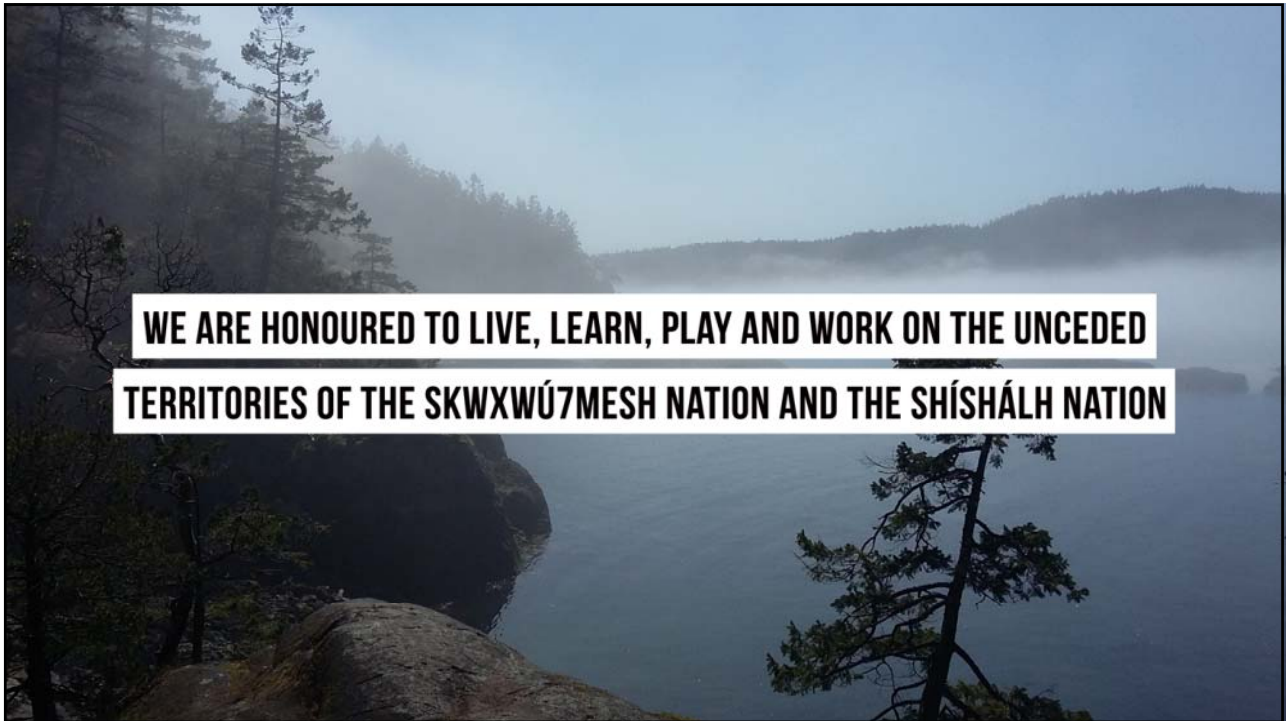




SCHOOL DISTRICT 46
SUNSHINE COAST

BOARD OF EDUCATION MEETING

Wednesday, September 11th, 2019



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

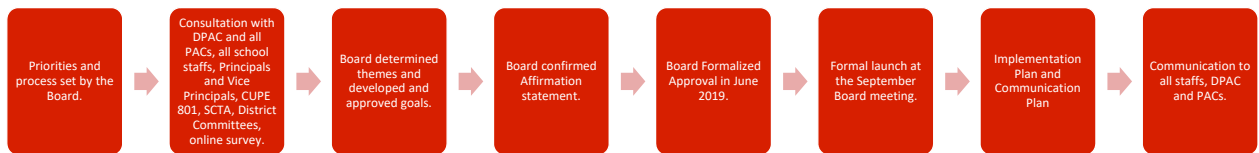


SCHOOL DISTRICT 46 - SUNSHINE COAST
Excellence in all we do!

