

**ENGAGING STUDENTS THROUGH
INCLUSION, INNOVATION AND TRANSFORMATION**



On the First Day . . .

by Pernille Ripp

On the first day of school, how will the students be greeted by you? Will you stand by the door, saying hello, welcoming them in, or will you be busy with last minute preparations for the kids who already showed up?

On the first day of school will the kids be told where to sit or will they be given choice right away?

On the first day of school will the rules already be posted? The expectations already made? Or will you have that discussion with the kids so they can be involved in how they want to feel?

On the first day of school will the whole year have been planned out already or will you wait to see who these kids are and what they need? Will their voices be used to shape the curriculum or has that been done for them already?

On the first day of school will you be excited to start another year? Will you be honored to be a teacher? Will you be aware of the immense responsibility and opportunity that comes with what we get to call a job?

On the first day of school will you worry more about all of the information that you have to share and the things you have to get done, rather than how the students feel as they leave your classroom?

On the first day of school will you plant the seeds of the future learning that will take place? Will your students' voices be heard already or will the day be dominated by yours? Will the work you do be meaningful or something just to get through?

Will you be honored to meet each child? Will you welcome each one, no matter their past, no matter their needs? Will you face your own fears and teach courageously so we can begin to right the wrongs in this world? Will you find your own voice to start courageous conversations?

On the first day of school will you be glad you showed up, perhaps exhausted at the end, yet happy or will you dread the year that has just started, unsure of why you chose to come back? Will the students leave thinking that perhaps this year will be amazing, that perhaps they will be interested, that perhaps they will be challenged, that perhaps you will care about them? Or will they drag their feet and answer "fine..." when their parents ask them how the first day was.

On the first day of school will you know that this year will be worth it? That this will be an opportunity to grow? That yes, there may be hard days, but there will also be so many great ones? Will you tell the kids thank you when they leave and mean it?

On the first day of school, we set the tone for the learning that will happen the rest of the year. For how kids will feel when they enter our learning spaces. For how we will be viewed as a new adult in their life. Let's do it right this year.

If you like what you read here, consider reading my newest book, [Passionate Readers – The Art of Reaching and Engaging Every Child](#), out August 2017. This book focuses on the five keys we can implement into any reading community to strengthen student reading experiences, even within the 45 minute English block. If

you are looking for solutions and ideas for how to re-engage all of your students consider reading my very first book [Passionate Learners – How to Engage and Empower Your Students](#).

BC New Curriculum

(<https://curriculum.gov.bc.ca/>)

What's New:

BC Curriculum Comparison Guide all subjects

(<https://curriculum.gov.bc.ca/tools#cgg>)

FSA: Sample FSA, Specifications, Educator Update

(<https://curriculum.gov.bc.ca/assessment-reporting/new-foundation-skills-assessment>)

FAQ – Self Assessment and Reporting on Core Competencies

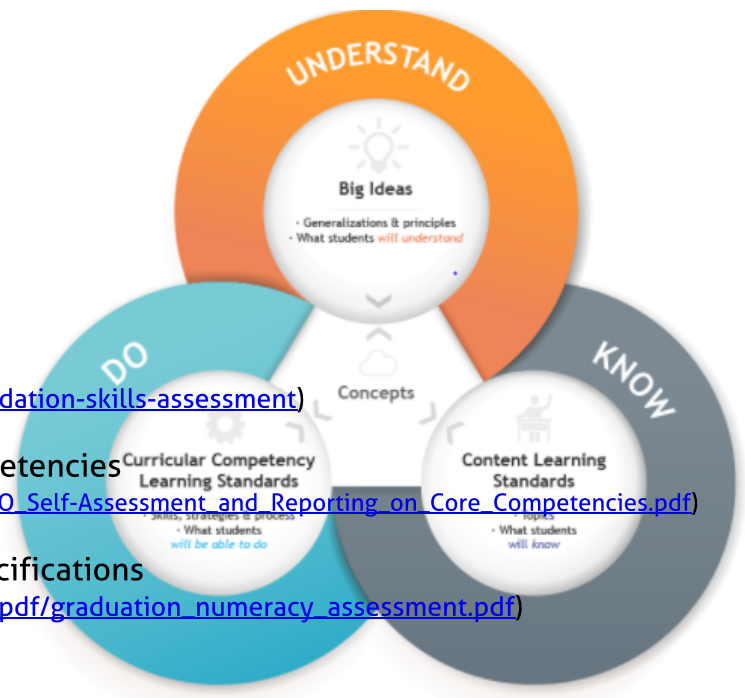
(https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/FAQ_Self-Assessment_and_Reporting_on_Core_Competencies.pdf)

