



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

**EDUCATION COMMITTEE**

**AGENDA**

December 16, 2015 from 1:00-2:30 p.m.  
School Board Office – Gibsons, BC

---

1. Strategic Plan: Goal 1.a – Early Learning
2. Framework for Enhancing Student Learning
3. Curriculum (*standing item*)
4. Parent Engagement (*standing item*)



# School District No. 46 (Sunshine Coast)

Programs & Supports for Families with Children Newborn to Five

## 'A Roadmap for Learning'

### Prenatal Classes



- New parents are introduced to the programs & supports offered in our community through this partnership with Vancouver Coastal Health
- Each family receives a children's book and information on how to talk, sing, read & play with infants

### SPARK!



"Kindle your child's interest in learning"

#### S.P.A.R.K.! - 'Supporting Parents Along the Road to Kindergarten'

- Information sessions for parents with children newborn to five

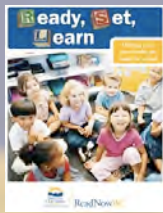
- Parents receive information & toys to support their child's learning at each age & stage by attending a new 90-minute class every Fall, Winter and Spring until their child enters Kindergarten.
- Childcare available.

### Imagination Library



- Families receive an age-appropriate, quality children's book every month mailed right to their home address until their child's fifth birthday.
- SPARK! is the official registration site, offering strategies for successful read-aloud experiences of the Imagination Library books at each age and stage of child development.
- The Sunshine Coast Lions Club and private donors partner with the district to support this program.

### Ready, Set, Learn!



- Parents of three year olds attend a Ready, Set, Learn SPARK! class in their neighbourhood school.
- This Ministry supported program is designed to help preschool age children get ready for school. Each family receives age-specific early learning information, materials, toys and a Ready, Set, Learn package.

### Early Years Fair



- Every Spring, families have the opportunity to talk to the experts and receive information on developmental screening, programs, supports in the community, and Kindergarten transitioning.

### StrongStart



- Families drop-in to StrongStart Centres and meet with other parents and community supports while playing and learning together. Gym, library and Song & Rhyme Times are offered.
- StrongStart programs are open three hours/day on days when school is in session in the following locations: Gibsons Elementary, Roberts Creek Elementary, Sechelt Learning Centre, Halfmoon Bay Elementary & Madeira Park Elementary  
StrongStart is offered on Saturdays in Roberts Creek Elementary and the Sechelt Early Years Hub
- StrongStart Outreach is offered through the 'WonderWheels' Bus in Langdale/Gibsons; Davis Bay; Sechelt Nation; & TinyTown; Egmont/Pender Harbour.

### KinderSPARK!



- Welcoming Families to Kindergarten - Families attend a 90-minute session once a week for 12 weeks in the Spring before Kindergarten entry.
- In partnership with Community Schools, programs are held in the Kindergarten classrooms in Gibsons Elementary (2), Roberts Creek Elementary, Kinnikinnick Elementary, West Sechelt Elementary, Halfmoon Bay Elementary & Madeira Park Elementary.

### PALS



- Kindergarten students and their families participate in the Parents As Literacy Supporters (PALS) program. This culturally responsive Literacy Program is designed to partner with parents in supporting family literacy and learning.
- Kindergarten Teachers, Literacy & Early Learning supports collaborate to offer the program.

### SPARK! 10



- All Grade 10 students in the district have 3 classes learning about the Early Years and apply their skills working with the children & families in StrongStart.



# BC's Framework For Enhancing Student Learning

**System-wide Focus**  
on intellectual,  
human and social,  
and career  
development

**Multi-year district  
and school plans,**  
updated annually

**Meaningful and  
Effective Evidence**  
Reported at least  
annually  
by districts and  
the province

**System-wide  
Capacity Building**  
Team-based  
supports focussed  
on continuous  
improvement

Linkages with existing local agreements to ensure consistent and meaningful support of Aboriginal students (e.g., Aboriginal Education Enhancement Agreements)

- Consistent with the provincial *Mandate for the School System*
- Broadens focus of previous framework
- Brings coherence across all levels of the education system (student, school, district, and province)

Plans will reflect local efforts to support each student and specific groups

- Aboriginal students
- children in care
- students with special needs

Plans developed with local partners and in consideration of available evidence.

