

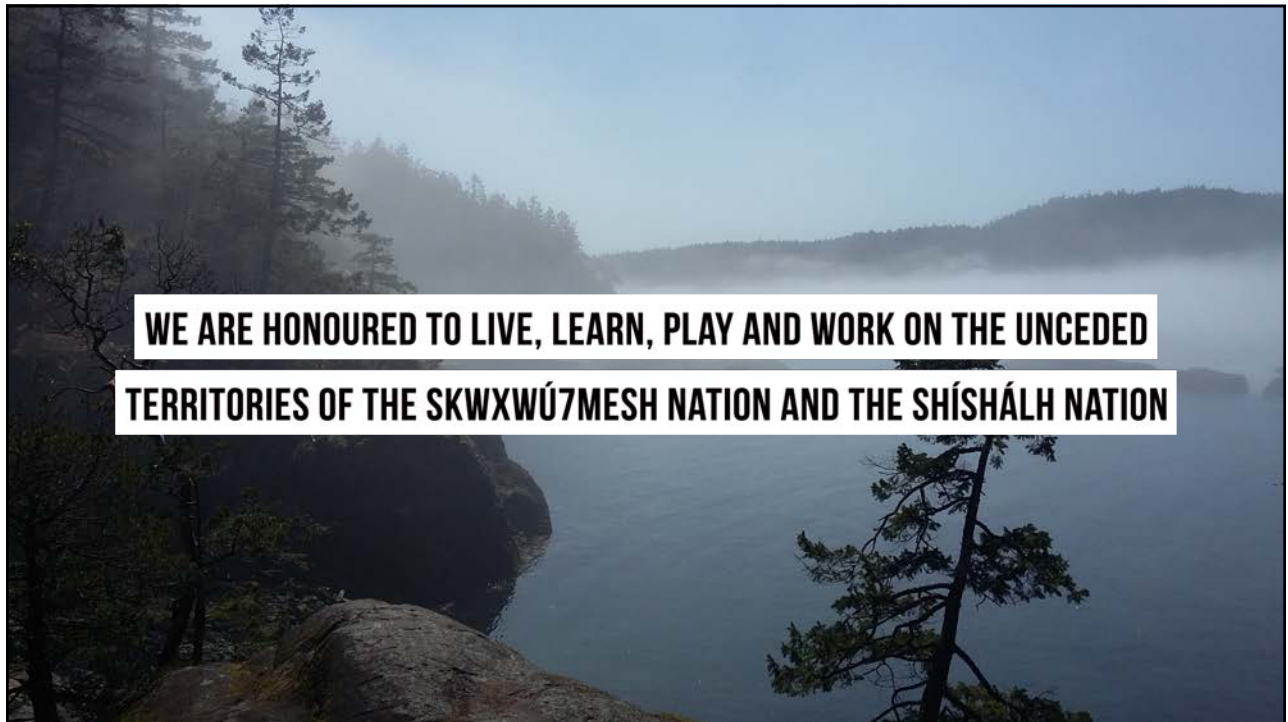


SCHOOL DISTRICT 46
SUNSHINE COAST

COMMITTEE OF THE WHOLE

Tuesday, October 26th, 2021

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

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

STRATEGIC PLAN 2019-2023: YEAR THREE



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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.



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VALUES



Ethics

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

Innovation

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

Inclusion

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

Respect & Responsibility

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

Collaboration & Equity

We create meaningful connections through our work together.

Celebration


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

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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





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STUDENTS

- 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.

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Circle of Care: Students

1a

Our **students' voices** will be respectfully heard and acted upon.

- Working with DSLT on guidelines and a framework to support purpose and direction.
- Supporting DSLT on communication structures to increase engagement and diversity for student voice



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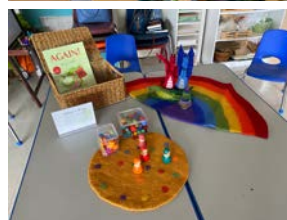


Circle of Care: Students

1b

Our students will thrive in their **early years, and throughout their education**, within schools, families, and communities that inspire learning, respect and connection.

- Early Years Centre Launch
- Story Workshop Series
- SPARK! Community Connections
- Early Years Lending Library



September Session on Story Workshop – Kindergarten Teachers & Early Years Educators

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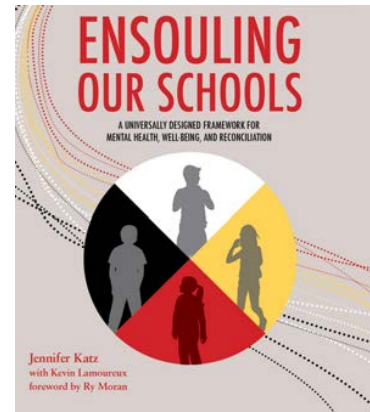


Circle of Care: Students

1c

Our students will engage in ongoing reflection, experiential learning, and personalized inquiry through the application of the **Core Competencies**.

