

# District School Council / Parent Involvement Committee Meeting

Thursday, December 1, 2016 7 p.m.

**Lindsay Education Centre** – 300 County Road 36, Lindsay

**Haliburton County Education Centre** – 12 Vintage Crescent, Minden

**Muskoka Education Centre** – 1271 Cedar Lane, Bracebridge

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A G E N D A

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## 1. Welcome and Introductions

*Patricia Wark - Muskoka area chair*

## 2. Update from the Director of Education

*Director of Education – Larry Hope*

- Follow up to online payment options – have continued investigation including the ability for people to use debit and credit cards. Looking at the KevGroup as they are the most efficient product we have found. We are currently looking at how this will sync with our accounting system. There will be a fee associated with this. The board will absorb the cost of the license for use but there will be transactional fees that the school will have to absorb.
- Question has been raised around how school boundaries are reviewed. Typically boundaries would only be looked at as a potential part of an accommodation review. Boundary issues can be disruptive and contentious for families so are far and few between. There is a 5-year long term accommodation review plan and 2 accommodation reviews are taking place right now.
- [Ministry of Education Well-Being initiative](#) is taking place in the province – a large scale feedback survey. There is a lot of focus on well-being and mental health. The ministry developed a consultation paper and are looking for feedback on what well-being looks like in schools in Ontario.
  - [Well-Being Fact Sheet for Parents](#)
  - [Engagement Paper and Survey](#)

## 3. Presentation

*Superintendent of Learning – Dave Golden*

[OverDrive](#) – e-library for staff, students, and parents

1. Expanding access to digital resources – all the books that the board buys and will continue to buy will be available for staff, students, and parents
2. Why use digital resources?
  - Engages reluctant readers
  - improves literacy,
  - students don't lose books,
  - no one sees how slowly they read,
  - can use their own device,
  - 24/7/365 access,

- saves money – provides more content for the same dollars,
  - provides access to more resources for all students
3. OverDrive offers us top quality content from highest quality publishers with more than 2 million titles to choose from
  4. Ease of use – simply any device that can access the internet to download material
  5. TLDSB is joining a consortium (other boards nearby) – and putting \$50,000 towards a new library – we will be able to triple the size of our library with shared costs with these other school boards. No waiting for books.
  6. OverDrive is an app that anyone can download and have access books in their local library – Trillium Lakelands DSB will act as a library for staff, students and parents. Hope to have this up and running by January 2017
  7. Really want to connect families to have access to material through OverDrive – no cost and families can have up to 10 titles out at one time
  8. Fiction, non-fiction, French, as well as some other languages, text books – first goal is fiction and non-fiction for kindergarten to grade 12
  9. “Your school may be closed but your library is always open”

#### 4. People for Education Conference Update

*Grant Boudreault, Kawartha Lakes area chair – [report attached, Appendix 1](#)  
Kerry Foreman, BMLSS – [report attached, Appendix 2](#)*

#### 5. Updates for School Councils

*Catherine Shedden – Manager of Corporate Services and Communications*

- Parent Engagement Fund / Parents Reaching Out (PRO) grants
  - A reminder that the \$500 parent engagement fund has been distributed to each school – make your plans now for spending this by the end of this school year
  - We’d like to hear from schools about their Parent Reaching out Grants – we’d like to celebrate your project so please contact me so we can write a story for our website
- Parent Communication
  - We have published a few more quick tip videos that you will find on TLDSB social media – please like and share – these are also found on the Parent Resources page of the TLDSB website
  - Kindergarten registration time will be coming up very soon – Official registration weeks are in January and February but parents can [register their children any time for kindergarten](#). If you know parents with children that will be 4 by the end of December 2017, please have them visit our website, or their local elementary school.

