bathroom clock? Teacher*

*A toothbrush for the seconds... and toothpaste for the minutes! Luca 5,9 years*



## ...Communication through One Hundred Languages – Leads to Valuing Beauty, Design and Aesthetics

The environment: The Third Teacher

- What we saw: The arts were embraced – Atelieristas support expression and also work to capture the hundred languages of children.
- In our context: How do we support self-expression? How do we document children's voices and many languages of expression?



# Documentation

- ▶ A vehicle to communicate...

# Bikes

- ▶ A community engaged



## Upside Down Station subway

Underground passages are corridors, "subterranean hinges" with the task of leading and bringing together people and places, memories and diversities.

"Under the City Skin" is a project proposing requalification of some of Reggio Emilia's underground passages - the Station, Ramazzini, Porta Santa Croce and Parco del Geiso through the use of research actions and artistic recycling.

## Bikes - lots of them Graphic installation

Project by ICADDA the creative recycling Centre  
in collaboration with City Department for the Historical Centre - City Department for Housing Projects and Public Works, The Friends of Reggio Children Association - Circostrizione (City Area committee) 6 - Circostrizione 7 - Enia - Italian State Railway Group - Istituzione for preschools and Infant-toddler centres - Reggio Children.

How the idea for the BIKES LOTS OF THEM project was conceived


The walls rise and fall, stop and then start again with a new rhythm. The walk is long and in parts is dark with bends. Often against a dazzling light you can see people coming the other way.

Bells ring us warn of bicycles as yet unseen. Calm voices in many different languages are drowned by trains in transit. A multicultural world renewing itself each moment - always the same and always different.

This is how the idea of an installation for the UPSIDE DOWN underground passage was conceived, with more than forty contributing organisations, most of them schools. We chose the bicycle as a subject because it is a familiar presence in this space. Bicycles are a traditional part of life for many ordinary Reggio people, part of life for children who know the challenge and courage of learning and pedalling so that as one bike says, "afterwards you can do more". The bicycle is also familiar to...







## Next Steps...

- ▶ Meetings with school district educators
- ▶ Documentation as a tool

# Documentation

- Noticing; Naming; Nurturing
- The process of reflection



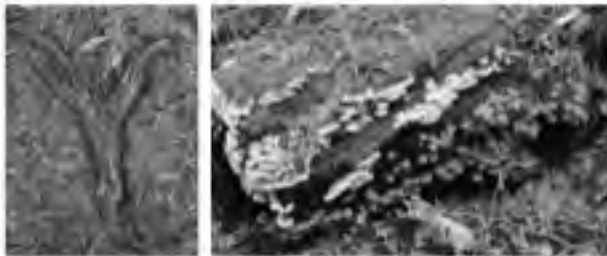
## Building Relationships Friends

November 14, 2018

**Observation:** During my planning time I noted that several children were playing together in the block area. I noticed that they were building a structure together. I saw them talking and laughing as they worked. I noticed that they were using their imagination and creativity to build their structure. I saw them taking turns and sharing materials. I noticed that they were working together to solve problems. I saw them celebrating their successes. I noticed that they were learning from each other. I saw them developing their social skills. I noticed that they were building their relationships. I saw them becoming friends.

**Reflection:** I noticed that the children were playing together in the block area. I noticed that they were building a structure together. I saw them talking and laughing as they worked. I noticed that they were using their imagination and creativity to build their structure. I saw them taking turns and sharing materials. I noticed that they were working together to solve problems. I saw them celebrating their successes. I noticed that they were learning from each other. I saw them developing their social skills. I noticed that they were building their relationships. I saw them becoming friends.





## Our Observations

of the changing season, the plants and animals



### What did we see?

We found different types of trees and noticed that some of them appeared to be wither and dead. We noticed and learned about forest paths. We explored with our senses as we felt the trees and ground. We noticed different types of mushrooms and plants in the forest. There were many animals. The ground and the trees were different. We noticed many different types of trees. We saw many different types of trees and plants. We noticed many different types of trees and plants.



## Forest Friday

November 3, 2017



The weather is changing and before we went out today we brainstormed what we thought we might see in the forest.

Charlie: "A lot of different types of trees and plants."
   
Mason: "I saw a squirrel. Because I saw some squirrels today. Maybe there's a little bird."

Leo: "They'll have a lot of mushrooms. Because they're in the forest."

Primal: "A lot of trees."

# Documentation


- Collaboration around documentation...