Graduation Numeracy Assessment Draft Design Specifications

(https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/graduation_numeracy_assessment.pdf)

BC's K-12 Assessment System

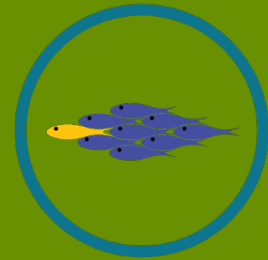
(<https://curriculum.gov.bc.ca/assessment-system>)



INNOVATION

SD5 encourages innovation in all our endeavours

Redesigned Curriculum Enquiry



Collaborative Inquiry Projects

"Student achievement is improved when teachers work together in collaborative teams to:

- clarify what students must learn*
- gather evidence of student learning*
- analyze that evidence*
- identify the most powerful teaching strategies to address learning needs*
- meet to discuss progress"*

Visible Learnings - John Hattie

Information and Applications are available from your Principal.

Applications must be returned to your Principal **by Tuesday, October 3, 2017.**

Deadline for applications to be submitted to the Director of Student Learning and Innovation's office is **Thursday, October 5, 2017.**

SD5

Purpose • Passion • Persistence



Keynote session
Opportunities and Challenges of Transformative Learning.

Stan will look at providing tools that help educators differentiate between conventional teaching and transformative learning and when to apply each. There will be a strong focus on integrating Aboriginal Perspective as well as Place Conscious Learning.

Presentations in Fernie as well as Cranbrook (same format as last year with Leyton Schnellert).

Elk Valley Schools
8:45-11:00 Presentation
FSS Gymnasium

Cranbrook Schools
12:45-3:00 Presentation
PMS Gymnasium

TRANSFORMATION

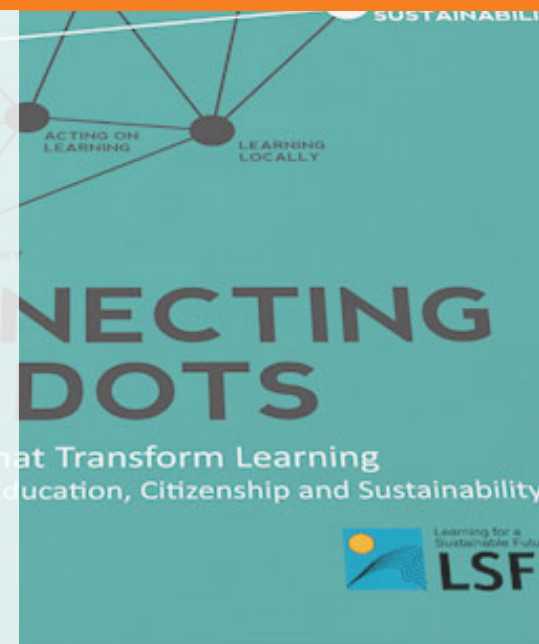
SD5 seeks constant evolution in our practices

Classrooms to Community
Computational Thinking and Technology
Creative Classrooms
Environmental Education
Place-Based Learning



Stan Kozak Learning Innovation Consultant

Stan's experience in the formal learning system includes teaching at most grade levels, Board of Education Curriculum Consultant in Science and Environmental Issues, and Education Officer at the Ontario Ministry of Education, Curriculum and Policy Branch. Since 1997 he has provided independent consultative support to a wide range of organizations. Working in association with LSF for many years, he currently provides support in curriculum, policy and professional development. He is co-author of Connecting the Dots: Key Learning Strategies for Environmental Education, Citizenship and Sustainability, and project leader on many of LSF's Key themes in sustainability initiatives.