#### 6. Site Discussion

##### City of Kawartha Lakes

- OverDrive e-library – would like to put all Board parent engagement funds towards the purchase of books

- Cyber issues
  - Information on drugs
  - Tips on how to shut down wifi, parental controls,
  - Do it yourself books (crafts, building, leisure items)
  - Math answers for homework!
  - Tech books –
  - Learning languages
  - Need to have OverDrive instructions for parents which includes who to call if there are problems. Can there be a call-in number – people don't want to wait for support? Also include how to download books if you do not have wifi (ie. download at child's school)
  - Parent engagement grant ideas include– welcome to kindergarten event, culture night, breakfast with Santa event
  - FFSS has just started using Twitter and SnapChat instead of morning announcements – this has been very effective and has increased student engagement. (does this mean students are on their devices more because of this?)
  - Good topic for site discussion at another meeting - parameters for parenting children (ie. when do you allow a child to have a cell phone, when do you turn wifi off)
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### **Muskoka Area**

- The group is in agreement to allocate funds to bring Dr. Greg Wells as a speaker in the Spring. They would also like to see his talk live streamed and recorded if he is willing.
- Books for OverDrive consideration:
  - Greg Wells “Self-Reg: How to Help Your Child (and You) Break the Stress Cycle and Successfully Engage With Life”
  - Alex Russell - Drop The Worry Ball
  - Paul Tuff- various books on how to parent
  - Recommended books from People for Education Conference
    - Who's Afraid of the Big Bad Dragon: Why china has the best and worst education system in the world, by Yong Zhao
    - Why Zebras Don't Get Ulcers, by Robert M. Sapolsky
    - The Gardner and the Carpenter, by Alison Gopnik
- Topics to source for OverDrive consideration:
  - Importance of Sleep
  - Stress Management
  - Brain Development
  - Dealing With Genders
  - Metis
  - LG Community
- It was also suggested there needs to be a better program established to send in devices to school. This could look different in each school based on type of students, teachers, etc. but some structure in place. ([APPENDIX 3: see example of BYOD policy in Macaulay Public School intermediate classrooms](#))
- Concern over attendance at DSC-PIC. District chair will send out a personalized e-mail to all chairs in Muskoka District stressing anyone can attend, doesn't have to be Chair.

- Ideas for use of parent engagement funds: event nights such as Math Night and Games Night, Winter Play Night, summer reading challenge with reading links, National Family Literacy Day engagement activity at home promoted, pre-printed envelopes for sending money to school.

### Haliburton Area

- the parent engagement at each of our schools would directly benefit from the elibrary
- will request feedback, by email, from our area School Councils regarding books, authors or topics they would like to see in the library
- discussed the difficulties each school faces in engaging parents and the typical low attendance at functions
- shared engagement ideas (i.e. hosting a Christmas dinner, Number Talks pamphlet production, September Open House, providing childcare etc.)
- talked about the District School Council newsletter and the link to Parents Engaged in Education to assist with individual School Council meetings

### District Chairs 2016-2017:

City of Kawartha Lakes	Grant Boudreault	705-786-3937	<a href="mailto:eyespydogs@bell.net">eyespydogs@bell.net</a>
Haliburton County	Sam Itani	705-457-7407	<a href="mailto:sam_itani@hotmail.com">sam_itani@hotmail.com</a>
	Jenn Sharp	705-457-6564	<a href="mailto:jennsharp2@gmail.com">jennsharp2@gmail.com</a>
District of Muskoka	Patricia Wark	705-637-0413	<a href="mailto:pbwark@hotmail.com">pbwark@hotmail.com</a>

### Meetings 2016-2017:

Thursday, November 3, 2016  
 Thursday, December 1, 2016  
 Thursday, March 2, 2017  
 Thursday, May 4, 2017

## APPENDICES

- APPENDIX 1 Notes from Kerry Forman – attendance at November 12, 2016 People for Education Conference
- APPENDIX 2 Notes from Grant Boudreault - attendance at November 12, 2016 People for Education Conference
- APPENDIX 3 BYOD at Macaulay Public School

### APPENDIX 1

## Notes from Kerry Forman – attendance at November 12, 2016 People for Education Conference

### Annie Kidder address:

Think about and make the connection about the health strength and connection of our education and what happened in the USA four days ago.

Egerton Ryerson, 1831

“An ignorant population are equally fit for, and are liable to be slave of despots and the dupes of demagogues.....”

Remember how lucky we are to live in Canada and think about where are we now and how do we ensure that we do not have large parts of our population feeling left out and that our children don't feel left out and have a sense of hope.

Canada needs

- New generations with the skills to innovate, adapt, imagine and continue to learn
- Young people with the capacity to solve complex problems and the desire and the capacity to be civically engaged
- A population that is healthier, both physically and mentally
- New thinking about how to address economic and educational disparities

Climate change...rich and poor... we need a population that is healthier physically and mentally

With every possible solution there is a risk...P4E they worry about that narrowing of the definition of education. We are missing our potential of the next generation.