STRATEGIC PLAN 2019-2023



STRATEGIC PLAN 2019 – 2023





COMMUNICATION PLAN

SD No. 46 Strategic Communication Plan												
	August	September	October	November	December	January	February	March	April	May	June	July
Board Meeting		Strategy Plan forgo update; 1.04 Student Voice; DCL	Vision 2.04 position partnerships; 1.03 core competencies; 2.02 reviewing and planning	Vision 2.04 position partnerships; 1.03 core competencies; 2.02 reviewing and planning	Affirmation 1.04 Indigenous cultures & diversity; 1.05 Awareness; 1.02 International student program	Affirmation 1.04 Indigenous cultures & diversity; 1.05 Awareness; 1.02 International student program	Inclusion 1.03 inclusive education; 1.05 mental health	Collaboration & Equity 2.04 professional development; 1.04 partnerships; 2.02 Family Engagement	Innovation 1.04 leaders; 1.03 use of our planet; 1.05 environmental initiatives	Research & Responsibility 1.03 New arts; 1.05 Transportation strategies	Graduation 1.03 graduates; 1.04 direct services	
Education Committee		2.04 position partnerships; 1.03 core competencies	1.04 Review; 1.03 regional report	1.04 Indigenous cultures & diversity; 1.05 international student program	1.04 physical health; 1.05 arts and	1.04 inclusive education; 1.05 mental health	2.04 Family Engagement; 1.03 professional development; 1.04 numeracy	2.03 leaders; 1.03 use of our planet; 1.05 environmental initiatives	1.04 New arts; 1.05 environmental initiatives	1.04 graduates		
Operations Committee							1.04 partnerships	1.04 transportation strategies	1.04 direct facilities			
Committee of the Whole		Implementation Plan 2.04 reviewing and planning communication	communication	communication	1.04 healthy & inclusive team communication	communication	communication	communication	communication	communication	communication	Board Evaluation
District Program Committee		EdCoaster articles; Vision 2.04 healthy & inclusive team & 1.04 communication	EdCoaster articles; Vision 2.04 healthy & inclusive team & 1.04 communication	1.04 partnerships; EdCoaster articles; Vision 2.04 healthy & inclusive team & 1.04 communication	1.04 partnerships; EdCoaster articles; Vision 2.04 healthy & inclusive team & 1.04 communication	EdCoaster articles; Vision 2.04 healthy & inclusive team & 1.04 communication	EdCoaster articles; Vision 2.04 healthy & inclusive team & 1.04 communication	EdCoaster articles; Vision 2.04 healthy & inclusive team & 1.04 communication	EdCoaster articles; Vision 2.04 healthy & inclusive team & 1.04 communication	EdCoaster articles; Vision 2.04 healthy & inclusive team & 1.04 communication	EdCoaster articles; Vision 2.04 healthy & inclusive team & 1.04 communication	EdCoaster articles; Vision 2.04 healthy & inclusive team & 1.04 communication
Ed Leadership Meeting		EdL Strategic Plan Implementation, Review, & Renewal Growth Plans	EdL Strategic Plan Implementation, Review, & Renewal Growth Plans	EdL Strategic Plan Implementation, Review, & Renewal Growth Plans	EdL Strategic Plan Implementation, Review, & Renewal Growth Plans	EdL Strategic Plan Implementation, Review, & Renewal Growth Plans	EdL Strategic Plan Implementation, Review, & Renewal Growth Plans	EdL Strategic Plan Implementation, Review, & Renewal Growth Plans	EdL Strategic Plan Implementation, Review, & Renewal Growth Plans	EdL Strategic Plan Implementation, Review, & Renewal Growth Plans	EdL Strategic Plan Implementation, Review, & Renewal Growth Plans	EdL Strategic Plan Implementation, Review, & Renewal Growth Plans
District Parent Advisory Committee (DPAC)		New Strategic Plan & 1.04 Student Voice with Parents & 1.04 Core	1.04 digital literacy with Parents & 1.04 Core	1.04 digital literacy with Parents & 1.04 Core	XXXXX	1.04 mental health with Parents & 1.04 Core	1.04 mental health with Parents & 1.04 Core	XXXXX	1.04 mental health with Parents & 1.04 Core	1.04 mental health with Parents & 1.04 Core	XXXXX	XXXXX
District Student Leadership Team (DSLTL)		New Strategic Plan & 1.04 Student Voice & 1.04 Core	1.04 New Strategy & 1.04 Student Voice & 1.04 Core	1.04 New Strategy & 1.04 Student Voice & 1.04 Core	XXXXX	Affirmation 1.04 Indigenous cultures & diversity; 1.05 Awareness; 1.02 International student program; Environmental initiative	Inclusion 1.03 inclusive education; 1.05 mental health; facilities report	Collaboration & Equity 2.04 professional development; 1.04 partnerships; 2.02 Family Engagement	Innovation 1.04 leaders; 1.03 use of our planet; 1.05 environmental initiatives	Research & Responsibility 1.03 New arts; 1.05 Transportation strategies; EdL new student trustee & DCL Student trustee	Graduation 1.03 graduates; 1.04 direct services	
EduCoaster		New Strategic Plan & 1.04 Student Voice & 1.04 Core	Vision 2.04 healthy & inclusive team & 1.04 communication	Vision 2.04 healthy & inclusive team & 1.04 communication	Affirmation 1.04 Indigenous cultures & diversity	Inclusion 1.03 inclusive education	Inclusion 1.03 inclusive education	Collaboration & Equity 1.04 partnerships	Innovation 1.04 environmental initiatives	Research & Responsibility 1.03 Digital literacy	Graduation 1.03 graduates	
Website/ Social Media		New Strategic Plan	Vision	Vision	Affirmation	Vision	Vision	Collaboration & Equity	Innovation	Research & Responsibility	Graduation	
Other Meetings/ Communication		Ed Report to the Community	Implementation roll out at HEC and staff meetings to present new strategic plan			Student School rates						EdL Conclusion Evaluation and Thank You etc.



