



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

EDUCATION COMMITTEE

AGENDA

September 24, 2014 from 1:00-2:30 p.m.
School Board Office – Gibsons, BC

Introductions

1. Achievement Contract
2. Draft Regulation – Student Leadership
3. Technology Plan (presentation)
4. Parent Engagement



ACHIEVEMENT CONTRACT 2015 – 2017



*Sunshine Coast School District
July 2014*

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INTRODUCTION

We are pleased to present the 2015– 2017 District Achievement Contract for School District No. 46 (Sunshine Coast). This document summarizes our goals, relevant data, annual and three-year targets and reviews our plans for achieving those targets.

We believe in ambitious targets and have set our sights high. These targets are determined based on the belief that all children can learn given the right supports while also taking into account our history, culture and capacity.

The Board of Trustees, senior administration, principals and vice-principals work in partnership with our Aboriginal communities, community agencies, the Ministry of Education, the Sunshine Coast Teachers' Association and the Canadian Union of Public Employees Local 801.

Due to a labour situation with our teachers in 2014, we do not have all sources of data to fully complete this report. However, we are very pleased to note the many exciting and innovative practices taking place in our schools that fully support student achievement.

The Sunshine Coast is a beautiful length of B.C. coastline stretching from Langdale to Egmont. Our 3,000 students are served in nine elementary schools and four high schools. In addition to regular school programming, we are proud of the support that we provide to our students and their families through Early Learning initiatives, distance learning, alternative programming, student support initiatives and Aboriginal language and cultural programs.

Sincerely,



Patrick Bocking, Superintendent



Vision

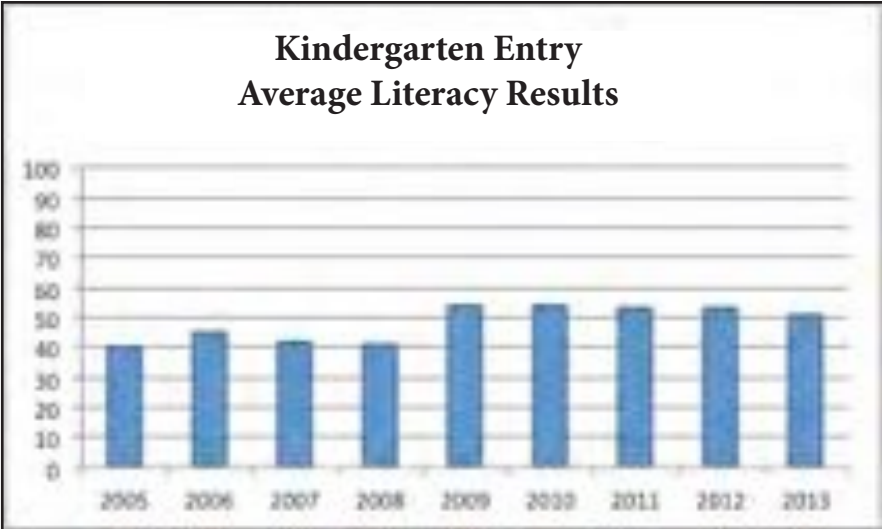
Our Vision is a community engaged in lifelong learning and educational excellence.

EARLY LEARNING

| | |
|--------------------------|--|
| <p>Rationale</p> | <p>We believe that...</p> <ul style="list-style-type: none"> • The early years of development set the base of competence and coping skills that affect learning, behaviour and health throughout life. • It is important to build a 'continuum of support' designed to connect parents to the research, strategies and resources that will support families with children newborn to five years old. This continuum of support is designed to foster connections between children and their families, their communities and their schools to support early and lifelong learning. • Nurturing relationships, responsive interactions and opportunities to engage in literacy activities and play will support and optimize early development and learning. Children thrive when families thrive. • The majority (75% – 80%) of vulnerable families are imbedded within the middle class, thus early years strategies must be universally available. Programs must be accessible, affordable and equitable. • The early years represent a unique window in the life cycle during which physical, socio-emotional and cognitive potential is especially malleable. Research shows that investing early pays off over time by generating very high rates of return for children, their families and society. |
| <p>Background</p> | <p>In 2005, our school district had concerns about the literacy skills of students entering Kindergarten. Results of district research and high numbers of students requiring special services led us to explore strategies to develop family literacy supports prior to Kindergarten entry. Family literacy supports such as the SPARK! program, Ready, Set, Learn and later StrongStart initiatives were introduced. A continuum of support was developed for family literacy, beginning prenatally and extending into the early primary grades. This continuum of support is designed to increase the accessibility and availability of services. Geographically, our district is spread out along a ribbon-like highway that hugs the coastline. Early Learning Hub models are being developed within our larger town centres and outreach programs are servicing our smaller neighbourhoods and more remote populations.</p> |
| <p>Goal</p> | <p>To improve the literacy levels of incoming Kindergarten students.</p> |