We don't know how we are doing. How do we know we are accomplishing that....

We evaluate....we create metric to paragon. The remedy and the poison

We set up more ways for them to fail.

The theory of change:

If we develop more balanced and broader ways to measure/ evaluate/ assess success in education then it would...

- Support productive change in policy, in funding and in educational practice
- Support the capacity of educators in classrooms and schools to collaborate, to take risks, and to focus on broad competencies and skill
- Shift public thinking about what matters in education
- Foster greater alignment in our goals for young people from public education through post-secondary education the world of work, and the broader society

So much of our policies is driven by what we measure and it can set up people and our kids for failure.

If we acknowledge the importance of these things we can collaborate.

- Creativity
- Citizenship
- Health
- Social-emotional learning
- Quality learning environments

To take some risks we have to change the public's minds before the government lets jurisdictionally to make math not the only focus because of low scores in EQAO.

The goal:

Develop, test and propose a different accountability and measurement framework for education that:

- Includes a concrete set of competencies and learning conditions in the areas of creativity and innovation, citizenship, mental and physical health, and social-emotional development
- Outlines appropriate measurement and assessment practices, and/or processes at the classroom, school and the jurisdictional level

- Recognizes effective classroom and school practices in foundational areas proven to develop students' capacity for long term success

Conducting field trials. They have had a very positive response from teachers saying that this is what they want to teach.

- The competencies resonated with work they wished they could focus on more as core components of their teaching
- Specific, common language – as opposed to nebulous concepts – provided clear pathways into actions and planning
- Provided a common lexicon to support collaboration
- The competencies are interconnected.
- Competencies and conditions are inextricably connected
- The competencies allowed them to take a personalized approach to assessment.

Have teaches that “Pick the ones that sing to me” so we allow some teachers to fit in with it. We don't need a whole new curriculum we just need to imbed these competencies into the is already establish. It has allowed them to think about assessments potential impact:

- Supports concept of a sampled testing environment
- Reduces potential for rankings
- Supports increased resources for capacity-building and collaboration for classroom- and school-based assessment
- Provides foundation for integration of multiple government “initiatives’
- Recognizes and supports professionalism of educators in schools

By testing the EQAO and literacy testing we need to dip into the other competencies like social emotional skills, creativity, citizenship.

It does take away ranking and competition by eliminating these testing. Does everyone in the schools have time to work on these other things with the time spent pulling apart the data?

Ministry and new strategies?

It does not have language other than RRM (reading, writing and math) with the ministry to get kids ready for post-secondary education.

Arms race is coming in December

The Measurement “arms race”

Movement both internally and externally to add more measure, including:

- PISA – social-emotional skills and global competencies
- Ontario – well-being
- PISA for schools and “baby” PISA
- Ontario – 21<sup>st</sup> century skills

We have to work on both

Vision:

A public education system that:

- Is grounded in a set of broad and balanced areas of success that drives policy, practice, funding and accountability
- Supports all students to develop the competencies and skill they need to live happy, healthy, economically secure, civically engaged lives.

A Canada where:

- Civil society, employers and post-secondary institutions have access to the talented young people they need to meet the challenges our country faces.

Keep our children from being the dupes of demagogues

Our civil society has the people we need to face the difficulties we are facing and give hope to the future such as climate change, women issues, immigrants or students going to reserve schools that our appalling. The hope lies in our children and our education system.

### **Dr. Stuart Shanker**

Dr. Stuart Shanker is a Distinguished Research Professor of Philosophy and Psychology at York University and the CEO of [the MEHRIT Centre, Ltd.](#) One of his many books, "*Calm, Alert and Learning: Classroom Strategies for Self-Regulation (2012)*", is a top selling educational publication in Canada. His latest book, *Self-Reg: How to Help Your Child (and You) Break the Stress Cycle and Successfully Engage With Life*, published in June 2016,

### **Self-regulation: the New Basics**

A limbic election is kind of serious. It tells us that the scope of rational discourse is significant. The question is how did Donald Trump get elected? Or moreover on a reflective look why?

Do we see this as problems in kids, parents and teachers? What is the stress level of teachers? Measuring What Matters and the functionary wellbeing of society has looked at the number story in western thought for a number of years.