Policy 3.10 Student Services Programs

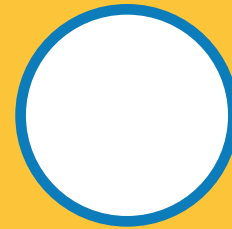
It is believed that quality, accessible education be available to all students. Every student has the right to learn, to contribute to and to participate in all aspects of the life of the school. Some students will need support to access their full potential. It is also believed that this is a collective responsibility of the teachers, support staff, Principal, district staff,

parents/guardians and the student. It is recognized that each individual is considered valuable in his/her own right. Public school education within a democratic society is to recognize each student's inherent value and to provide the necessary educational opportunities for each student to develop his/her fullest potential.

It is also recognized that each student has unique learning needs. The role of public school education is to provide quality, accessible education for each student in accordance with his/her strengths, abilities and talents and with appropriate consideration of possible intellectual, physical, emotional, social, cultural or behavioural

INCLUSION

SD5 provides access to education for ALL students



Highlights

Our focus for the fall term includes:

- Return to school for all learners
- MANDT training
- Student Services Meeting
- Understanding the function of unwanted behaviour and our best responses to those behavior
- Completion of IEPs by Dec 2nd

SD5

Purpose • Passion • Persistence

Physical Literacy

Thinking Outside the Ring!

Fall 2017 & Spring 2018



Introduction of Circus Arts

We have an amazing opportunity happening in our district thanks to the staff at Laurie Middle School and College of the Rockies.

Five teachers from the PE and Drama Departments will be taking part in a five day training session this summer, along with other teachers from BC and Alberta.

Cirque du Soleil trained artists will be at the school the last week of August!

Stay tuned for amazing pictures from this inspiring initiative!

Early Years

October 26

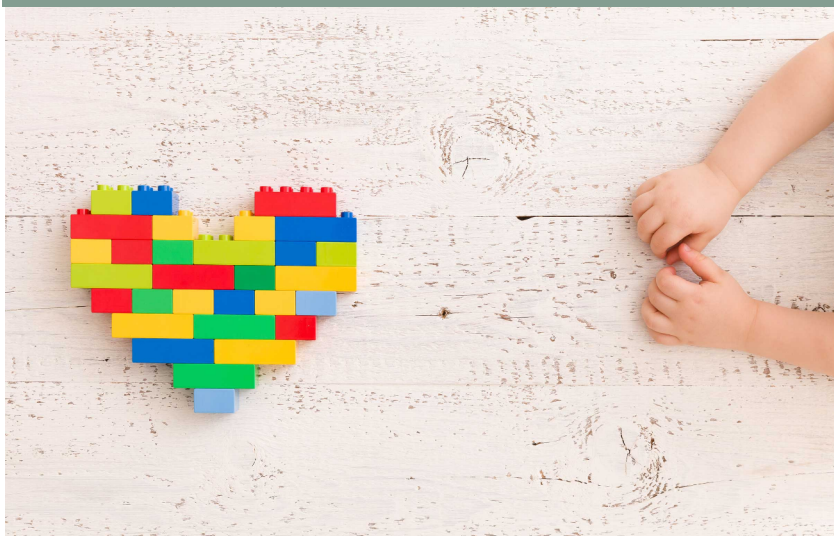
Place-based Education: Making School More Like a Farmer's Market

10:45 am - 3:30 pm

The landscape of schooling has begun to look like the sprawl of America. Generic textbooks designed for the big markets of California and Texas provide the same homogenized, unhealthy diet as all those fast food places on the strip. Educational biodiversity falls prey to the bulldozers of standardization. What is nearby has become parochial and insignificant.