EARLY LEARNING

| Data Summary |  <p>Kindergarten Entry Average Literacy Results</p> <table border="1" style="display: none;"> <thead> <tr> <th>Year</th> <th>Average Literacy Results (%)</th> </tr> </thead> <tbody> <tr><td>2005</td><td>40</td></tr> <tr><td>2006</td><td>45</td></tr> <tr><td>2007</td><td>42</td></tr> <tr><td>2008</td><td>41</td></tr> <tr><td>2009</td><td>53</td></tr> <tr><td>2010</td><td>54</td></tr> <tr><td>2011</td><td>53</td></tr> <tr><td>2012</td><td>53</td></tr> <tr><td>2013</td><td>52</td></tr> </tbody> </table> | | | Year | Average Literacy Results (%) | 2005 | 40 | 2006 | 45 | 2007 | 42 | 2008 | 41 | 2009 | 53 | 2010 | 54 | 2011 | 53 | 2012 | 53 | 2013 | 52 |
|---------------------------|---|------------------|------------------|------|------------------------------|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|
| Year | Average Literacy Results (%) | | | | | | | | | | | | | | | | | | | | | | |
| 2005 | 40 | | | | | | | | | | | | | | | | | | | | | | |
| 2006 | 45 | | | | | | | | | | | | | | | | | | | | | | |
| 2007 | 42 | | | | | | | | | | | | | | | | | | | | | | |
| 2008 | 41 | | | | | | | | | | | | | | | | | | | | | | |
| 2009 | 53 | | | | | | | | | | | | | | | | | | | | | | |
| 2010 | 54 | | | | | | | | | | | | | | | | | | | | | | |
| 2011 | 53 | | | | | | | | | | | | | | | | | | | | | | |
| 2012 | 53 | | | | | | | | | | | | | | | | | | | | | | |
| 2013 | 52 | | | | | | | | | | | | | | | | | | | | | | |
| Data Analysis | <p>Our district literacy results of the Kindergarten skills survey indicate significant improvement since 2005. Graphs show a 12% improvement since our baseline measure of 40%. Results for the past three years remain stable at approximately 52%.</p> | | | | | | | | | | | | | | | | | | | | | | |
| Three Year Targets | June 2015 | June 2016 | June 2017 | | | | | | | | | | | | | | | | | | | | |
| Progress on Target | <p><i>Please see the annual Superintendent's Report</i></p> | | | | | | | | | | | | | | | | | | | | | | |
| Strategy / Action | <p>Increase the average literacy score of incoming Kindergarten students by:</p> <ul style="list-style-type: none"> • Promoting family literacy in our Early Learning programs. This year a new program called SPARK!10 was added to the family literacy supports we offer in our district. In SPARK!10 all Grade 10 students in the district develop an understanding of the uniqueness of the early years and the factors that impact future health, learning and behaviour. This approach ensures that all students who graduate from the district have an understanding of how to best support young children. • Providing literacy materials and supports to families who attend Early Learning programs (e.g. Imagination Library books, Song & Rhyme posters, etc.). A book lending initiative was implemented this year in all of our StrongStart programs. A Summer StrongStart Outreach WonderWheels Bookmobile was also piloted this year and will continue for 2014. • Promoting involvement in our Early Learning Programs (prenatal registration, use of attendance incentives, advertising and promotion strategies). | | | | | | | | | | | | | | | | | | | | | | |