*We watched a clip on "the marshmallow test" (a test tempting kids with a marshmallow and the offer of a 2<sup>nd</sup> one if they wait to eat it, left alone in a room).*

In 1964 when we give the kids a scary stimulus like the marshmallow test, some kids stayed locked in on the marshmallow and underwent a great deal of stress resisting eating it. While some found ways to self-regulate.

The reason this is an influential paradigm is that

- 32% could delay gratification
- 68% could not resist regardless of culture, language etc.

In 1989 they went back and checked the kids as adults and found that the kids that delayed gratification scored 210 times better on post ed entrance exams. They had a lower incidence of disorders, less risky behaviors and did great in life.

Children who wait were:

- More likely to go to college
- Fewer health problems both mentally and physically
- Less likely to engage in risky behaviors
- Less likely to get in trouble with the law
- Score higher on "life satisfaction scores"

Genetic testing is nonsense, there is no good or bad gene. The high stressed kid disengages.

- look at the whole child instead of a small fraction...
- How does a newborn respond to stress? We can predict how they will behave at 18

As a philosopher he doesn't believe that genes will determine where a kid ends up in life... his problem is that we have this data that tells us that, and then we begin to address the how to deconstruct the original paradigm

How do we control impulses...? Instead ask how do I eliminate the impulses? The answer is to ask why is the kid having these impulses? Why are they impulsive or anxious?

Bullying or anti-social behavior is a result of not feeling safe. It's a fight or flight response shutting down the blue brain.

When then looked at a test with the environment of the room and how loud sounds, bright lights, hot temperatures, bad smells, and have them do a math test etc. had an effect on stress levels. A reverse test was done with softer lights, calmer sounds, pleasant smells and the positive outcome that had.

Astronauts that breezed through school and all their studies failed when in the isolation chamber.

- When we look at a kid with ADHT and their sense of time 1 minute feels like an hour. Making them sit in a chair is extremely difficult and stressful for them. They need movement to feel in touch with their body and to feel grounded.

Ideally our classroom would be equipped with a space in the back of the class with a partition and called a class library to give opportunity to calm both teacher and child

- Noise blocker
- Rockers
- Squeeze balls

The analogy of the US election to the marshmallow test shows us that certain kids cannot resist the impulse and that stress intensifies it.

The “DON’T” creates stress with no resource to reduce the stress. We need to recognize and bring the kids to calm with self-soothing techniques. Don’t get stuck on self-control teaching.

The Red brain, or Limbic system (*The limbic system supports a variety of functions including emotion, behavior, motivation*) and reading whether a situation is safe or not. It operates beneath the threshold of fight or flight scanning the environment looking for safety or danger.

We see a generation of higher aroused (inflamed) Red Brain. When the Red Brain is aroused the slightest thing will trigger fight or flight. It takes over the Blue Brain.

The Blue Brain or Neo cortex is where the seat of empathy lies and where reason, rational thinking and logic comes from.

Trump ran a political campaign which his lines trigger the Red Brain. The US is in a hyper stress dysregulated cycle.

Programs for the kids with problems do not work if they are going into fight or flight mode.

So what are the stressors?

Physically:

- video games, (“Call of Duty” can take 6 hours for the Red Brain to calm down from it, proper sleep is near impossible
- crowds,
- lack of sleep,
- lack of exercise,
- lack nature and free play
- lack of proper nutrition (we need healthy eating of fresh produce, protein).

Cognitive stress:

- processing too much information,
- social stress

We need a certain amount of stress like school, however, overload arriving to school with stress or recognizing we cannot add the extra upon arriving to school with a generation of kids that are overstressed.

The five domains in measuring what matters empower the kids to self-regulate.

The measuring it is somewhat counterproductive.

### **The Biggest Lesson:**

It starts with the teacher and their ability to self-regulate. If they are stressed it imparts on the kids. If for example the number of kids needing attention in one classroom is excessive, it can be overwhelming.



Ideally the staff rooms should almost be spa like, soft lights, quiet and calm environment. Sign of stress behavior and recognizing it in our self and what we fight through with caffeine. We need to set an example. We have a generation of kids that don't know calm.

[www.self-reg.ca](http://www.self-reg.ca)

Self-regulation is not a program. We have to shift how we look at the kids and not treat the kids from the limbic system.

China is scared about the level of stress they have placed on their students.

If we get it right in Ontario we will be the model for the world.