Place-based education is a response to the alienation of schools from community, and the decoupling of schools from historic sites, local landscapes, and farms. Instead, we need schools organized around the principles of the farmers' market, drawing on the resources and variety of the local community.

Audience: Primary Teachers & Early Childhood Educators



David Sobel

David is an education writer who has helped in developing the [philosophy](#) of [place-based education](#). He has written extensively on the topic in books and numerous articles. He is currently a Core Faculty member and Director of Certificate Programs at [Antioch University New England](#).

October 27

Kindergarten Transitions

10:45 am - 12:00 pm

Audience: Kindergarten Teachers & Early Childhood Educators

Presentation

1:00 - 3:30 pm

Audience: Teachers, Principals & Community Members

Computational Thinking and Technology

Definition: Computational Thinking involves creative and critical thinking. It allows students to create solutions using a deliberate design process that embraces different perspectives.

Helping Teachers of Transformative Learning

Cranbrook: Ryan McKenzie
ryan.mckenzie@sd5.bc.ca
 250-427-7423

Elk Valley: Kim Frohler
kim.froehler@sd5.bc.ca
 250-425-4064



Ryan and Kim are happy to help teachers start inquiry projects or provide support and technology for the following topics:

Coding: Osmos, Spheros, Makey-Makey, I-pads, Scratch, Twine, unplugged activities and more!

Portal: Groups, class sites, assignments, portfolios, public sites

Inquiry/PBL: Provide ideas and support for inquiry and problem based projects

Inquiry Based Math: Provide ideas and support for Rich math problems, inquiry projects, deep learning math games and leading assessment practices

My Ed: Report Cards, Attendance, and log-in support

Twitter: [@TransformingSD5](https://twitter.com/TransformingSD5)



Creative Classrooms



George Lucas Educational Foundation - Edutopia - Readers Weigh In

7 Outstanding K–8 Flexible Classrooms

K–8 educators from across the country give you a peek at their classrooms—and explain how they managed the transformations.

<https://www.edutopia.org/article/7-outstanding-k-8-flexible-classrooms>



SD5

TOP DOG TEACHING
KAIA LEA PHOTOGRAPHY

Purpose • Options • Fairness

Place-Based Learning

Description: sometimes called experiential education, community-based education, education for sustainability, or environmental education. Place-Based Education refers to a wide variety of instructional methods and programs that educators use to connect what is being taught in schools to their surrounding communities, including local institutions, history, literature, cultural heritage, and natural environments. Place-Based Education is also motivated by the belief that all communities have intrinsic educational assets and resources that educators can use to enhance learning experiences for students. Proponents of community-based generally argue that students will be more interested in the subjects and concepts being taught, and they will be more inspired to learn, if academic study is connected to concepts, issues, and contexts that are more familiar, understandable, accessible, or personally relevant to them. By using the “community as a classroom,” advocates would argue, teachers can improve knowledge retention, skill acquisition, and preparation for adult life because students can be given more opportunities and apply learning in practical, real-life settings.

Instructional connections: In this form of community-based learning, teachers would make explicit and purposeful connections between the material being taught in the classroom and local issues, contexts, and concepts.

Community integration: In this approach, educators might take advantage of local experts by inviting them into the school to give presentations, participate in panel discussions, or mentor students who are working on a long-term research project.

Community participation: In this approach, students would learn, at least in part, by actively participating in their community.

Citizen action: This approach would be considered by some experts and educators to be the fullest or most “[authentic](#)” realization of community-based learning—students not only learn from and in their community, but they also use what they are learning to influence, change, or give back to the community in some meaningful way.

(<http://edglossary.org/community-based-learning/>)

Place-Based Learning . . . cont'd

ARE YOU IN OR ARE YOU OUT?