EARLY LEARNING

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|--------------------------|--|
| Strategy / Action | <ul style="list-style-type: none">• Increasing the accessibility and availability of services and supports for families with children newborn to five years old. This year we were able to implement:<ul style="list-style-type: none">• StrongStart in Sechelt in the summer• StrongStart in Sechelt and Roberts Creek on Saturdays• Summer StrongStart WonderWheels Bookmobile• Expanding partnerships with the Aboriginal Community• This coming year, plans are underway to continue these initiatives and to add Summer StrongStart in the Halfmoon Bay community.• Developing an Early Learning Hub in the Gibsons area and support and expand our existing Early Learning Hub in Sechelt.<ul style="list-style-type: none">• We will increase our interagency involvement in our Early Years Hubs and provide increased coordination of Early Years services. The school district also allocated space for Licensed Group Childcare, including infant-toddler and care for preschool-age children in both our Gibsons and Sechelt Hubs.• The goal is to complement the school district Early Years Programs currently offered in each site (e.g. SPARK! and StrongStart) with licensed childcare and increased interagency involvement in order to create one-stop Early Years Hubs offering multiple services under one roof for families. |
|--------------------------|--|



LITERACY

| | |
|---------------------|--|
| Rationale | <p>We believe that ...</p> <ul style="list-style-type: none">• Children's ability to read and write develops with careful planning and instruction.• Children need regular and active interactions with print.• Teachers understand the developmental continuum of reading and are skilled in a variety of assessment and instructional strategies that support individual children's learning.• Positive experiences in the primary grades help to motivate students as they experience the purpose and value of learning to read.• Students need a variety of instructional strategies to support their literacy skills.• Intermediate and secondary students require us to teach literacy in a way that is responsive to their needs.• Schools utilize a variety of structures to meet the needs of all learners, particularly our most vulnerable readers. |
| Background | <p>We have continued to build on the consistency of the BC Performance Standards and to refine our use of formative classroom reading and writing assessment tools. Through the structures within our district that support professional inquiry, teachers' reflective thinking and conversations about classroom practice and student learning continue to grow. We value our partnership with community groups to support literacy initiatives. Our Sunshine Coast culture is very supportive of literacy and we look forward to embracing this community strength as we move forward.</p> |
| Goal | <p>To ensure that every student reads at his or her grade level.</p> |
| Data Summary | <p>School-based data is not available for 2014</p> |



LITERACY

| | | | |
|---------------------------|---|---|---|
| Data Analysis | <p>The Kindergarten Screening Survey continues to show a trend of improvement between 2008 and 2014. These scores represent students' literacy understanding of the alphabet and phonological and phonemic awareness.</p> <p>Classroom and Foundation Skills Assessment supports our concern with the reading levels of our students through the elementary years. Regardless, we are determined to raise the reading skills of students who are not meeting or exceeding expectations. This is the primary literacy focus for this Achievement Contract.</p> | | |
| | June 2015 | June 2016 | June 2017 |
| Three Year Targets | 90% of all students will meet or exceed the expectations in reading appropriate for their age, ability and grade. | 94% of all students will meet or exceed the expectations in reading appropriate for their age, ability and grade. | 97% of all students will meet or exceed the expectations in reading appropriate for their age, ability and grade. |
| Progress on Target | <i>Please see the annual Superintendent's Report</i> | | |
| Strategy/ Action | <p>To improve reading levels for all of our students we will:</p> <ul style="list-style-type: none"> • Support teachers to build common understanding of effective and purposeful reading instruction and assessment practices. • Establish consistent district formative reading assessments. • Ensure consistent dialogue about reading at the school and district leadership levels. • Collaborate more fully with our English as a Second Dialect and Aboriginal Education Support teachers to support our Aboriginal learners in their reading. • Actively solicit and engage parents and teachers as partners in education. • Partner with Student Support Services to build on a "pull in" model of support for vulnerable readers. • Promote the importance of summer reading and encourage the participation of families in district and community sponsored activities and events. • Implement year three of the "Changing Results for Young Readers" model and implement year one of an intermediate and secondary model. • Support, for a third year, the District Literacy Committee Project – "Coast Reads" – to promote literacy within our schools and throughout the community. | | |