## The Finger Puppet Project



We have some finger puppets in our classroom that are very popular. The children sometimes want to have their own puppets, so one day we set them up as a group to think of a solution. One of the children had an idea for the class and the rest of the group... "We don't see just make our puppets!" he said. They wanted to make a simple solution, so we discussed what materials we could use, and go to work. One boy had some tape that he brought in for us to use and we began to make our puppets. We had some ideas for the puppets and we made and played the puppets to get started. The children discussed the idea they had and then they work together to get started!



## Documentation – a vehicle to communicate:

- ▶ What you choose to document reflects your values
- ▶ It surfaces & celebrates student voices
- ▶ Cultivate Engagement
- ▶ Engagement of the community and family is integral
- ▶ The Learning of the Group & Through Relationships; The goal is not knowledge; it's communication; Dialogue...Discord... Democracy
- ▶ It supports Communication through One Hundred Languages
  - Leads to Valuing Beauty, Design and Aesthetics



# Thank you!

► Questions?

# Explore Indigenous Cultures

# Enhance Relationships





## Aboriginal Education in British Columbia

- Improve the success of Indigenous students
- Support all students learning about Indigenous Peoples
- Help teachers in their efforts to bring Indigenous knowledge into their teaching practice



# BC's Journey Towards Reconciliation in the Education System



Watch later



Share





Students need to see themselves reflected and their cultures valued in school and in the curriculum.

When students learn about different cultural perspectives *together* in meaningful contexts, their respect, appreciation and understanding of each other increases.





# Our Students Excel

J. Explore Indigenous cultures in our community and the diversity of cultures in the world through experience, instruction and language learning.

# Indigenous Programs and Services

## Four Directions

### THE STUDENTS

#### What We Do:

- Develop relationships with and support for First Nations, Métis and Inuit students in order to create social-emotional connections, personalize learning, and enhance opportunities for academic success.
- Provide language and/or cultural experience for Indigenous learners and offer cultural experiences for all learners.









FIRST  
PEOPLES

# PRINCIPLES OF LEARNING

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

**Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place.)**

Learning involves recognizing the consequences of one's actions.

**Learning involves generational roles and responsibilities.**

Learning recognizes the role of indigenous knowledge.

**Learning is embedded in memory, history, and story.**

Learning involves patience and time.

**Learning requires exploration of one's identity.**

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.



For First Peoples  
classroom resources  
visit: [www.fnesc.ca](http://www.fnesc.ca)

















# We Embrace Our Community

f. Enhance relationships with

- the shíshálh Indian Band, the Skw̓xw̓ú7mesh Nation and other cultural groups

# Indigenous Programs and Services

## Four Directions

RESPECT • HONOUR • VOICE

What We Do:

- Hear and respond to the voice of the Indigenous Peoples' communities. The voice of students, parents, and the communities guide how best to support students in school.
- Respond to the Truth and Reconciliation Calls to Action.