Peer activities such as

- music (of particular blowing into instruments)
- drama
- choir

The breathing required to playing a wind instrument or singing has an entrainment effect, it calms people down.

- Walking is self -regulating on many levels. It only works if they enjoy it. So making a game of it like orienteering gets them moving ideally outdoors.
- Getting in touch with nature

Daniel Lieberman has done a lot of research and has written many books like The Nature of the Brain. Become a Haven

### **Recommended Reading**

**Who's afraid of the Big Bad Dragon: Why china Has the best and the worst education system in the world by Yong Zhao**

**Why Zebra's Done get Ulcers by Robert M. Sapolsky**

**The Gardner and the Carpenter by Alison Gopnik**

Jerome Kagan, researcher has many books and papers on teaching to these four kinds of people and helps us to understand how the different types respond to stimulus.

Choleric people are the proud, extroverted 'alphas' of our species

Phlegmatic people are meek, submissive introverts who live to please others

Sanguine people are boisterous, bubbly, chatty, openly emotional, social extroverts

Melancholic people are emotionally sensitive, perfectionistic introverts.

### **THE PANEL DISCUSSION:**

Kate Anderson, Brookings Institution

Vani Jan, Well Ahead Initiative, McConnell foundation

Joyce Kinyanjui, women Education Researcher of Kenya

Seamus Hagarty, Learning Metrics Task force

Rory Grotvik, Political Advisor, Union of Education, Norway

Short term or long term education is about forming society in the long

The panel discussed and felt that a transformation on making the importance of social-emotional, creativity and Innovation, wellbeing and healthy safe teaching environments was needed and that our global issues have an impact on each other.

That "you cannot measure a system without interfering in it".

Is measurement always testing? Or can we do it differently? How do we report it?

It comes from the outside world.

Skills get you hired but a lack of competence gets you fired.

- Community service

- Volunteering

Should we ask the kids to assess how the school is doing? Yes

Pay attention to student voice. We need more trust to the profession, peer reviewing,

In general, it would seem they all felt the competencies of the “Measuring What Matters” was vitally needed in education. How to in fact measure it was not a take away.

Civic, Careers: Is high School preparing me for life?

A panel of three students from various backgrounds and experiences felt that the course itself didn't help out there in the real world that it was very theory based. We need to engage students in what is happening in their community and implement something that helps.

The course is not as relevant as it should be- focused too much on Canada as opposed to us in the world.

Teach all student to be part of the change in our world. To get themselves involved.

Civics starts at issues. Take action at the end of the course.

Careers could and should be linked to financial literacy.

Wished they learned a handshake and to present themselves at a job interview. What questions should they ask a potential employer.

Essentially:

- what are the soft skills needed?
- What are their income tax filing requirement?
- Learn about labor standards?
- How do you research the job market?

Students felt they learned a lot from having done their volunteer hours. In some cases, it gives opportunities that some continue on with long after the hours are finished.

Reporting on what competencies they have learned and a reflection piece may be a way of measuring these skills.

Minister of Education:

150 Million dollars is being allocated to transform our schools with technology in mind

- Digital
- 3d printers
- Software
- The Ministry is taking steps to support more innovation towards learning.

Even in Math we remain high in the world ranking with our “new math strategy”

Special Education will get 2.7 million

A mandate to support these 20,000 kids with autism in our Ontario schools. \$77 million to teach for autism.

\$750 million to help with amalgamations

500 million for new schools and extensions

We need to invite more student voice and look at experiential learning.

Indigenous education protocols for youth services and poverty reduction.

Education is the healer.

Free Tuition is coming in 2017 for colleges and universities.

Pay attention to transition points.