LITERACY



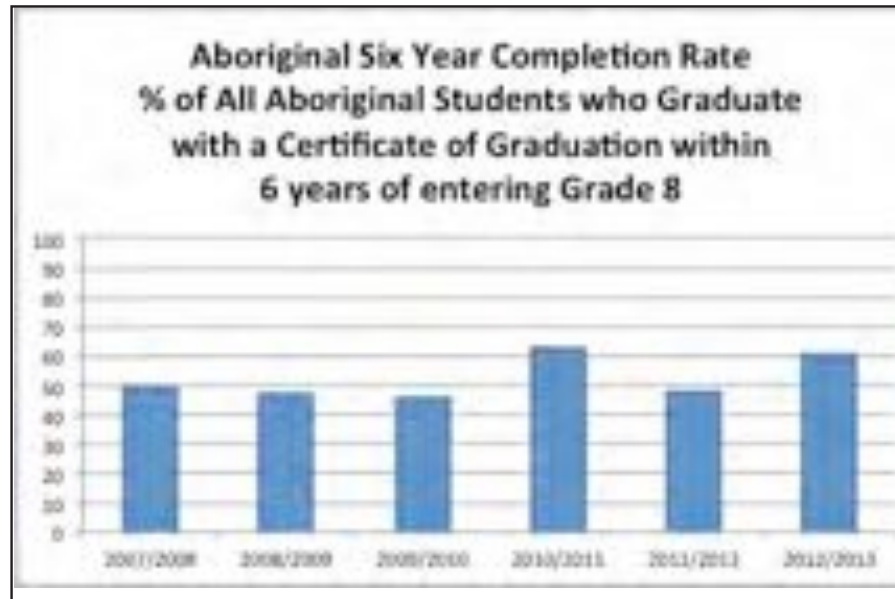
ABORIGINAL – ENHANCEMENT AGREEMENT GOALS

| | |
|--------------------------|---|
| <p>Rationale</p> | <p>We believe that...</p> <ul style="list-style-type: none"> • All people in schools and the school district are true partners with First Nation, Métis and Inuit people in the education of their children. • If we all work in partnership with the community to address the factors affecting the health and well-being of Aboriginal children and adolescents, we help to break down many of the barriers impacting success in school. • Aboriginal learners are capable of reaching the highest levels of success in school and in life. • First Nation, Métis and Inuit languages and cultures are critical components of quality educational programming. • Students are motivated to stay in school when they see themselves and their culture reflected respectfully and accurately in the school, the staff and the curriculum. • Students are motivated to graduate when they have an optimistic vision for a meaningful life. |
| <p>Background</p> | <p>We are a district honoured to be operating on the traditional territories of two First Nations. The current context includes: the self-governing <i>shíshálh</i> Nation and the <i>Skwxwú7mesh</i> Nation, with an average of eight to ten students of <i>Skwxwú7mesh</i> ancestry attending Sunshine Coast schools; and an average of 340 students of self-declared First Nations (status and non-status), <i>Métis</i> or Inuit ancestry. We are proud of our collaborative working relationship with the Education Department of the <i>shíshálh</i> Nation and we have sought educational and cultural protocol advice from the <i>Skwxwú7mesh</i> Nation. The Aboriginal Education Advisory Circle provides a forum to discuss Aboriginal educational issues and welcomes representatives of all Aboriginal communities. The annual Nurturing the Learning Spirit forums give voice to the needs of students. Annual direct consultation with parents gives respect, honour and voice to families. The Aboriginal Programs and Services in the district respond collaboratively to the needs of students.</p> |
| <p>Goals</p> | <ol style="list-style-type: none"> 1. To increase the number of opportunities for Aboriginal and non-Aboriginal students to engage in culturally based learning. 2. To increase the number of Aboriginal students graduating and transitioning to post-secondary, trades and training programs. |



ABORIGINAL – ENHANCEMENT AGREEMENT GOALS

Data Summary



Data Analysis

Graduation rate has risen over the last five years from 47% to 60.6%. There is a need for continued intensive intervention and support at points of transition such as from Grade 7 to Grade 8, Grade 9/10 to the Graduation Program and from Graduation to Post-Secondary opportunities.