Pulling Together With  
One Heart And One Mind  
Justice for Day Scholars



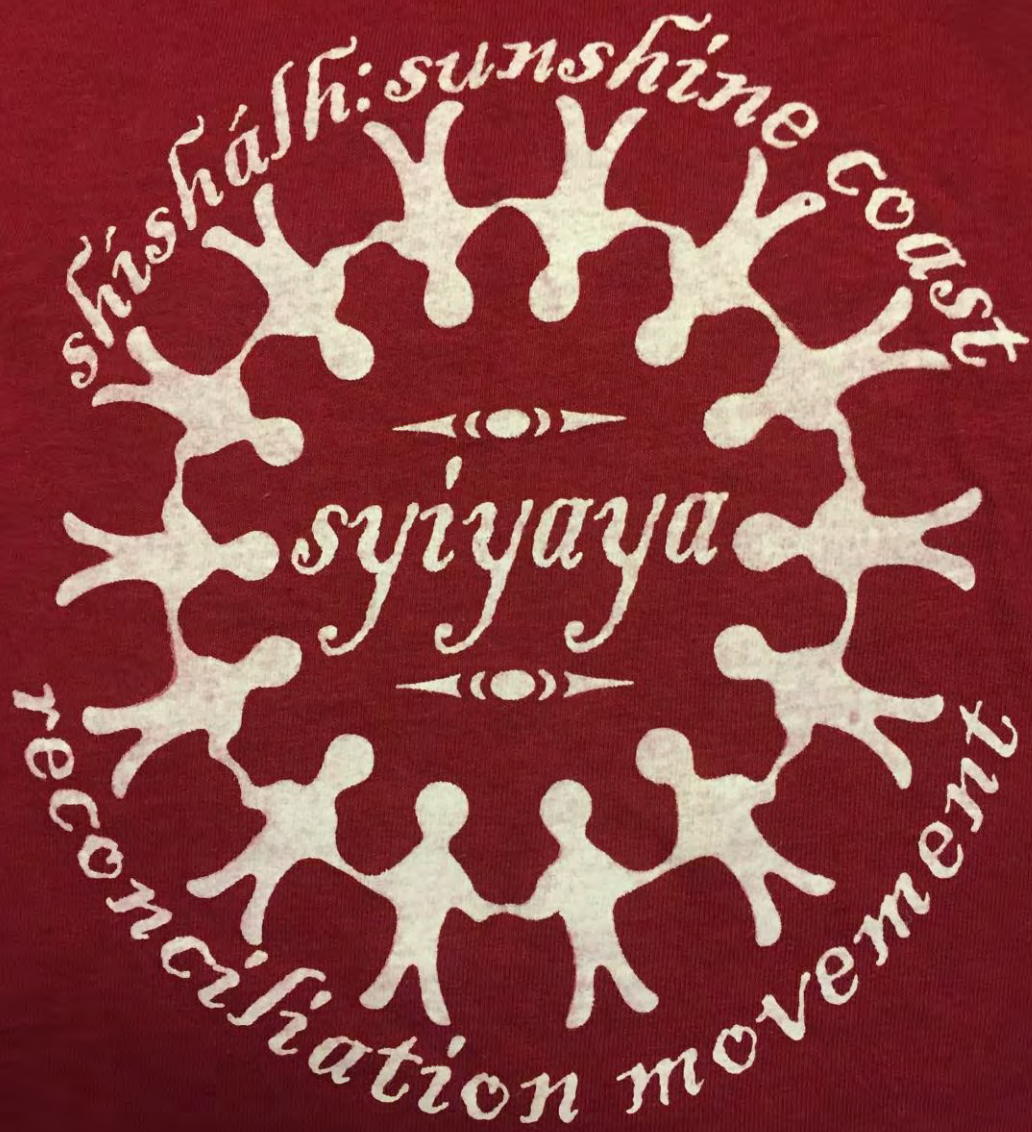
In This We  
Journey Together  
"Siyiyaya Reconciliation  
Project"

Squamish Nation  
Chiefs and Council



April, 2018

Chekwellhp Pole Raising  
Gibsons Elementary School  
Carver: Chixten  
Skwxwu7mesh Uxumixw



# Curriculum

## Indigenous Peoples'

- World Views, Perspectives, Knowledge
- Ways of Learning and Doing/Principles of Learning
- Elements/Truths/Complexities of History and Present
- Truth and Reconciliation Events and Processes
- Language and Culture
- First Peoples' Approaches (Math/Science) and Courses

Education about Indigenous Peoples  
in BC and Canada

## Two Hands of Aboriginal Education

Education of Aboriginal Students



Overcoming Racism



## Two Themes Central to the Notion of Aboriginal Education

Strengths-Based, Learner Centred Practice

## Equity/Access/Cultural Respect

Voice/Consultation/Influence

Direct Support to Students

- Academic/Social/Emotional
- Welfare/Safety/Success

Cultural Presence

- Aboriginal People and Culture

Cultural Responsiveness

- Socio-Cultural Consciousness
- Deep Knowledge of Students
- High Expectations
- Inclusiveness
- Desire to Make a Difference
- Building on Lived Experience and Inquiry Based Learning



## Instruction

### Professional Development

Collegial Support/Sharing/Modeling/ Workshopping  
FNESC, BCTF, BCPVPA, NOII, Learning Forward, etc.

### In-Service

Curriculum Implementation/Approaches to Learning

### Staffing

Indigenous Peoples working in Aboriginal Education  
Indigenous Peoples working in regular classrooms



BC Public Education



Elements Testimony Complexity  
**Truth and Reconciliation**

A successful education system honours and celebrates the diverse gifts of all students and empowers them to be the leaders of change for a better tomorrow.



“Learning to see from one eye with the strengths of Indigenous knowledges and ways of knowing, and from the other eye with the strengths of Western knowledges and ways of knowing... and using both these eyes together, for the benefit of all”

*Eskasoni Mi'kmaq Elder  
Albert Marshall*







For when we learn about something through many perspectives, we see more – we see holistically – we sometimes see what others have not yet seen....



