

AGENDA of the REGULAR MEETING
of the Board of Education
Rocky Mountain School District No. 6

Rocky Mountain School District No. 6 resides in the traditional unceded shared territory of the Ktunaxa and Secwépemc peoples and the chosen home of the Métis.

Location: Lady Grey Elementary School

Date: October 10, 2023

Time: 7:00 p.m.

1. CALL TO ORDER

2. ACKNOWLEDGEMENT OF TERRITORY

3. APPROVAL OF AGENDA

4. APPROVAL OF THE MINUTES OF PRIOR MEETINGS

4.1 Regular Board meeting of September 12, 2023

4.2 Synopsis of in-camera meeting of September 12, 2023 (Alan Rice)

5. PRESENTATIONS/DELEGATIONS

6. MATTERS ARISING FROM THE MINUTES

7. STRATEGIC AND POLICY ISSUES

7.1.1 Policies Under Review feedback (Karen Shipka)*

7.1.2 Third Reading

Policy 2900, Naming or renaming of school facilities

District Practice 2900, Naming or renaming of school facilities

7.1.3 Second Reading

Policy 2350, Research in schools

District Practice 2350, Research in schools

Form 2350, Research in schools

7.1.4 First Reading

Policy 5550, Reporting student learning

District Practice 5550, Reporting student learning

8. OPERATIONAL ISSUES

- 8.1 Feeding Futures (Sharon Collin)
- 8.2 Capital Bylaw-Annual Five-Year Capital Plan Submission for 2023/24 (Amendment)* and Ministry response to the annual five-year capital plan submission for 2023/24 (Alan Rice)
- 8.3 Board approved fees (Karen Shipka)*

9. REPORTS

- 9.1 Introduction of new staff (Karen Shipka)
- 9.2 Budget utilization report – September 30, 2023 (Alan Rice)*
- 9.3 Enrollment report (Trent Dolgopol)*
- 9.4 Mental Health in Schools Strategy (Sharon Collin)*
- 9.5 District Principals and Vice Principals (Steve Wyer)*
- 9.6 Child care programs update (Crystal MacLeod)*
- 9.7 Golden Secondary School health hub update (Steve Wyer, Kelsey Doolaar, Mike Archibald)*
- 9.8 BC School Trustees Association (Jane Thurgood Sagal)
- 9.9 BC School Trustees Association, Kootenay Boundary Branch (Rhonda Smith)
- 9.10 BC Public Schools Employers Association (Scott King)

10. INFORMATION ITEMS

- 10.1 Correspondence NIL
- 10.2 October and November 2023 calendar*

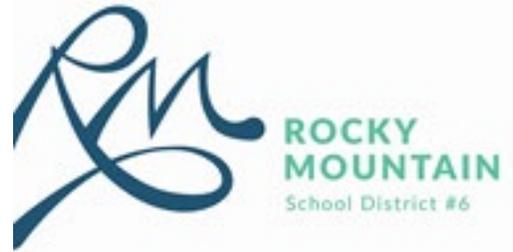
11. FORTHCOMING EVENTS

- 2023.10.20 Non-instructional Day
- 2023.10.25 Field Trip Committee, Virtual, 4:30 p.m.
- 2023.10.31 Policy Committee, Virtual, 4:30 p.m.
- 2023.11.02-03 BCPSEA Fall Symposium, Vancouver
- 2023.11.07 Labour Relations Committee meeting, Virtual, 12:30 p.m.
- 2023.11.11 Remembrance Day
- 2023.11.13 Observe Remembrance Day, No school
- 2023.11.14 Board of Education Meeting, David Thompson Secondary School
 - In-Camera, 6:00 p.m.
 - Regular Meeting, 7:00 p.m.

12. QUESTIONS FROM THE PUBLIC

14. ADJOURNMENT

* attachment



DATE: October 10, 2023
TO: Board of Trustees
FROM: Karen Shipka, Superintendent of Schools
SUBJECT: Policy Feedback Communication and Engagement
ORIGINATOR: Stacey Ursulescu
REFERENCE: [Policies Under Review](#)

PUBLIC BOARD MEETING

ISSUE

The Board of Education receive an update on Policies Under Review webpage communication and engagement.

BACKGROUND

Our school communities have always had the ability to provide feedback on Rocky Mountain School District policies under review through their principals, PACs, or a direct email to the School District Office. Following each board meeting, an email containing all policies under review, is sent to all PVP, DPAC, Unions and Indigenous Education Partners.

Our school communities told the School District in the 2023-24 to 2026-27 Strategic Plan Engagement Survey that they want to be more engaged and have direct communication into the policy development process.