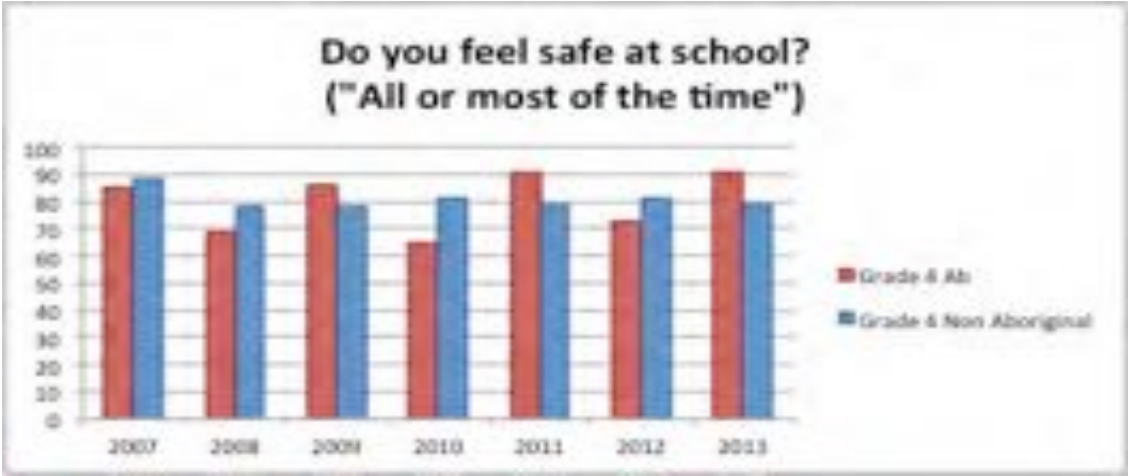
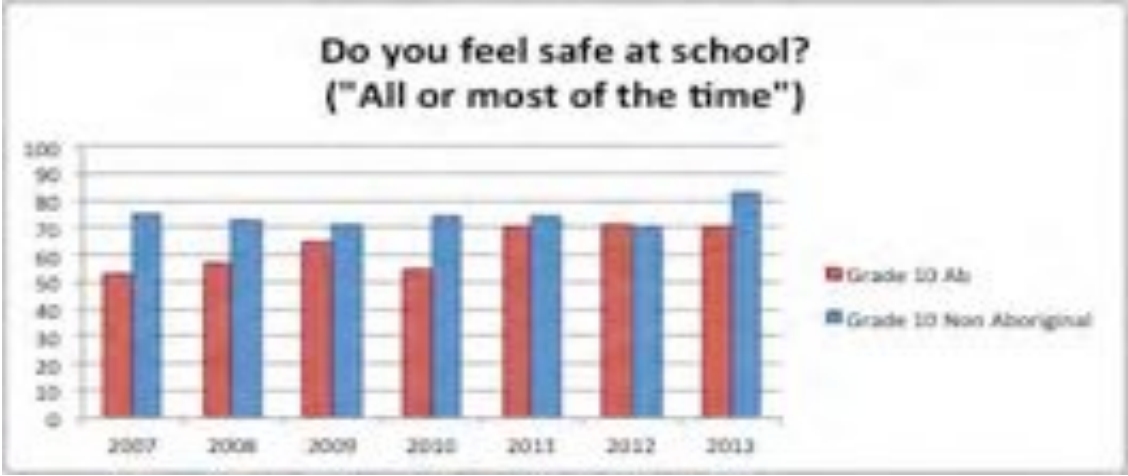


ABORIGINAL – ENHANCEMENT AGREEMENT GOALS

| | June 2015 | June 2016 | June 2017 |
|---------------------------|---|--|--|
| Three Year Targets | Increase graduation rates of Aboriginal students to 70%. | Increase graduation rates of Aboriginal students to 77%. | Increase graduation rates of Aboriginal students to 85%. |
| Progress on Target | <i>Please see the annual Superintendent's Report</i> | | |
| Strategy/ Action | <p>To increase the number of Aboriginal students succeeding academically through their school years, graduating and making successful transition to post-secondary opportunities, we will:</p> <ul style="list-style-type: none"> • Implement the draft Enhancement Agreement (2013-2018) strategies to increase the academic and personal growth for all Aboriginal students including: <ul style="list-style-type: none"> - engagement with students, parents and Aboriginal communities; - engagement with school and district staff through collaboration on support services and opportunities for professional learning; - engagement with community partners to address early childhood development, literacy, social and health factors impacting Aboriginal Children and youth; - an increased presence of <i>shishálh</i> cultural advisors and the infusion of language and culture in schools, in collaboration with the Sechelt Indian Band Education Department and people of other Aboriginal cultures; - an increase in diverse training and career-focused opportunities for Aboriginal students. | | |