Title: **Anaphylaxis**  
 Category: **Health and Safety**  
 Number: **3020**

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I. **Rationale:**

The Board of Education of School District No. 46 (Sunshine Coast) believes it has a responsibility to provide a safe environment for children with life-threatening allergies. The goal of the administrative regulation is to provide a safe environment for children with life-threatening allergies. While it is recognized that it is not possible to reduce the risk to zero, it is the intent of this policy to minimize the risk and to allow the anaphylactic child to attend school with relative confidence.

II. **Practices:**

A. Definition:

“Anaphylaxis”

Anaphylaxis is a sudden and severe allergic reaction, which can be fatal, requiring immediate medical emergency measures be taken.

~~refers to a collection of symptoms affecting multiple systems in the body. The most dangerous symptoms include breathing difficulties and a drop in blood pressure or shock, all of which are potentially fatal. Common examples of potentially life-threatening allergies are those to foods (e.g. peanuts, etc.) and stinging insects. Signs and symptoms of a severe allergic reaction can occur within minutes of exposure to an offending substance. Reactions usually occur within two hours of exposure, but in rarer cases can develop hours later. Specific warning signs as well as the severity and intensity of symptoms can vary from person to person and sometimes from attack to attack in the same persons.~~

An anaphylactic reaction can involve any of the following symptoms, which may appear alone or in any combination, regardless of the triggering allergen:

- Skin: hives, swelling, itching, warmth, redness, rash
- Respiratory (breathing): wheezing, shortness of breath, throat tightness, cough, hoarse voice, chest pain/tightness, nasal congestion or hay fever-like symptoms (runny itchy nose and watery eyes, sneezing), trouble swallowing
- Gastrointestinal (stomach): nausea, pain/cramps, vomiting, diarrhea
- Cardiovascular (heart): pale/blue colour, weak pulse, passing out, dizzy/lightheaded, shock

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•Other: anxiety, feeling of “impending doom”, headache, uterine cramps in females

Because of the unpredictability of reactions, early symptoms should never be ignored, especially if the person has suffered an anaphylactic reaction in the past. It is important to note that anaphylaxis can occur without hives. If an allergic student expresses any concern that a reaction might be starting, the student should always be taken seriously. When a reaction begins, it is important to respond immediately, following instructions in the student’s Anaphylaxis Emergency Plan. The cause of the reaction can be investigated later.

The most dangerous symptoms of an allergic reaction involve:

- breathing difficulties caused by swelling of the airways and
- a drop in blood pressure indicated by dizziness, lightheadedness or feeling faint/weak.

Both of these symptoms may lead to death if untreated.

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B. Information and Awareness:

1. Identification of Anaphylactic Students to School Authorities.
  - a) *It is the responsibility of the principal to advise all parents and students at the beginning of each school year that an anaphylactic condition must be brought to the attention of the school.*
  - b) *It is the responsibility of parents of children with anaphylaxis to identify their children to the school principal and provide information on a Request for Administration of Medication Form regarding:*
    - (1) the foods or allergen which trigger the reaction;
    - (2) a treatment protocol signed by the child's physician;
    - (3) any changes in the child's condition from previous years or since last reported;
    - (4) permission to post photographs and medical information in key locations (e. g. school bus and classroom) and wherever the child's epinephrine auto-injector (i.e. epipen) is stored.

2. Our district will follow the guidelines and policies set out in the Ministry document "BC Anaphylactic and Child Safety Framework".

[https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/healthyschools/anaphylaxis/bc\\_anaphylactic\\_child\\_safety.pdf](https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/healthyschools/anaphylaxis/bc_anaphylactic_child_safety.pdf)

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~~2.3.~~ Identification of Anaphylaxis Students to Staff

a) *As soon as the child is identified, all teaching and non-teaching staff will be made aware that a child with anaphylaxis is attending their school. In addition:*

- (1) instructions on the use of the auto injector along with the list of symptoms and emergency procedures should be posted in the classroom and the medical emergency room;
- (2) the student should wear a medic-alert bracelet which identifies specific allergens;
- (3) at the elementary level it is suggested that the medical alert symbol be posted on the classroom door indicating the presence of a child with a medical alert;
- (4) information about the anaphylactic student's allergies and emergency procedures shall be kept in a visible location.