## APPENDIX 2

## Notes from Grant Boudreault - attendance at November 12, 2016 People for Education Conference

- We started our the morning with our Key Note speaker Dr. Stewart Shanker
- Self Reg.
- The new basics
- Look at all stress levels for all the Why ?
- Why : Function of Education is the well being of society
- 4 Basic Temperaments
- 4 attributes
- Born with certain mixture of Genes, we are losing way to many kids to the explosion of Anxiety
- If you are still asking the same questions as the ancient greeks and you haven't gotten any further then you need to re look at the question
- How do I weaken the impulse and or eliminate the impulse?
- Why is the kid having the impulse?
- Why is the kid so anxious? Clinical
- Marshmallow test... you can make predictions and know what the kids will be like by 18
- Nothing is ever carved in stone .. for anybody ! nothing dictates that a kid will end up one way.. anybody
- can change.
- To address the how the kids who pass have good cognitive competencies Limbic system is contently scanning and looking for Danger and Safety
- Some children have a hyper inflamed red brain
- Pre Frontal cortex, executive functions, all the human traits,
- When the red brain becomes hyper aroused, the slightest thing will trigger fight or flight, and a dramatic shift from red to blue and red starts to run the show. !
- Children don't lie: re framing the mind !
- Using focus groups to get the red brain triggered suppressing the blue brain to take away realistic answers
- Turn off the alarm and bring back the blue brain and have it reflect and choose and think.
- A child who is having trouble in social emotional learning won't work if the child is in red brain (if he / she is constantly going into fight or flight.mo
- We need to find a way to reduce stress and fight or flight or the program won't have anyway to work.l
- I hate you – I need you | I don't care – I do care.
- What are the complex stress: Video games, Exercise
- Unstructured free play, Emotional stress , Social stress
- Children need the stress of education ... the problem is the stress overload.
- Into school = too much stress can't deal with the added stress of school and peers
- Children can self reg at the age of 3
- Starts with self reg. of the teacher.. teachers are more over stressed and therefore can't teach self reg to the kids.
- Reframing behaviour
- Sign's of stress behaviour , Facial completion , Teach them how to be calm
- Happens step by step and little signs of progress although the environments stay the same.
- Self-reg.ca – website !!
- Nothing is carved in stone unless we see the child as bad !
- Google and look up the following information that is very good : if you'd like more !
- White Ball Study
- Who's afraid of the big bad Dragon, Do Zebras have ulcers, nature of stress by Robert Supposkey
  
- Teaching series on mindfulness program, peer activities, music/drama/choir/breathing

- Population really doesn't know what calm feels like, they need to find calm, the problem is now the generation is always fighting the new hyper.
- Out door activities ? Nature on the brain, but still make need the addition of electron
- Need there addiction, short term relief for long term effects.
- Painting can help as well.
- Walking does lots of self regulating, however it only works if they enjoy walking.
- Orienteering works better. !
- All these ideas are wonderful if the teacher enjoys it, if they don't it doesn't work.
- le: call of duty hold the alarm for 4 to 6 hours burying enormous amounts of energy in the red brain.

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### APPENDIX 3

#### **BYOD at Macaulay Public School**

Here is a description of the philosophy behind technology that Robin Allison and Brian Andreasen have created at Macaulay is being recognized. It's not so much of a 'Program' as it is a personal philosophy. They want their students to grow up appreciating the power of these devices, but NOT at the detriment to personal interactions and communicating with people by looking them in the eye. Too many students are developing addictions to these devices because they don't have the tools or strategies as to know when to disengage from social media. At the start of the year a student package is sent home that clearly outlines all expectations in the intermediate division. Here is an excerpt regarding their policy around tech.

#### **TECHNOLOGY IN THE CLASSROOM**

For the purpose of inquiry and student engagement a wireless network exists at Macaulay and it is our hope that technology will be in the hands of as many students as possible. To this end if your son/daughter has technology of their own that they are able to bring to school they are encouraged to bring it to be used as a learning tool. The technology policy at Macaulay is as follows:

- Technology is to be stored 'screen up' on students desks
- Technology is to be used as a learning tool during instructional time
- If a student is questioned by a teacher regarding the purpose for which the technology is being used the response must be honest and respectful
- Technology is NOT to be used during snack, recess or transition times in the hall – it must be 'off' and 'away'.
- Should a student disregard the policies and/or use technology inappropriately teachers will keep the students phone for the remainder of the day. If there is a second occurrence the principal will keep the students phone. If there is a third occurrence a meeting between the principal, the parents and the student must take place.
- Parents are DISCOURAGED from texting students during the school day – please call the school secretary should you need to contact your son/daughter.
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The other part of this is that Robin and Brian clearly communicated with school staff that these are the expectations for intermediate student BYOD devices and it is hoped that all Staff have these conversations with students when technology is being used outside of the classroom.

Their verbal approach is "can you look me in the eye, and explain for what educational purpose is your phone being currently used?". If there is any hesitation then the phone is turned into the Staff member. This was brought to School Council and was well received.