SOCIAL RESPONSIBILITY


| Rationale | <p>We believe that...</p> <ul style="list-style-type: none"> • Students and staff learn best in an environment in which they feel welcome, valued and safe. • Students will be more successful in life if they respect their peers, adults and their personal impact on the world. • Our schools are safe. Survey results confirm this for most students, but not all. • Through dialogue and support we can establish safe schools for all of our students and staff. | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------|--|-----------------------------|-----------------|-----------------------------|------|----|----|------|----|----|------|----|----|------|----|----|------|----|----|------|----|----|------|----|----|
| Background | <p>There are many influences that impact the feeling of safety of our students. Some of these influences are obvious and include bullying behaviours and school environments that may not be sufficiently welcoming for all cultural groups. We are proud of our support in the past for social media training for students and parents. We value the community partners who work with us on social responsibility issues. We address substance abuse directly in a variety of ways in our schools. We understand that we must be assertive in moving forward with the entire school community for our shared responsibility of ensuring safe learning environments for all.</p> | | | | | | | | | | | | | | | | | | | | | | | | |
| Goal | <p>To ensure all students feel welcome and safe in their school.</p> | | | | | | | | | | | | | | | | | | | | | | | | |
| Data Summary | <p>Satisfaction Survey</p>  <table border="1"> <caption>Grade 6 Safety Survey Data (Estimated)</caption> <thead> <tr> <th>Year</th> <th>Grade 6 Ab (%)</th> <th>Grade 6 Non-Aboriginal (%)</th> </tr> </thead> <tbody> <tr><td>2007</td><td>85</td><td>90</td></tr> <tr><td>2008</td><td>70</td><td>80</td></tr> <tr><td>2009</td><td>85</td><td>80</td></tr> <tr><td>2010</td><td>65</td><td>85</td></tr> <tr><td>2011</td><td>90</td><td>80</td></tr> <tr><td>2012</td><td>75</td><td>85</td></tr> <tr><td>2013</td><td>90</td><td>80</td></tr> </tbody> </table> | Year | Grade 6 Ab (%) | Grade 6 Non-Aboriginal (%) | 2007 | 85 | 90 | 2008 | 70 | 80 | 2009 | 85 | 80 | 2010 | 65 | 85 | 2011 | 90 | 80 | 2012 | 75 | 85 | 2013 | 90 | 80 |
| Year | Grade 6 Ab (%) | Grade 6 Non-Aboriginal (%) | | | | | | | | | | | | | | | | | | | | | | | |
| 2007 | 85 | 90 | | | | | | | | | | | | | | | | | | | | | | | |
| 2008 | 70 | 80 | | | | | | | | | | | | | | | | | | | | | | | |
| 2009 | 85 | 80 | | | | | | | | | | | | | | | | | | | | | | | |
| 2010 | 65 | 85 | | | | | | | | | | | | | | | | | | | | | | | |
| 2011 | 90 | 80 | | | | | | | | | | | | | | | | | | | | | | | |
| 2012 | 75 | 85 | | | | | | | | | | | | | | | | | | | | | | | |
| 2013 | 90 | 80 | | | | | | | | | | | | | | | | | | | | | | | |
| |  <table border="1"> <caption>Grade 10 Safety Survey Data (Estimated)</caption> <thead> <tr> <th>Year</th> <th>Grade 10 Ab (%)</th> <th>Grade 10 Non-Aboriginal (%)</th> </tr> </thead> <tbody> <tr><td>2007</td><td>55</td><td>75</td></tr> <tr><td>2008</td><td>60</td><td>75</td></tr> <tr><td>2009</td><td>70</td><td>75</td></tr> <tr><td>2010</td><td>55</td><td>75</td></tr> <tr><td>2011</td><td>70</td><td>75</td></tr> <tr><td>2012</td><td>70</td><td>75</td></tr> <tr><td>2013</td><td>70</td><td>85</td></tr> </tbody> </table> | Year | Grade 10 Ab (%) | Grade 10 Non-Aboriginal (%) | 2007 | 55 | 75 | 2008 | 60 | 75 | 2009 | 70 | 75 | 2010 | 55 | 75 | 2011 | 70 | 75 | 2012 | 70 | 75 | 2013 | 70 | 85 |
| Year | Grade 10 Ab (%) | Grade 10 Non-Aboriginal (%) | | | | | | | | | | | | | | | | | | | | | | | |
| 2007 | 55 | 75 | | | | | | | | | | | | | | | | | | | | | | | |
| 2008 | 60 | 75 | | | | | | | | | | | | | | | | | | | | | | | |
| 2009 | 70 | 75 | | | | | | | | | | | | | | | | | | | | | | | |
| 2010 | 55 | 75 | | | | | | | | | | | | | | | | | | | | | | | |
| 2011 | 70 | 75 | | | | | | | | | | | | | | | | | | | | | | | |
| 2012 | 70 | 75 | | | | | | | | | | | | | | | | | | | | | | | |
| 2013 | 70 | 85 | | | | | | | | | | | | | | | | | | | | | | | |