- The province and districts to report at least annually on overall results, as well as Aboriginal students, children in care, and students with special needs
- Local flexibility, balanced with provincial consistency

- Better utilize existing structures (e.g., partner chapters, non-instructional days) and build new team-based supports to act on provincial and local priorities and needs (e.g., provincial team to support Aboriginal learners)

# BC's Framework for Enhancing Student LEarning

Education Committee

December 16, 2015

## Current Structures

- School Growth Plans
  - School Planning Councils and teacher input
  - Superintendent reviews with Principals
  - Superintendent presents to board at COW and plans are the foundation of Trustee visits to schools (January)
  - Ongoing discussion at all schools (staff meetings, professional development, school culture)

## Current Structures

- Achievement Contract (Not required as of 2015)
  - 3 year rolling contract for student achievement
  - Due in July each year
  - Officially approved by Board each September and re-submitted.
  - Early Learning, Literacy, Aboriginal, Social Responsibility, Completion rates

## Current Structures

- Superintendent Report on Student Achievement (no longer required)
  - Summary of district-wide student progress submitted in January each year.
  - Results and evidence-based
  - Point of departure for planning

## What is changing?

- Ministry has worked with Educational Partners
- “Framework for Enhancing Student Learning”

## The Educated Citizen

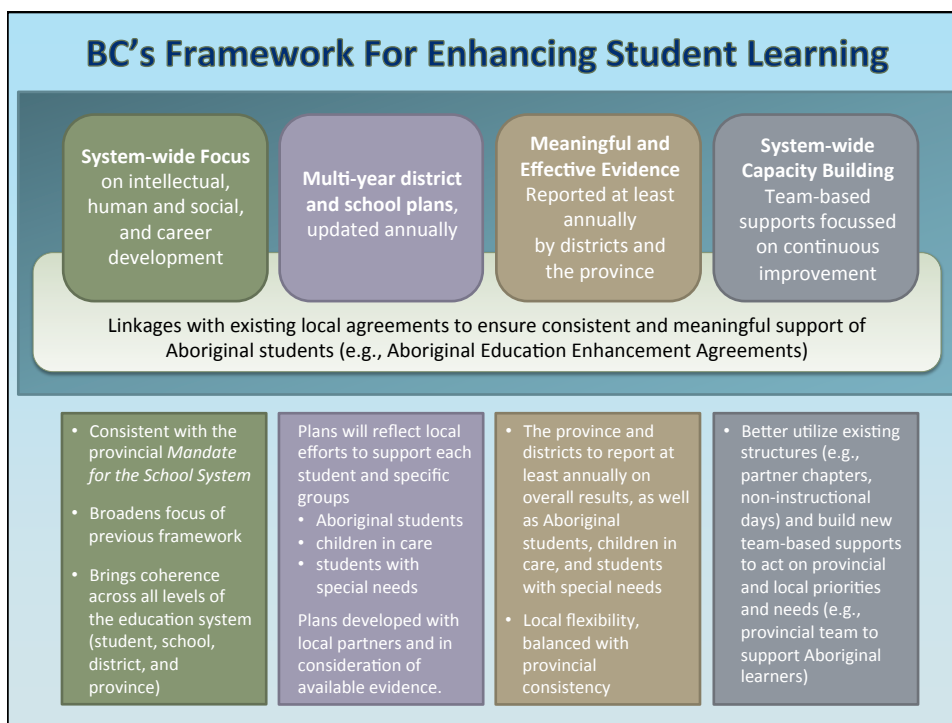


- **thoughtful, able to learn** and to **think critically**, and who **can communicate** information from a **broad knowledge base**;
- **creative**, flexible, **self-motivated** and who have a **positive self image**;
- **capable** of making independent decisions;
- **skilled** and who **can contribute to society** generally, including the world of work;
- productive, who **gain satisfaction through achievement** and who strive for **physical well-being**;
- **cooperative, principled** and **respectful of others** regardless of differences;
- **aware of the rights** and **prepared to exercise the responsibilities** of an individual within the family, the community, Canada, and the world.

## Guiding Principles

### The Framework for Enhancing Student Learning:

1. is grounded in the belief that all education partners are responsible for student learning, with each having unique responsibilities;
2. creates a system-wide focus on student learning, to ensure each student in BC achieves his or her full potential;
3. is meaningful, impactful, flexible, realistic, and sustainable;
4. addresses differences in performance among particular groups of students, most notably Aboriginal students, children in care, and students with special needs;
5. is strength-, support-, evidence-, and results-based;
6. reflects system-wide commitment to continuous improvement and life-long learning; and
7. continues to build public confidence in BC's education system.