ACCOUNTABILITY

REPORT TO THE BOARD OF EDUCATION SD NO. 46 (SUNSHINE COAST)
FROM SUPERINTENDENT PATRICK BOCKING
WEDNESDAY, FEBRUARY 14th, 2017

Strategic Plan Report: Early Learning

1. Goal 1.A - Early Learning

Our students will enter kindergarten well prepared and with engaged, well informed parents invited to partner with their children's teachers through a comprehensive early learning program.

If kids come to us from strong, healthy, functioning families it makes our job easier. If they do not come from strong, healthy, functioning families it makes our job more important.

Barbara Colosimo

Background:

What happens in the early years is critical because just like language, many of these predispositions are time limited. Brain development doesn't occur at a constant rate – there are prime times for acquiring different kinds of skills and knowledge and specific times when the brain is pruning out unused connections. Enriched environments and appropriate stimulation help ensure that a window of opportunity for developing a specific capacity will be optimized. The absence of appropriate stimulation within certain time frames may lead to the skill or ability being 'pruned out' from lack of use.

<http://www.changelearning.ca/edc-informed/understanding-human-learning-from-early-years>

Discussion:

The district has a well-established series of programs that support children from birth through to the end of kindergarten including:

- o SPARIC (Supporting Parents Along the Road to Kindergarten)
- o Imagination Library
- o StrongStart Centres
- o StrongStart Outreach (WanderWheels)
- o Ready, Set, Learn
- o KidzSPARIC
- o Screening of our newest students in September
- o Early Development Instrument (EDI) completed by all Kindergarten teachers every year.
- o PALS (Parents as Literacy Supporters)
- o SPARIC 3D.