- Competency Based IEP Professional Learning for District - continue
- CC embedded in Curricular Competencies K-12 and combined with learning from Ensouling our Schools
- K-12 in-service and support for staff to learn and implement self-assessment and goal setting in alignment with the anticipated new reporting order.



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Circle of Care: Students

1d

Our students will be **literate**. They will be effective communicators, critical thinkers, and engaged citizens.

- Assessment & Reporting: Draft Policy & Performance Standards - Literacy Focus
- Reading & Writing Strategies - Jennifer Serravallo
- Secondary Literacy Committee



Photo of the CARE Project Session #1 Oct. 18, 2021 with Jennifer Serravallo's Team

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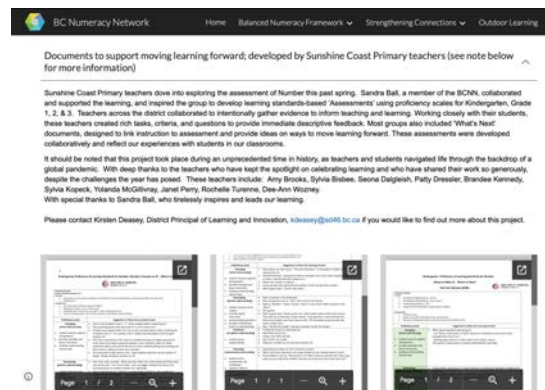


Circle of Care: Students

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.

- Assessment & Reporting: Draft Policy & Performance Standards - Numeracy Focus
- Creating Thinking Classrooms in Mathematics Series
- Math Collaboration Time



This image is of the BC Numeracy Network - Contribution by Sunshine Coast Primary Teachers on Numeracy Learning Standards

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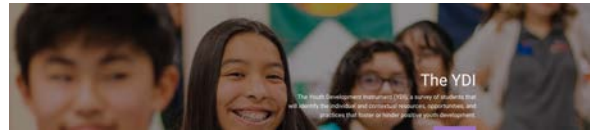


Circle of Care: Students



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**.

- MDI/YDI Embedding Data in lessons plans with students and conversation with parents.
- Mental Health Literacy - secondary plan implementation
- Ensouling our Schools (Kevin Lamoureux)
- Strategic planning for collaboration between community partners to support MH for students.



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Circle of Care: Students



Our students will develop and apply skills and habits to support their **physical health**.

- Students develop and monitor personal wellness plan
- PHE- supports for secondary curriculum
- Vaping and Substance Use Panels (expand to grade 8)



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Circle of Care: Students



Our students will explore **Indigenous** cultures in our community and the **diversity of cultures** in the world.

- Knowledge Keeper programming to develop local cross-cultural interactions.
- Cultural perspective through author visits, personal story, and the process of writing.
- Experiential learning to build capacity for student leadership, service learning and deepening of cross-cultural understanding.



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Circle of Care: Students



Our students will have the knowledge and skills to contribute to the **care of our planet and its changing climate**.

- Explore having environmental leads in each school
- Develop and foster partnership with community to align initiatives which will include student voice.



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Circle of Care: Students

1j

Our students will have the **digital literacy** skills to enhance and communicate their learning, and to responsibly navigate technology.

- Add more web-based UDL tools to the district inventory
- Continue to build on the use of technology based literacy tools; Read&Write/ Mac Accessibility Tools/ Google Accessibility
- Bringing Digital Literacy and ADST initiatives into elementary
- Continue TETT Teams and workshops to equip SD46 with inclusive tech and digital literacy skills
- Audiobooks; possible increase to district library shelf; Innovation kits; Week of Code; Adaptive and Augmentative Technologies



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Circle of Care: Students

1k

Our students will actively participate in expanded **fine arts** programs.

- Build capacity for teachers by developing a Fine Arts Resource site on Engage.
- Build a contact list for internal and community experts who could support Fine Arts in schools.
- Explore a connection with the DSLT and student voice for a District Wide Art Show



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Circle of Care: Students

- 1 Our students will **graduate** with specific life skills to enable them to navigate their personal future directions.
 - Specialized, student interest micro-credentials: Baby Sitting Course, Junior Fire Academy, Female Wood Working club
 - Train in Trades (TRN Programs): BCIT Electrical, Carpentry at Chatelech, Auto Service Tech with VCC
 - “ECE Pilot program” with Cap U



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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.



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Circle of Care: Staff

2a

Our staff will be a **healthy and inspired team** in which everyone feels respected for their individual gifts, skills, and contributions.

- Expanded mini-grants for wellness
- Leadership Initiative to support the transition to the new reporting order.
- Wellness Focus groups



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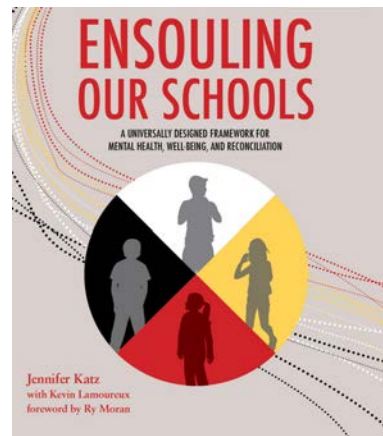


Circle of Care: Staff

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**.

- Ensouling our Schools Working Group
- Expanding and enriching opportunities for EA professional learning.



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Circle of Care: Staff



Our staff will apply a deep understanding of **inclusive education** practices.

- Inclusion Support Team Pilot Year 2
- Ensouling our Schools Learning focus
- District Inclusion EA's focus on therapy capacity building for school staff
- CLEVR training and expansion to align our practices through the technological framework to be inclusive.



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Circle of Care: Staff



Our staff will be **leaders** in their work.

- Support for new teachers in the district through mentorship
- Mentorship provided to new school principals



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Circle of Care: Staff

2e

Our staff will engage in **positive partnerships** with students and their families.

- Parent/teacher interviews: infographic question guide for staff
- Online forms available on websites
- K-7 Reporting changes

SD46 ELEMENTARY REPORTING 2021-2022



EXPLAINED

SD46 is aligning with the Ministry of Education's language using the new 4-point proficiency scale on student report cards/checklists this school year.

Next year, during the 2022-2023 school year, all school districts in the province will be moving to the new Ministry of Education's K-9 Student Reporting Policy. The changes this year are our first steps toward aligning with this provincial plan.

To learn more about the Ministry of Education's Draft K-9 Student Reporting Policy, please visit <https://enpage.gov.bc.ca/schooltogetherbc/consultation/studentreporting/>.

All of our staff value your engagement and welcome ongoing communication with you. If you have any questions about your child's progress please speak to your child's teacher or principal.

FOUR-POINT PROFICIENCY SCALE

Four-Point Provincial Proficiency Scale Definitions	Emerging	Developing	Proficient	Extending
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.



SCHOOL DISTRICT 46
SUNSHINE COAST

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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**.

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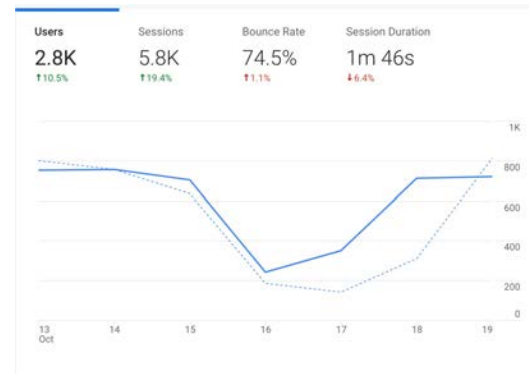


Circle of Care: Community

3a

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

- Ongoing maintenance and updates to district/program/school websites and social media and local media campaigns and direction.
- District Family Engagement Committee meets bi-monthly to address the supports we can assist in bringing to the partnerships between students, staff, families and community.
- District webinar offerings for parents and caregivers.



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Circle of Care: Community

3b

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

- What would the board like to see to meet this goal this year? Discussion.



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Circle of Care: Community



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

- Arts partnerships
- NSMEC
- Train in Trades partnerships
- ISS partnerships



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Circle of Care: Community



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

- Energy Matters Collaboration
- ESS lighting upgrades to LED



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Circle of Care: Community



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

- Conclude construction of SLC childcare and commence licensed childcare operations through YMCA
- Conclude construction of West Sechelt Expansion and commence licensed childcare operations through YMCA
- Review and update District Facilities Plan, including plan for future maintenance & transportation facilities
- West Sechelt Boundary reconfiguration



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Circle of Care: Community



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

- Implement Changes from 20/21 Transportation review process. Route, bell schedules, walk limits and other changes could result in budget impacts.
- Consider cost/benefit to taking transportation service in-house.
- Plan for in-house transportation or tendering transportation contract.
- Continue efforts to increase active travel.



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Circle of Care: Community



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

- Review of work with Homestay company, MLI
- Increase connections between international student participants and local students
- Increase numbers of international agents and diversity of students



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Thank You. Any Questions?



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