### Key Dates for the *Framework for Enhancing Student Learning*

- **2015/16** is a **transition year** (and an important opportunity for **continued collaboration**)
- **By March 2016:** districts develop and post their annual district and school planning process
- **By April 2016:** *OPTIONAL* activity for districts wishing to develop refined district plans in consideration of the draft Framework (as examples that can help inform provincial policy and directions)
- **By May 2016:** informed by education partner experiences and input, refine initial provincial policy and post on Ministry Web site
- **2016/17 School Year:** Plans and evidence developed under the new Framework posted on each district's Web site

Draft – Updated November 4, 2015

*For more information on the Framework, please contact Dean Goodman at [Dean.Goodman@gov.bc.ca](mailto:Dean.Goodman@gov.bc.ca) or 250-508-4269*

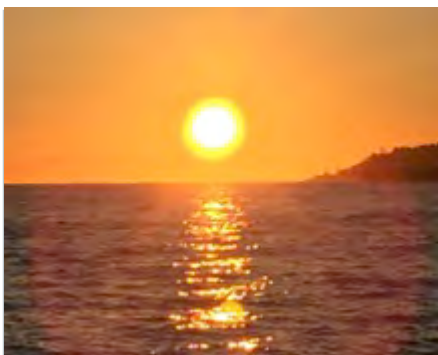
## Steps to Date

- BCSSA Chapter-organized sharing sessions
- SCTA/Mgt discussions begun
- SD No. 46: Strategic Plan that informs direction for the process:
  - Student engagement
  - Staff Engagement
  - Community Engagement



## Questions/ Comment?

- What has been good, and what not so good, in the current process of communicating planning and information?
- How would a new model fit into the Board Communication Plan?



## Chatelech Secondary

### Day Plan

Coffee/Muffins	8:45
Intro/Day Plan	9:00
Curriculum Overview	9:15
Break	10:00
Competency focus	10:15
Whole Group	11:00
Lunch	11:30
Afternoon Overview	12:30
Open Space	12:45
Debrief/Sharing	2:30
Planning Ahead	2:45



## Elphinstone Secondary

### Day Plan

Coffee/Muffins	8:45
Agenda + Video	9:00
Initial Explorations (Small choice groups)	9:15
Break	10:15
Small subject groups	10:30
Lunch	11:45
Whole group - continue	12:30
Debrief/Sharing	1:45
Planning Ahead	2:30
Finish	3:00



## West Sechelt Elementary or Gibsons Elementary

### Day Plan

Coffee/Muffins	8:45
Agenda + Video in gym	9:00
Grade Groupings	9:30
Breaks as needed	
Groups - continue	
Lunch	11:45
Small Groups – continue	12:45
Whole group Debrief	2:00
Next Steps	2:30
Finish	3:00



## January 4th NID “Exploring Curriculum”

Four schools volunteered to host these “regional gatherings.” At all sites coffee, tea and muffins are available at 8:45 am; the day begins promptly at 9:00 am. Please bring a computer, a mug and your lunch. School staffroom facilities are available. The day plan listed on the opposite page is a condensed version of activities planned.

It is expected most assigned staff will either attend their own school site or the site that is in their north or south catchment. If you plan to attend a school site outside your region **please send an email to [dbarnum@sd46.bc.ca](mailto:dbarnum@sd46.bc.ca) by next Wednesday.**

Aboriginal Education staff and DSS staff will participate at various locations. The “B – List” TTOCS are welcome to join any site, as are part-time teachers not normally working that day. Please sign-in with the administrator to ensure you are paid for attending.

We appreciate the teachers who volunteered to plan the day - one structured to support colleagues in explorations of curriculum renewal. Based on feedback provided, the Planning Team worked hard to structure the day to meet as many needs as possible.

As articulated by the Provincial Curriculum Framework Development Team, our work together is based on principles of honour, trust and respect. These infuse our collaborative conversations as we explore the renewed curriculum.

The Education Implementation Committee would appreciate your feedback on the January 4<sup>th</sup> activities and in thinking ahead to the NID on March 29<sup>th</sup>. There will be feedback forms provided to all participants. Please complete on January 4<sup>th</sup> and leave with one of the planning team members.

# Many Thanks!!

### Curriculum Planning Team

Jacquie Shelemey  
Laurie Davis  
Deb Purdy  
Eran Foreman  
Lexa Pomfret  
Jennifer Marquis  
Sue Bailey  
Michael Derby  
Peter McConnell  
Lisa Allen  
Corey Campbell  
Leah Judd  
Alison Liddicoat  
Pam Kaatz  
Lorraine Radford  
Drew Murphy  
Jonathan Fawcus  
Nick Smith  
Maya Sanders

### Education Implementation Committee

Paddy McCallum  
Jay Walls  
Bev Wagner  
Louise Herle  
Patrick Bocking  
Vanessa White  
Paul Bishop  
Gregory Walters