SOCIAL RESPONSIBILITY

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|---------------------------|--|---|---|
| Data Analysis | Satisfaction Survey information indicates that district priority areas should be focused on student well-being at school. There is a disparity at the mid-high school level for students' feelings of safety, particularly for Aboriginal students. | | |
| | June 2015 | June 2016 | June 2017 |
| Three Year Targets | 84% of all students will respond "all of the time" or "most of the time" to the question: "Do you feel safe at School?" | 88% of all students will respond "all of the time" or "most of the time" to the question: "Do you feel safe at School?" | 95% of all students will respond "all of the time" or "most of the time" to the question: "Do you feel safe at School?" |
| Progress on Target | <i>Please see the annual Superintendent's Report</i> | | |
| Strategy/ Action | <p>To ensure that our schools are safe for all of our students we will:</p> <ul style="list-style-type: none"> • Encourage Roots of Empathy programs in our schools. • Expect a Social Responsibility goal in each school growth plan that supports students' sense of safety. • Discussion with the District Student Leadership Team on safety at school. • Focus efforts to be inclusive to all students as supported through our Gender Identity Regulation. • Focus support through Aboriginal counselors at the secondary level to work with Aboriginal youth and their families. • Engage parents in the dialogue about safe schools through website communication, workshops and District Parent Advisory Council discussion. | | |



COMPLETION RATES

| <p>Rationale</p> | <p>We believe that...</p> <ul style="list-style-type: none"> • Every student has the potential to graduate with a Dogwood Diploma or Evergreen Certificate or an Adult Graduation Diploma. • Students require a range of options and opportunities to graduate. • We have innovative staff prepared to meet the needs of our learners. Students are motivated to graduate when they have an optimistic vision for a meaningful life. | | | | | | | | | | | | | | | | | | | | | |
|--|---|-----------------------|------------------|-----------------------|---------|----|----|---------|----|----|---------|----|----|---------|----|----|---------|----|----|---------|----|----|
| <p>Background</p> | <p>Over the years we have seen graduation levels fluctuate. With decreasing enrolment moving through the high schools, we are recognizing that courses that may have been offered in the past are not receiving enough student requests to still offer the program. We continue to consider innovative programming to meet the needs of all learners. Through our Distance Learning program (SPIDER) a greatly expanded work experience and ACE-IT offering and other new initiatives, we have addressed the needs of many of our students in the past and continue to look for other opportunities in the future for our students.</p> | | | | | | | | | | | | | | | | | | | | | |
| <p>Goal</p> | <p>To improve the completion rates of all our students.</p> | | | | | | | | | | | | | | | | | | | | | |
| <p>Data Summary</p> <p>The proportion of students who graduate within six years from the first time they enrol in Grade 8</p> | <div style="text-align: center;">  <table border="1" style="margin: auto;"> <caption>6 Year Completion Rates (%)</caption> <thead> <tr> <th>Year</th> <th>% (All Students)</th> <th>% Aboriginal Students</th> </tr> </thead> <tbody> <tr> <td>2007/08</td> <td>80</td> <td>48</td> </tr> <tr> <td>2008/09</td> <td>78</td> <td>46</td> </tr> <tr> <td>2009/10</td> <td>80</td> <td>45</td> </tr> <tr> <td>2010/11</td> <td>81</td> <td>63</td> </tr> <tr> <td>2011/12</td> <td>80</td> <td>46</td> </tr> <tr> <td>2012/13</td> <td>83</td> <td>62</td> </tr> </tbody> </table> </div> | Year | % (All Students) | % Aboriginal Students | 2007/08 | 80 | 48 | 2008/09 | 78 | 46 | 2009/10 | 80 | 45 | 2010/11 | 81 | 63 | 2011/12 | 80 | 46 | 2012/13 | 83 | 62 |
| Year | % (All Students) | % Aboriginal Students | | | | | | | | | | | | | | | | | | | | |
| 2007/08 | 80 | 48 | | | | | | | | | | | | | | | | | | | | |
| 2008/09 | 78 | 46 | | | | | | | | | | | | | | | | | | | | |
| 2009/10 | 80 | 45 | | | | | | | | | | | | | | | | | | | | |
| 2010/11 | 81 | 63 | | | | | | | | | | | | | | | | | | | | |
| 2011/12 | 80 | 46 | | | | | | | | | | | | | | | | | | | | |
| 2012/13 | 83 | 62 | | | | | | | | | | | | | | | | | | | | |