Recent and Next Steps Include:

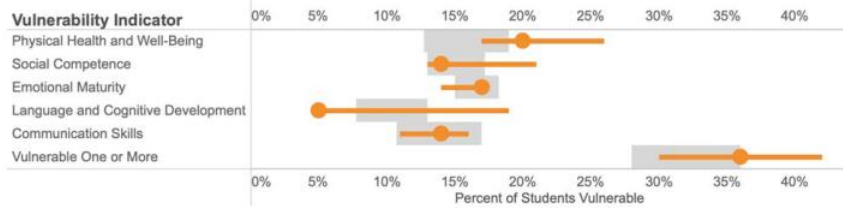
- o The immigrant PALS (PALS) program is underway, with training provided through the literacy council, the Early Years Centre, and collaboration with Welcoming Communities, to assist families that are new to Canada.
- o Sea to Sky School District is actively utilizing the SD46 SPARIC program with great success.
- o The sustained focus we have had on supporting literacy and learning in the early years is paying off, and EDI scores reveal that children enter Kindergarten in SD46 with very strong skills in Language and Cognitive Development. We are now increasing our focus on Social and Emotional Supports in the early years, and are providing regular seven-week Circle of Security classes for parents of young children.
- o Alternative School students also participate in the Circle of Security program, and visit StrongStart weekly in order to support secure attachment, and to engage in reflective practice.



DATA — QUANTITATIVE AND QUALITATIVE

Characteristics of Students Entering School

- 440 Total number of students assessed (2013/14 - 2015/16)
- Typical range across B.C. (middle 50% of districts)
- Selected district's most recent results (2013/14 - 2015/16)
- Range of district's results over time (2001/02 - 2015/16)



SCHOOL DISTRICT 46
SUNSHINE COAST

STRATEGIC PLAN
2019 - 2023

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TERRITORIES OF THE SKWXWÚ7MESH NATION AND THE SHÍSHÁLH NATION.**

WE ARE SCHOOL DISTRICT 46 - SUNSHINE COAST

A Word from the Chair

The Board of Education is very pleased to present the 2019 - 2023 Strategic Plan to our schools and community. This plan is based upon extensive consultation with staff, parents, and, of course, our students. The enthusiasm in the making of this plan has proven to the Board that our community is deeply passionate about the education and well-being of our children and youth.

We, the Board, as well as our staff, are deeply committed to the Vision, Mission, Affirmation, Values and the ambitious goals contained in this document. We look forward to having this clear, strong vision to guide us onward, and we look forward to celebrating the tangible results of our plan over the next four years.

Excellence in all we do!

Pammila Ruth, Chair



VISION

We are a community engaged in lifelong learning and educational excellence.

MISSION

We support and inspire each student to experience joy and fulfillment in realizing their potential as a knowledgeable, confident, and contributing citizen in the global community.

AFFIRMATION

The Board of School District 46 affirms its commitment to Indigenous Peoples and Reconciliation by building relationships and deepening understanding of Indigenous history, worldviews, and ways of knowing.



VALUES

Ethics

We ensure an environment of mutual trust and respect through integrity and transparent processes.

Inclusion

We strive to be a diverse and dynamic community through welcoming and inclusive practices.

Collaboration & Equity

We create meaningful connections through our work together.

Innovation

We aspire to creativity and excellence through risk-taking in personal and collective actions.

Respect & Responsibility

We support a culture of mutual respect and shared responsibility through individual and shared growth.

Celebration

We build unity, add depth, and bring joy to our work together through celebrating the contributions of students, staff, and the community.



CIRCLES OF CARE

Our four-year strategic plan has been developed based upon three circles of care: our students, our staff, and our community.

STUDENTS

STAFF

COMMUNITY



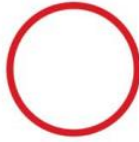
GOALS

Our four-year strategic plan has been developed based upon three circles of care: our students, our staff, and our community.