CURRENT SITUATION

In response to that feedback, the School District created the Policies Under Review webpage, complete with a survey for each policy under consideration. The School District communicated via the website, school apps, and Facebook which policies are under consideration and link to this page for further information.

The School District sent out a communication to Trustees, principals, vice-principals, administrative assistants, Indigenous partners, DPAC, and Unions on September 14, 2023 providing an update on policies and seeking feedback on two policies: Policy 2350, Research in Schools and Policy 2900, Naming or Renaming Schools. The deadline to provide feedback was September 28, 2023.

No feedback was received on Policy 2350: Research in Schools and one piece of feedback was received on Policy 2900: Naming or Renaming Schools.



FINANCIAL IMPLICATIONS

None.

CONCLUSION

The Policies Under Review webpage is providing our school communities with the opportunity for direct feedback on policies to the School District and there has been significant engagement. The School District will continue to promote the webpage and policies under review.

KEY MESSAGES

The School District values the opinions of our school communities.

The Policies Under Review Page has been a successful tool at generating direct feedback from the community.

The School District will use policy feedback to make changes and will communicate that via the website, social media, and media releases if required.



Policies Under Review

*Personal identifiers have been redacted to protect privacy of individuals making submission.

Policy 2350: Research in schools

No feedback was received

Policy 2900: Naming or renaming of schools

I disagree with renaming schools because of the current negative political colonial legacy spin. There are two sides to every story. I am proud of my multi generations of ancestors in Canada and what they have done -paying taxes and fought in 2 world wars for this country. I do not want schools renamed as more important protocols to be First Nation-that is racist! We are all Canadians. If you look at history all of us from everywhere can dig up injustice done through wars and nations taken over.



POLICY 2900

NAMING OR RENAMING OF SCHOOL FACILITIES

POLICY

From time to time the Board of Education “Board” may be in a position to name a new school. There may also be times when the Board has reason to consider renaming existing schools, or when representatives of a school community request that the Board dedicate part of a school building or property in memory of a person.

The name of a school, or dedication of a portion thereof, will be decided by the Board following reasonable consultation with members of the school community.

GUIDING PRINCIPLES

1. Existing schools will not normally be renamed however we must recognize the colonial legacy in the naming of our schools- that a school or school facility may be renamed on this basis.
2. The name of a school will normally be based on geographic or community context and considers the importance of the naming protocols of the Ktunaxa, Secwépemc and Métis.
3. A school will be named in memory of a person only if the Board sees a compelling historically significant reason to do so.
4. In the Board's consideration of naming a school, reasonable consultation should include discussions with student and parent representatives, staff members of the school, members of the local community and, if a name is being considered, members of that person's family if possible.
5. The Board may, upon request, dedicate part of a school or property (e.g., library, gymnasium, field, theatre) in memory of a person or persons who held a significant long-standing connection to that location. A location may be dedicated in memory of more than one person.
6. Naming or dedicating in memory of a person will be based strictly on historical significance or strength of community connections.

DISTRICT PRACTICE <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

REFERENCES: Reference: Sections 22, 65, 85 School Act

ADOPTED: DATE
Amended:



DISTRICT PRACTICE 2900

NAMING OR RENAMING OF SCHOOL FACILITIES

DISTRICT PRACTICE

1. The following practices are necessary prior to Board approval to **re-name** a school.
 - a. The proposal to re-name a school could be initiated by the school administration, staff or students, the Parents' Advisory Council, District staff or **member of the greater community**.
 - b. It must be thoroughly discussed by each of these groups prior to formally applying to the District for review by a Re-naming Committee.
 - c. Applications to have a re-naming committee formed will be made by the school administrator to the Superintendent through the application process.
 - d. The Superintendent will forward the application to the **Director of Facilities** if the application content meets the criteria listed in 1(b) for initiating a committee.

2. In consideration of the **naming of a new school**, a School Naming Committee will be established that will be chaired by the Director of Facilities and will include:
 - A trustee
 - A member of executive staff
 - The director of facilities
 - The school principal
 - A representative of the school's teaching staff
 - A representative of the school's support staff
 - A representative of the school's Parent Advisory Council
 - An Indigenous education partner
 - A representative of the local community

The Committee will:

- ensure schools and the community are informed of the opportunity, process and criteria for the submission of names for consideration;
- establish appropriate timelines for the collection of input;
- ensure names are supportive of the District's Mission, Vision and Values, and meets criteria listed below;
- ensure alignment with the [BC Naming Privileges Policy](#);
- require a rationale in support of the name;
- present a maximum of three options, in order of preference, for final approval for the Superintendent to forward to the Board of Education;
- given the sensitive nature of this task, most naming proposal deliberations by the School Naming Committee and the Board of Education will be kept confidential;

DISTRICT PRACTICE <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

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DISTRICT PRACTICE 2900

NAMING OR RENAMING OF SCHOOL FACILITIES

- the Board of Education will make the final decision for the new name at a closed meeting and the new name will be announced at a regular meeting held in public.