TAKE ME OUTSIDE SCHOOL YEAR CHALLENGE

Commit to taking your learning
outside at least 1 day per week

Register at www.cbeen.ca/outside

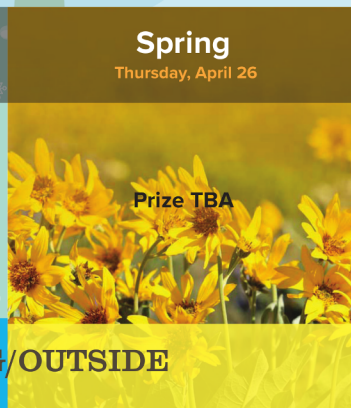
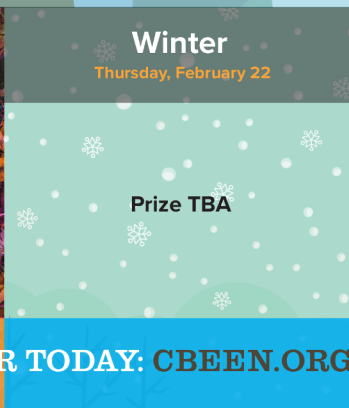
2017
2018



Supporting our students' understanding of their local environment, and empowerment of thoughtful action, through outdoor, experiential, place-based and place-conscious learning.

REGISTER FOR TAKE ME OUTSIDE DAYS

Join classes from across the learning region and take your learning outside during these Take Me Outside Days.



REGISTER TODAY: CBEEN.ORG/OUTSIDE

Health Promoting Schools

Healthy Promoting Schools Coordinator

Welcome to **Barbara Kaufman**. Barb has worked in a variety of teaching positions in the East Kootenays. She has a back-ground in health sciences and education. She is very excited to have this 0.5 FTE position for SD5.

Two focus areas for 2017-18:

Promotion of child and youth mental health and wellness

- ◆ Write a strategic approach for this focus area
- ◆ Build an understanding how mental health and mental illness are related
- ◆ Reorient district services toward promotion, prevention and early intervention
- ◆ Enhance the capacity of staff and students to take control over their lives and improve their own mental health
- ◆ Source out and implement strategies and approached that increasing resilience and protective factors; decreasing risk factors; and reduce inequalities
- ◆ Source out screening and early interventions for mental health problems. Develop an implementation process.

Promotion of child and youth healthy lifestyles, healthy weights

- ◆ Write a strategic approach for this focus area
- ◆ Breakfast and lunch programs will be continued to be offered to continue to provide the basic necessity of nutrition. A focus to improve the quality of the food over buying for volume will be emphasized to school staff.
- ◆ Education around the Sale of Food and Beverages in BC Schools as a focus on reducing salt, fat and sugar intake will continue with school principals
- ◆ Physical literacy promotion
- ◆ Encouragement of outdoor experiences and classrooms
- ◆ Encouragement to use place based learning

District Goal

To promote and achieve positive health in schools through the lens of the four pillars of comprehensive school health.



Calendar

Sept 5

First day of School

Sept 12

Board Meeting (Cranbrook)

Sept.14

StrongStart Meeting

Sept 20

Health and Safety Training

Sept 22

District Pro-d Day

Sept 29

1701 Snapshot

Oct 2 - Nov 10

FSA Administration

Oct 5

World Teacher Day!

Oct 6

School Break

Oct 9

Thanksgiving

Oct 10

Board Meeting (Sparwood)

Oct 13

Chris Hadfield

Oct 20

Pro-d Day

Oct 25

Take Me Outside Day

Oct 26

David Sobel Presentation (Cranbrook)

Oct 27

Kootenay-Boundary Early Years to Kindergarten Transitions - David Sobel (Creston)

Oct 31

SADE/Class Size Deadline

Nov 14

Board Meeting (Cranbrook)

Nov 23

FSA Marking (Board Office)

Nov 24

School Break

Dec 4

Pro-d Day

Dec 4

Carole Fullerton (Cranbrook)

Dec 12

Board Meeting (Cranbrook)

Dec 22 - Jan 5

Christmas Break

Jan 16

Board Meeting (Jaffray)

Jan 29

Semester Change

Feb 9

School Break

Feb 12

BC Family Day

Feb 13

Board Meeting (Cranbrook)