OUR STUDENTS



OUR STAFF



OUR COMMUNITY





- 1a Our **students' voices** will be respectfully heard and acted upon.
- 1b Our students will thrive in their **early years, and throughout their education**, within schools, families, and communities that inspire learning, respect, and connection.
- 1c Our students will engage in ongoing reflection, experiential learning, and personalized inquiry through the application of the **Core Competencies**.
- 1d Our students will be **literate**. They will be effective communicators, critical thinkers, and engaged citizens.
- 1e Our students will be **numerate**. They will have the skills and tenacity to interpret and apply mathematical understandings in flexible, functional, and creative ways.
- 1f Our students will develop and apply **social and emotional skills** to successfully live, work, and play together. They will have the resilience and attitude to deal with life's challenges and to manage their **mental health**.
- 1g Our students will develop and apply skills and habits to support their **physical health**.
- 1h Our students will explore **Indigenous** cultures in our community and the **diversity of cultures** in the world.
- 1i Our students will have the knowledge and skills to contribute to the **care of our planet and its changing climate**.
- 1j Our students will have the **digital literacy** skills to enhance and communicate their learning, and to responsibly navigate technology.
- 1k Our students will actively participate in expanded **fine arts** programs.
- 1l Our students will **graduate** with specific life skills to enable them to navigate their personal future directions.

STAFF

- 2a Our staff will be a **healthy and inspired team** in which everyone feels respected for their individual gifts, skills, and contributions.
- 2b Our staff will be fully supported for the work that we ask of them and that they ask of themselves through research-based **professional development**.
- 2c Our staff will apply a deep understanding of **inclusive education** practices.
- 2d Our staff will be **leaders** in their work.
- 2e Our staff will engage in **positive partnerships** with students and their families.





3a

Our district will effectively **communicate** with students, staff, and the community.

3b

Our district will actively engage in **visioning and planning** with local governments.

3c

Our district will pursue opportunities that **enhance collaboration and deepen partnerships** throughout our local and global community.

3d

Our district will support comprehensive **environmental initiatives**.

3e

Our **district facilities** will be safe, engaging, and energy efficient.

3f

Our district will ensure safe and efficient **transportation strategies** for our students.

3g

Our district will recruit students from around the world to live and learn with us in a welcoming **international student program**.

This strategic plan is supported with an implementation plan that details how the goals will be achieved.
Public reports on strategic plan goals are presented regularly to the Board of Education.

The board report minutes can be found at www.sd46.bc.ca.





SCHOOL DISTRICT 46
SUNSHINE COAST

BOARD OF EDUCATION MEETING

Wednesday, September 11th, 2019



SCHOOL DISTRICT 46
SUNSHINE COAST

SUPERINTENDENT'S REPORT TO THE BOARD

Board of Education Meeting
Superintendent Patrick Bocking
Wednesday, September 11th, 2019



CIRCLE OF CARE: STUDENTS

1a

Student Voice: Radio Message



CIRCLE OF CARE: STUDENTS

1b

Thrive throughout their education: Kindergarten Gradual Entry





CIRCLE OF CARE: STUDENTS

1b

Thrive in their Early Years: Family Resource Centres



SUNSHINE COAST FAMILY RESOURCE PROGRAMS & STRONGSTART

OPENING DAY: SEPTEMBER 9TH, 2019

CENTRES WELCOME ALL PARENTS & CAREGIVERS WITH CHILDREN FIVE AND UNDER TO JOIN US AT THE FOLLOWING LOCATIONS AND TIMES:

No pre-registration necessary – Just drop-in!
You and your child can explore, play and learn in an environment that is friendly, supportive and inspiring!
All programs are free of charge and a snack will be served daily!