COMPLETION RATES

| | | | |
|---------------------------|--|---|---|
| Data Analysis | The six year rate indicated a gentle upward trend. We are pleased to note an increased Aboriginal student graduation rate last year. | | |
| | June 2015 | June 2016 | June 2017 |
| Three Year Targets | Graduation rates for all students will be at least 87%. | Graduation rates for all students will be at least 90%. | Graduation rates for all students will be at least 95%. |
| Progress on Target | <i>Please see the annual Superintendent's Report</i> | | |
| Strategy/ Action | <p>Increase the 'Six Year' graduation completion rate through the following actions:</p> <ul style="list-style-type: none"> • Survey our students to help understand some of the struggles facing them to graduate. This will help us to develop programs to identify, monitor and support students at risk for not graduating. • Utilize technology and our Distributive Learning programs to offer alternatives for meeting graduation requirements. • Provide more flexibility and choice for students to reach graduation by offering more programs that are beyond the regular academic stream such as ACE-IT Carpentry, Automotive and Professional Cooks training, SSA programs. • Expand our work experience options for students by adding a work experience teacher for 2014/2015. • Develop a database for all non-graduating students after their fifth year to track, monitor and support students to adult learning environments until each student graduates. • Ensure a specific focus is maintained at each school on students who are at risk of leaving formal education. | | |



LINKS

Website Links

Ministry of Education

www.gov.bc.ca/bced

BC Ed Plan

www.bcedplan.ca

SD No. 46 Provincial Data

www.bced.gov.bc.ca/reporting

School District No. 46 (Sunshine Coast)

www.sd46.bc.ca

SD No. 46 Early Learning Site

www.sd46earlylearning.ca

SD No. 46 Community Literacy Plan

www.sd46.bc.ca/

Sunshine Coast Aboriginal Education Website

www.allnationscoast.net/



School District No. 46 (Sunshine Coast)

Administrative Regulations

EDUCATION

TBD

STUDENT LEADERSHIP

Background

Student Voice allows a direct link between the current educational experience of students and the Board on matters immediately before the Board on an ongoing basis.

District Student Leadership Team (DSLST)

- Two students (normally one in grade 11 and one in grade 12) from Pender Harbour, Chatelech, Sunshine Coast Alternative and Elphinstone Secondary Schools will meet with the Superintendent or designate at least every two months to discuss matters of interest to students.
- A process will be developed by the DSLST to nominate a member of the DSLST to be Student Trustee for the academic year.
- Should the nominee be unable to complete his/her term, the DSLST will nominate another student to fulfill the role of the Student Trustee for the balance of that school year.

Student Trustee

- The Student Trustee shall be recommended to the Board each school year by the DSLST.
- The Chair of the Board or designate will mentor the student trustee.
- The Student Trustee shall have the same opportunities for participation in meetings of the Board and its committees as an elected Trustee. However, the Student Trustee is not a member of the elected Board, and, therefore, cannot attend closed meetings. Further, the Student Trustee cannot vote on matters before the Board.
- The Student Trustee must try to attend all public meetings of the Board, normally in Gibsons.
- The Student Trustee shall report to the DSLST the activities and priorities of the Board.
- The Student Trustee shall act in accordance with the Bylaws and Policies of the Board.
- The Student Trustee shall prepare a written report for the June Board meeting to describe his/her experiences as a Student Trustee for his/her term of office.

Date adopted: TBD

Revised:

Reference:

Board Policy 2.8

Supt. Signature: