



SCHOOL DISTRICT 46  
SUNSHINE COAST

# COMMITTEE OF THE WHOLE

Tuesday, June 22<sup>nd</sup>, 2021



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

# STRATEGIC PLAN 2019-2023 | YEAR TWO

# *Celebration*

# 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.



A photograph of a person climbing a rock wall. The person is wearing a black t-shirt and green pants, and is using blue climbing shoes. They are positioned in the upper right quadrant of the image. The rock wall is light-colored with several dark, irregularly shaped climbing holds. The background is a solid light gray.

# 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.

# 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





# 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.



## CIRCLE OF CARE | STUDENTS

1a

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

- Building the DSLT team
- COVID Connections
- **Social Activism: Anti Poverty and Anti Racism**





## 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.

- WonderFULL Me Strategy
- SPARK! Community Connections
- **Seamless Day Child Care**



## CIRCLE OF CARE | STUDENTS

1c

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

- Core Competencies embedded in Curricular Competencies K-12
- Innovative strategies to communicate/share the Core Competency learning of our students.
- **Competency Based Planning and IEPs**



Kate



# CIRCLE OF CARE | STUDENTS

1d

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

- The CARE 'Powerful Writing' Project with Adrienne Gear
- WonderWheels II Bookmobile
- **Access to Authors**

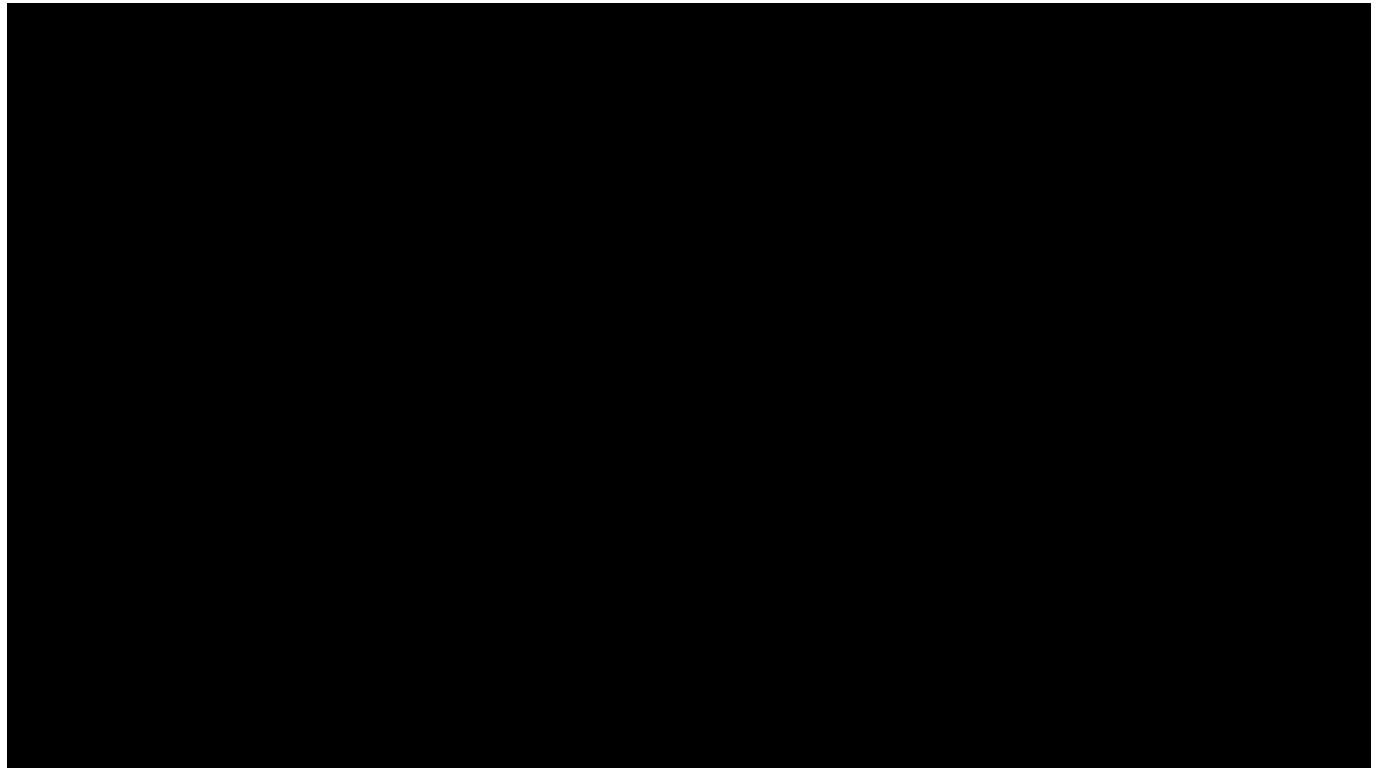


## CIRCLE OF CARE | STUDENTS

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.

- MathUp Inquiry Series
- Math CAMP  
Collaboration Time
- **Math CAMP (Primary, Intermediate & Secondary) – Assessment Focus**





# CIRCLE OF CARE | STUDENTS

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**.

- Increase counsellor time at elementary level
- Mental Health Literacy - secondary plan implementation
- **MDI - Embedding Data in student engagement.**



## BRIDGING THE GAP





# CIRCLE OF CARE | STUDENTS

1g

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

- Elementary outdoor structures
- Active Transportation Initiatives
- Vaping and Substance Use Panels

**MYTH** (X) Marijuana is safer than other drugs like alcohol because it is not addictive.

Depression FEAR ANXIETY ADDICTION  
LOWER IQ Hallucinations Delusions Paranoia

**GET SUPPORT**

**Grade 7 Mental Health & Substance Use Panel**

**GET ANSWERS FROM RELIABLE SOURCES**

**SCHOOL DISTRICT 46 SUNSHINE COAST**  
[www.sd46.bc.ca](http://www.sd46.bc.ca)

**FACT** (checkmark) The most active ingredient in marijuana, THC (delta-9 tetrahydrocannabinol), stimulates brain cells to release the chemical dopamine, which creates a feeling of pleasure. 1 in 10 adults who use marijuana become addicted. And the younger someone starts smoking, the higher the risk they are of becoming addicted.



# CIRCLE OF CARE | STUDENTS

1h

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

- Student-to-student experiences
- Care and service learning (traditional ways)
- Deepening understanding of history and culture through **Cultural Arts**





# CIRCLE OF CARE | STUDENTS

1i

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

- Engage Environmental Education Action Resource Site
- Students in Action (SOS)
- Naomi Klein



The Environmental Education  
Action Committee Presents

**NAOMI KLEIN X 2**



**STAFF EVENT**  
**THURSDAY**  
**APRIL 15**  
**3:45 – 5:15 PM**  
**ZOOM**

**ID: 624 3553 9288**

**CODE: SD46**

**NO REGISTRATION REQUIRED**

All SD46 staff are welcome. Naomi Klein and Rebecca Stepoff, co-authors of 'How to Change Everything' will speak about how teachers can teach climate change and support students in their personal drive for action.

**STUDENT EVENT | FRIDAY APRIL 23 | 1 – 2:15 PM | ZOOM**  
**ID: 654 8397 9461 | CODE: SD46 | NO REGISTRATION REQUIRED**

Intermediate students and up. Naomi Klein speaks about her book 'How to Change Everything: The Young People's Guide to Protecting the Planet and Each Other' with a panel of Sunshine Coast youth and young change makers.

Any Questions? Contact Jenny Groves at [jgroves@sd46.bc.ca](mailto:jgroves@sd46.bc.ca)

Patrick



# CIRCLE OF CARE | STUDENTS

1j

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

- **Equipping** our SD46 community in developing our inclusive tech skillset in Read and Write and other differentiated resources.
- **Empowering** our SD46 community in digital literacy through connections with federal, provincial, district and regional partnerships.
- **Ensouling** our SD46 community to grow in our proficiencies of inclusive practices through digital literacy.





## CIRCLE OF CARE | STUDENTS

1k

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

- Pandemic vs Music
- Fine Arts Policy
- 3 Year Fine Arts Plan



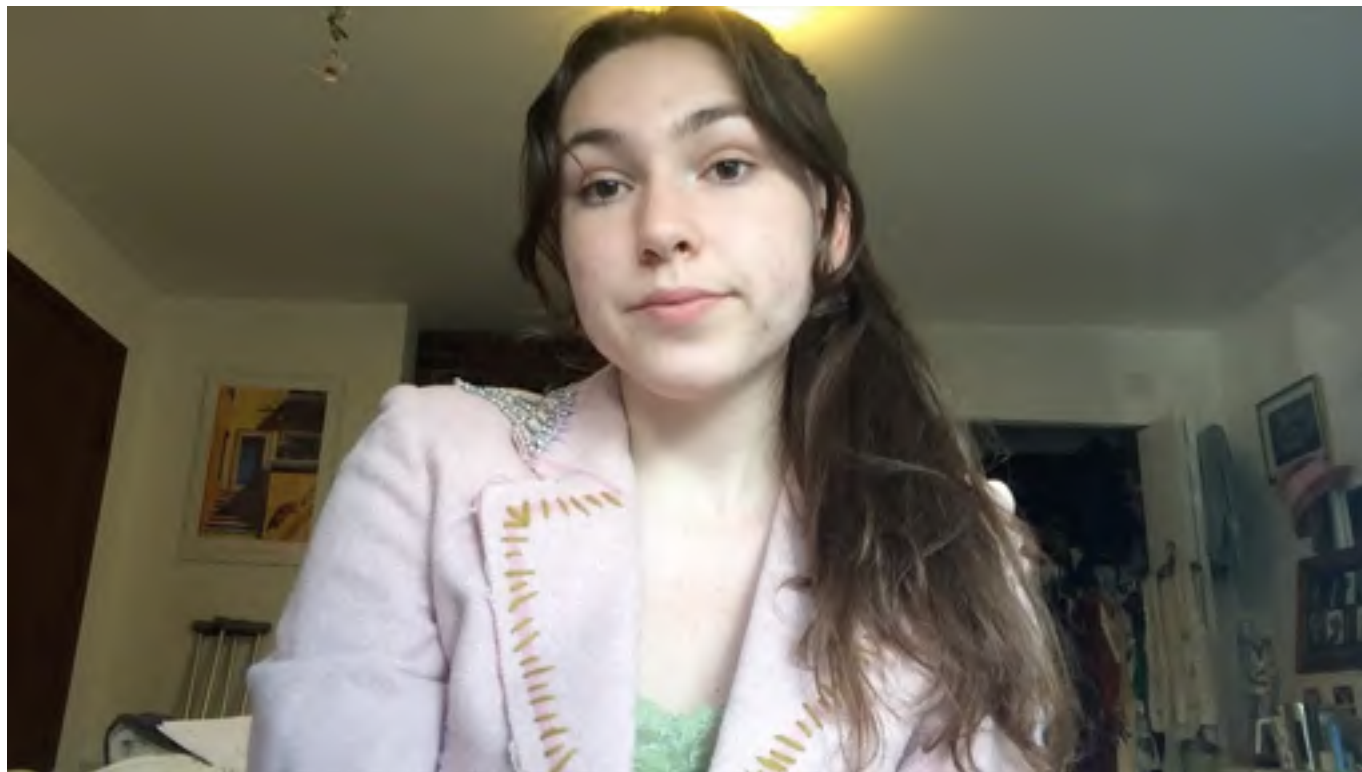


# CIRCLE OF CARE | STUDENTS

11

Our students will **graduate** with specific life skills to enable them to navigate their personal future directions.

- Connections  
teachers/peers/community
- Knowledge/information  
to build one's strengths
- **Self Discovery to find what  
interests students**



Cathy

# 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.





# 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.

- Staff Mental and Emotional Wellness
- Kindness and Understanding
- Transparency and Openness in Communications





## 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**.

- Collaborative Structures Ministry
- Partnership: FESL/ Equity
- **Pandemic Pro D: a new reality**



Patrick

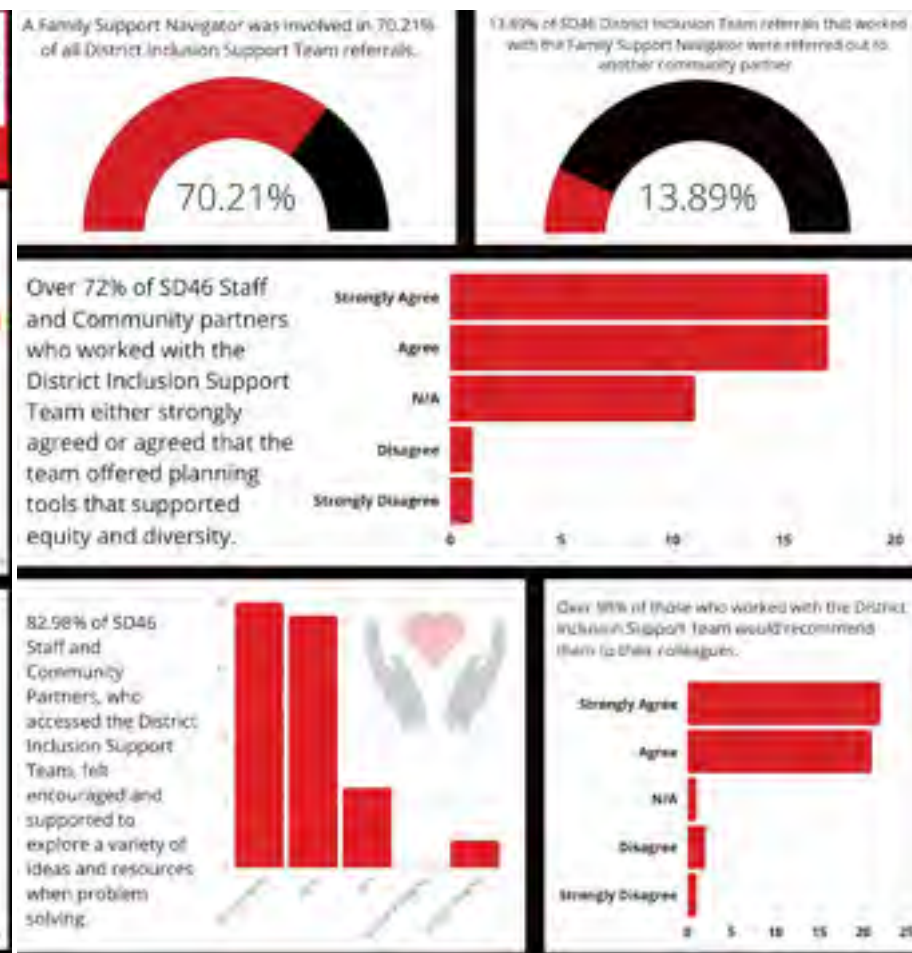
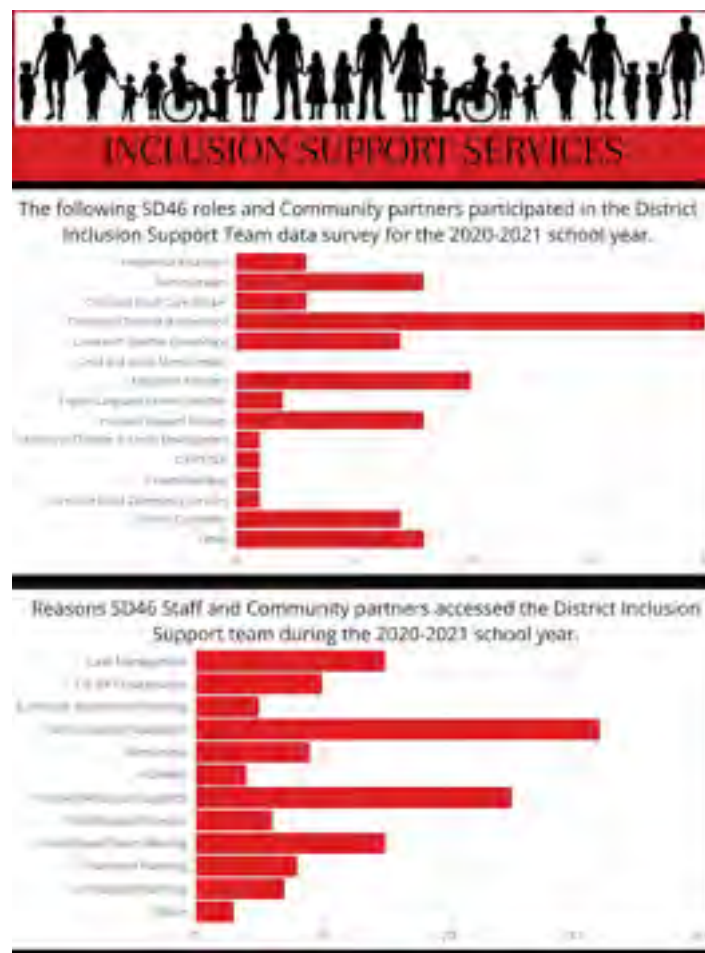


## CIRCLE OF CARE | STAFF

 $2c$ 

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

- **Rename Student Support Teachers: Inclusion Support Teachers. Director of Instruction for Inclusive Education.**
- **Review ISS Supports for inclusive practices (visioning for year - with Shelley Moore)**
- **District Inclusion Support Team -Year 1 of Pilot Project**
- *Re: The District Inclusion Support Team*
  - "An excellent resource! The team played a crucial role in supporting our classroom teacher for a student with very challenging behaviours. Would not have survived the year without them!"
  - "What a skilled, hard working, knowledgeable and helpful team. Lucky to work for a district that has made these types of supports a priority and is innovative and creative enough to try these initiatives! Thank you."



Kate

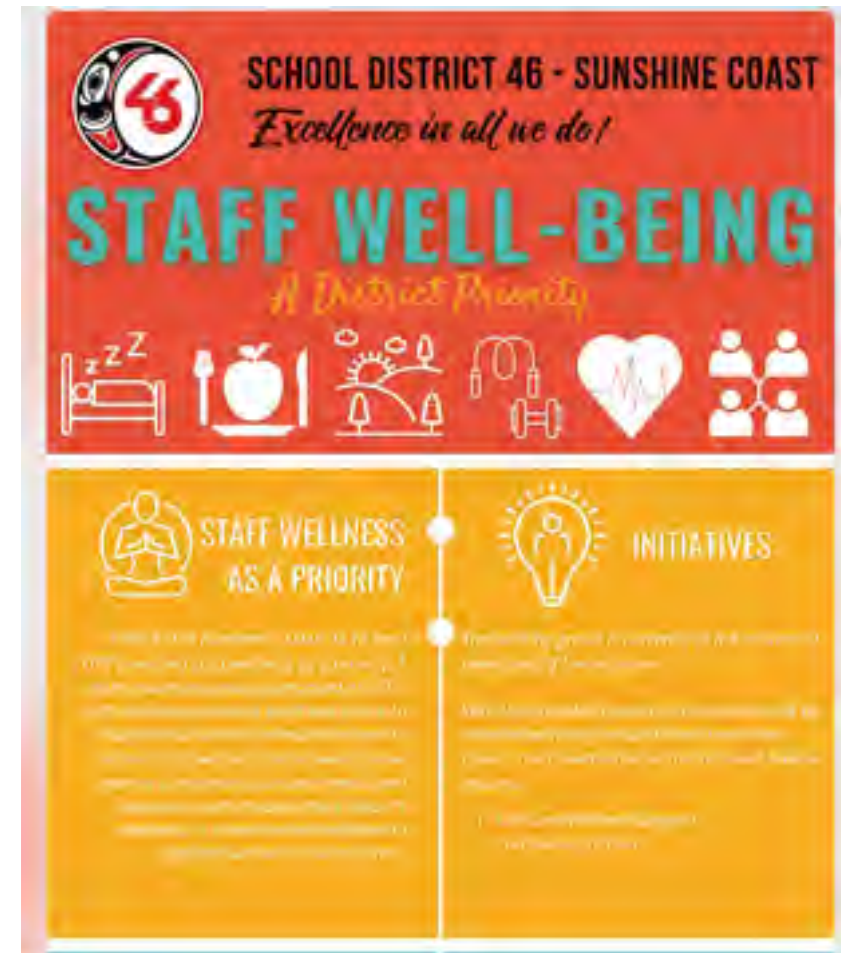


# CIRCLE OF CARE | STAFF

2d

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

- Staff Wellness Grants
- Early Years – Seamless Day
- **District Wellness Committee**



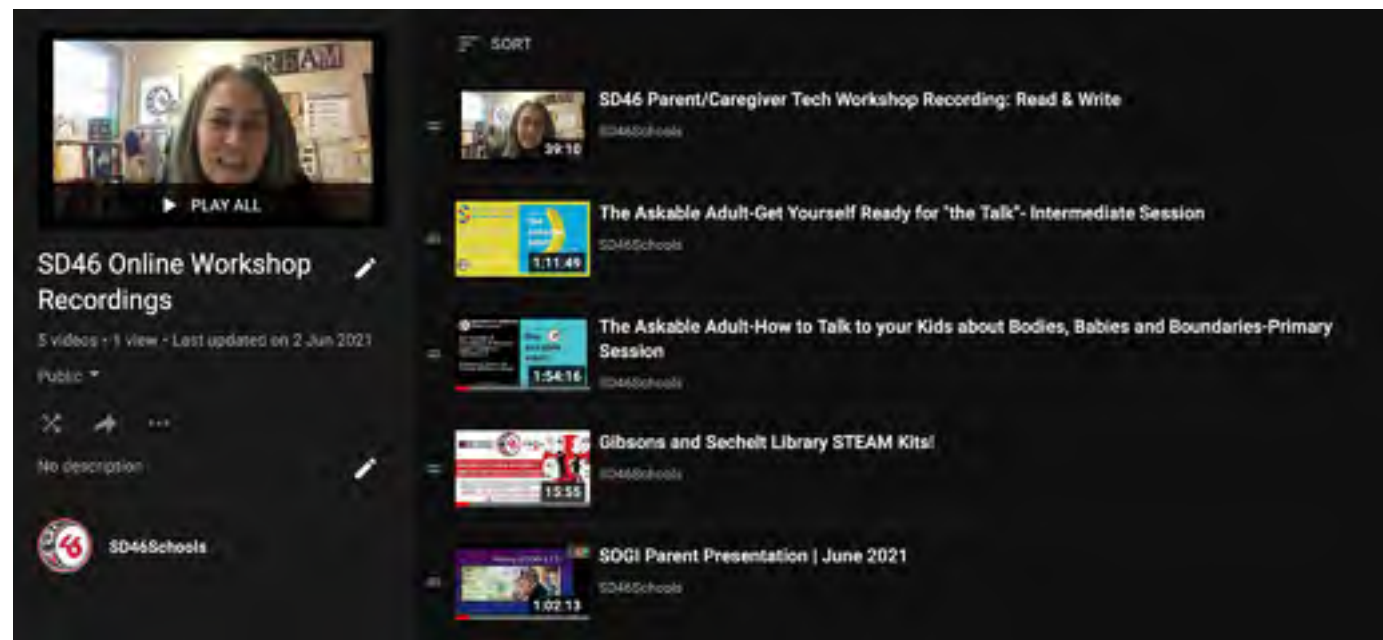


# CIRCLE OF CARE | STAFF

2e

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

- SCO program offering during COVID
- DPAC and PAC connections
- **Communication structures adapted during COVID**





# COMMUNITY

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**.



## CIRCLE OF CARE | COMMUNITY

3a

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

- Grade 6/7 Transitions
- Shared community messaging
- District wide supports for communication during COVID





## CIRCLE OF CARE | COMMUNITY

3b

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

- Part of the COVID 19 community response network
- Supported expanded student voice in the community
- **SD 46 sponsored intergovernmental meeting**





## CIRCLE OF CARE | COMMUNITY

3c

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

- College and University Long term connections
- Community Schools for food security
- **COVID response with VCH**





## CIRCLE OF CARE | COMMUNITY

3d

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

- Solar Panel Installations
- HVAC filter upgrades
- **Lighting and Controls upgrades**





# CIRCLE OF CARE | COMMUNITY

3e

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

- Covid Response
- Major Capital Projects at WSES and EYC
- Solar Projects



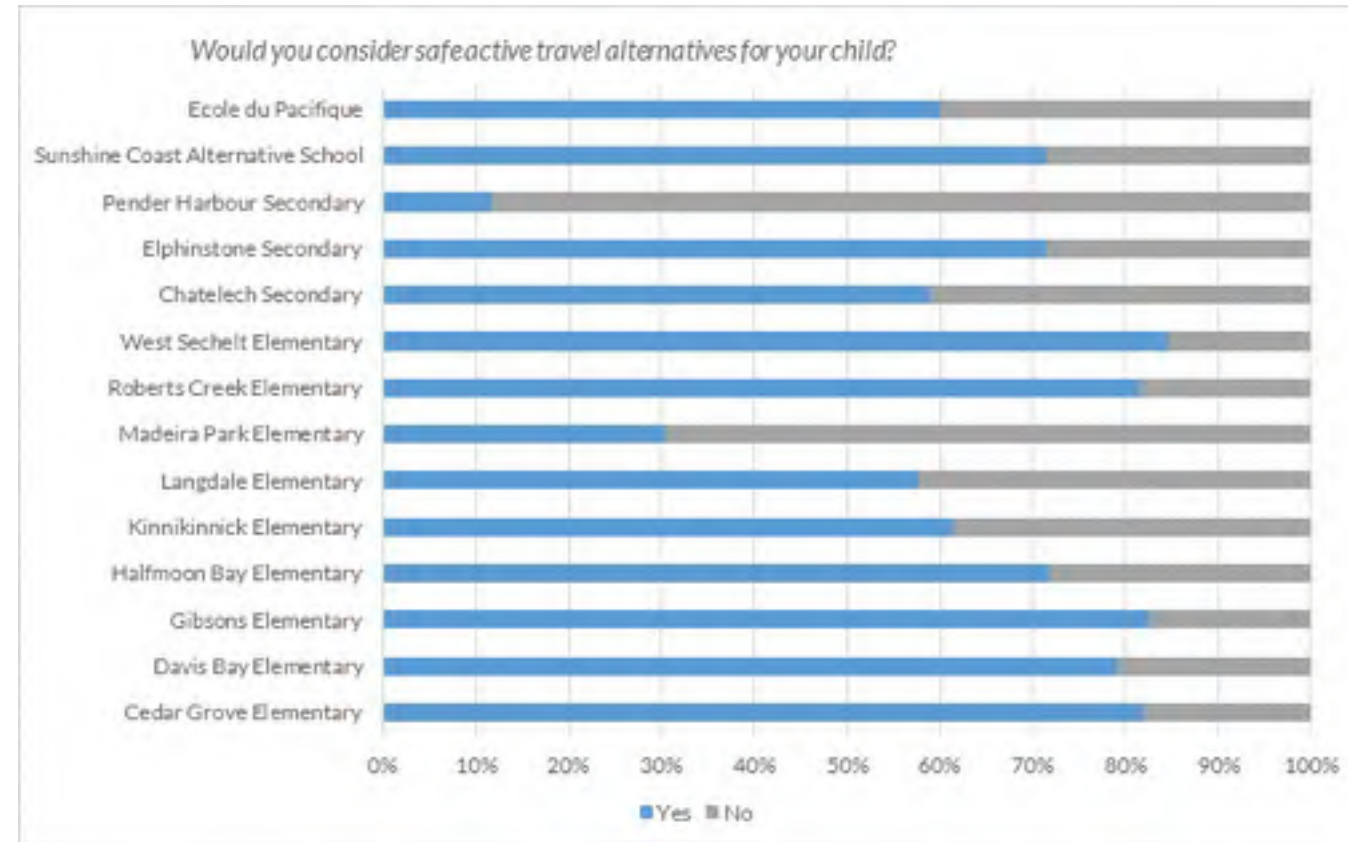


# CIRCLE OF CARE | COMMUNITY

3f

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

- Covid Response
- Active Travel
- **Transportation Review**





## CIRCLE OF CARE | COMMUNITY

3g

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

- Safe, supported programming
- **Increasing numbers for next year**





THANK YOU