GIBSONS FAMILY RESOURCE PROGRAM Mon – Fri: 9:30 am – 12:30 pm 2600 West Fraser Highway	HALFMOON BAY ELEMENTARY Mon – Fri: 8:30 am – 11:30 am 10000 Highway 101, Halfmoon Bay
ROBERTS CREEK ELEMENTARY Mon – Fri: 9:00 am – 12:00 pm Saturdays: 10:00 am – 1:00 pm 10000 Highway 101, Roberts Creek	SECHLT FAMILY RESOURCE PROGRAM Mon – Fri: 10:00 am – 1:00 pm Saturdays: 10:00 am – 1:00 pm 10000 Highway 101, Sechelt
MADERA PARK FAMILY RESOURCE PROGRAM Mon/Weds/Thurs/Fri: 9:00 am – 12:00 pm Tuesdays: 11:30 am – 2:30 pm 10000 Highway 101, Madera Park	

OUTREACH
Take & Trade will be held in the following locations:
Tuesdays – Pender Harbour area at 9:30 am
Thursdays – Davis Bay/Sechelt at 12:30 pm
Fridays – Gibsons at 11:15 am
Check our website for meeting locations!
StrongStart Outreach will also be held in Langdale Elementary 9:00 - 11:00 am on Fridays.
Langdale Elementary 9:00 - 11:00 am on Fridays



CIRCLE OF CARE: STUDENTS

1f

Mental Health: BC Children's Mental Health Literacy Team Initiative

Meet the Health Literacy Team!





CIRCLE OF CARE: STUDENTS

1h

Indigenous Cultures: Local Education Agreement with SIB



CIRCLE OF CARE: STUDENTS

1i

Care of our Planet: Environmental Action Plan

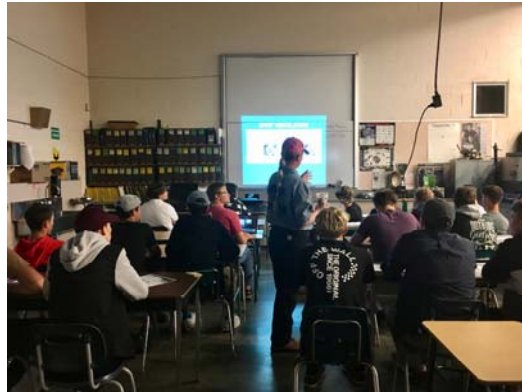




CIRCLE OF CARE: STUDENTS

11

Graduate: Train in Trades Programs



CIRCLE OF CARE: STAFF

2a

Healthy and Inspired Team: Collaborative and Positive Spirit

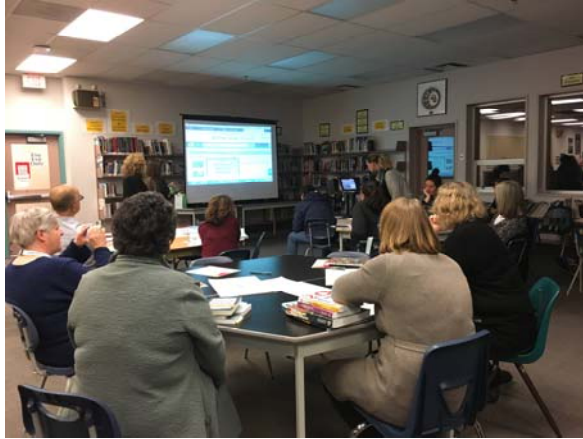




CIRCLE OF CARE: STAFF

2b

Professional Development: Expert Guidance & Learning Together



CIRCLE OF CARE: STAFF

2e

Positive Partnerships: DPAC and PAC Meetings





CIRCLE OF CARE: COMMUNITY

3b

Visioning and Planning: RCMP



CIRCLE OF CARE: COMMUNITY

3b

Visioning and Planning: Pathways to Hope





CIRCLE OF CARE: COMMUNITY



District Facilities: Custodians and Maintenance Staff



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