~~3.4.~~ Inservice for Teachers and Other School Staff

a) *The superintendent or his/her designate or the principal should ensure that inservice is provided annually to all school personnel including TOCs -on how to recognize and treat anaphylactic reaction, ~~contents of school policies which protect children with anaphylaxis from exposure, and school protocol with regards to responding to emergencies.~~*

b) *All teachers and other staff who may be in a position of responsibility for children with anaphylaxis (including bus drivers, noon hour supervisors, etc.) should receive personal training in the use of auto-injector.*

c) *Public Health nurses should be contacted to develop and deliver an in-service on anaphylaxis to school staff.*

~~3.~~ ~~Sharing Information With Other Students and Parents~~

~~e) *The school should identify students suffering life-threatening allergies to all students in the school, and enlist their cooperation. This should be done in a way that is appropriate to the students' age and maturity, without creating fear and anxiety, and in consultation with the parents of children with anaphylaxis.*~~

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~~f)d) Other students and parents must be made aware that threatening to expose the child with anaphylaxis to the allergen will be dealt with in the same manner as a weapons threat. It is recognized that the risk of teasing or threatening children with anaphylaxis is reduced if classmates are introduced to the situation at a young age. In any case, the risk of ignorance is generally judged to be greater than the risks associated with sharing information. It is recommended that identification of -students with anaphylaxis to their peers in the secondary school setting should not take place without consultation with the student with anaphylaxis and their family.~~

4.5. Sharing Information with Parents and Parent Organization

- a) The school should develop a communication policy to inform parents of the presence of a student with life-threatening allergies in their child's school and the measures that are being taken to protect the student.
- b) Letters should be sent home encouraging parents' cooperation to avoid including the allergen in school lunches and snacks.
- c) Teachers will ensure reminders are provided around the time of special occasions when food is being provided from home.
- d) Parents and other members of the school community should be encouraged to bring any concerns to the principal, NOT to the parents of the children with anaphylaxis.

5.6. Staff who become aware of an anaphylactic student whose parents parent/guardian fails to make or refuses to make adequate or appropriate provisions for the student, shall report the same to Ministry of Children and Family (see Child Abuse).

C. Prevention of Anaphylaxis

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Each school will develop prevention strategies for the purpose of meeting a school's duty of care in a reasonable manner. These strategies will be appropriate to the age and maturity of the students involved. At the elementary level, it may be necessary to impose a complete ban of the allergen.

[https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/healthyschools/anaphylaxis/bc\\_anaphylactic\\_child\\_safety.pdf](https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/healthyschools/anaphylaxis/bc_anaphylactic_child_safety.pdf)

[Anaphylaxis: A Handbook For School Boards](#) is a resource that may be obtained ~~from the school district office~~. Special consideration should be given to the following:

1. Field Trips

The likelihood of an anaphylactic reaction is greater when children are out of the controlled environment of the school. In addition to the usual school safety precautions applying to field trips, it is suggested that in order to protect the child with anaphylaxis a photocopy of all pertinent medical information and epinephrine/anaphylaxis kit or any medication for treatment will be taken on the field trip. In addition, all supervisors, staff and parents should be made aware of the identity of the child with anaphylaxis, the allergens, symptoms and treatment.

2. Insect Venom

The school cannot take responsibility for possible exposure to bees, hornets, wasps and yellowjackets, however, the following precautions are recommended to reduce the risk of exposure:

- a) *ensure that garbage is properly covered;*
- b) *the presence of bees and wasps, especially nesting areas should be reported immediately to the maintenance department for removal; and*
- c) *immediately remove a child with an allergy to insect venom from the room if a bee or wasp gets in.*

D. Emergency Response Protocol



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A separate emergency plan should be developed and reviewed annually for each child with anaphylaxis in conjunction with the child's parents and physician and kept in the emergency medical binder located in a designated location. Schools should be aware of local ambulance regulations and take them into account when developing their procedures. Plans should include immediate transport of the child to a hospital facility after administration of the auto injector. In addition the hospital should be informed that the child is en route and why.

E. Record Keeping – Monitoring and Reporting

1. The school principal has a responsibility for keeping accurate records for each student at-risk of life-threatening allergies. That record shall include the student's emergency response plan.
2. In accordance with the *Anaphylaxis Protection Order*, the anaphylaxis policy established and maintained by each board must include processes for:
  - a) *identifying anaphylactic students; and*
  - b) *keeping a record with information relating to the specific allergies for each identified anaphylactic student to form part of the student's Permanent Student Record, as defined in the Permanent Student Record Order; and*
  - c) *school principals to monitor and report information about anaphylactic students to the board in aggregate form (to include number of at-risk anaphylactic students and number of anaphylactic incidents). Aggregate data is required to ensure student privacy and to ensure alignment with privacy legislation.*
3. Boards of Education are required to report to the Ministry of Education annually with respect to anaphylaxis policy and implementation.

***Form Attached:***

*Request for Administration of Medication*

**Received:**

**References:** Board Policy 11.6; Ministerial Order M232-07