Criteria:

- The Board may approve facility names based on people or places important to the local community or geographic area in which the facility is located.
- Wherever possible, if the building is to be named in honour of a person, the consent of the individual will be obtained. If it is to be named posthumously, except for a person of distinction, the close surviving relatives should approve.

Naming Part of a Facility:

- The Board of Education may name portions of facilities including, but not limited to, libraries, athletic fields, gymnasiums, multipurpose rooms or theatres.
- A proposal for naming part of a facility will be submitted, in writing, to the Board. Following receipt of the proposal, the Board may request the Superintendent to establish a committee as above.
- Whether initiated by the Board or by a proposal, the naming committee will review and refer the submission(s) using the process and criteria listed above.

Renaming an Existing Facility:

- Only in exceptional circumstances and after thorough study would the Board of Education consider renaming an existing school or facility. Because of the history and tradition associated with the names given to school facilities and the cost of updating documents, brochures and other literature, the Board would only consider re-naming proposals in cases where the existing name is deemed to no longer be serving the need of the school population or community.
- A proposal for re-naming an existing school facility will be submitted, in writing, to the Board. Following receipt of the proposal, the Board may request the Superintendent to establish a committee as above.
- Whether initiated by the Board or by a proposal, the re-naming committee will review and refer the submission(s) using the process and criteria listed above.

DISTRICT PRACTICE <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

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POLICY 2350
RESEARCH IN SCHOOLS

POLICY:

The Board of Education recognizes that the value of sound research, both specific to educational practice and having a more general impact on members of the Community, is worthwhile and potentially beneficial to all involved. The Board also recognizes that the school structure and environment provides a suitable opportunity by which to conduct such research. However, the facilitation of such research studies must be in keeping with existing district standards and responsibilities, and participation shall always remain voluntary.

Therefore, it is the Board's policy that:

The Board may approve research requests that are deemed to be sound in nature and that do not negatively impact student learning, school operations, school climate, or members of the school community.

In considering proposals to conduct research in Rocky Mountain schools, the Board will ensure that the proposed research:

1. Furthers the goals of public education;
2. Is mutually beneficial to both the researcher and the school or district;
3. Seeks to contribute to a body of relevant knowledge; and
4. Is developmentally and age appropriate.

DEFINITIONS

“Research” shall be defined as data-based investigation involving individuals or groups of individuals that adheres to the empirical principles of:

- systematic design and process;
- freedom from bias;
- structured analysis; and
- yielding interpretation consistent with findings.

Research activities shall include the use of tests or other forms of assessment, checklists, surveys or questionnaires, interviews, audio or video tapes, and observation when these are not part of classroom instruction and evaluation.

DISTRICT PRACTICE <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

REFERENCES: LIST AND HYPERLINK APPROPRIATE REFERENCES

ADOPTED: DATE
Amended:



DISTRICT PRACTICE 2350

RESEARCH IN SCHOOLS

DISTRICT PRACTICE:

The Board of Education will permit educational research activities in schools involving students and/or staff only in accordance with the following principles and guidelines:

1. Requests

- a. The school district will consider research proposals from district teachers and administrators, university graduate students, post-secondary faculty members and professional educational associations. Research proposals from other individuals, agencies or organizations will be considered only under exceptional circumstances.
- b. All research requests must be submitted on a Rocky Mountain School District Application for Permission to Conduct Research form, and must clearly describe such details as the nature of the activity, participation involved, assistance needed, and proposed time frame.
- c. Any submission from a university graduate student or post-secondary faculty must first be approved by that institution's Ethics Committee. A copy of that approval shall be included with the submission.
- d. Any research proposal from a graduate student must be endorsed by a full-time member of that university's academic staff.
- e. The submission shall also include copies of any consent forms, questionnaires, inventories or tests to be used in the study.
- f. Those submitting a research request shall be aware of the requirement to provide the school district with a full report on the research results, as well as to discuss or present their findings to school or district staff if required (see Section 6. Results).

2. Proposal Evaluation

In evaluating study proposals, consideration will be given to such factors as the purpose and educational value of the study, the impact on educational programs, the amount of time required of students and/or staff, and the effect on community relations.

- a. A proposed research study will be reviewed by designated staff with specific consideration to:
 - i. Relevance: meaningfulness and contribution to the improvement of education and/or knowledge of student learning, or general community benefit.

POLICY No. <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

ADOPTED: DATE
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DISTRICT PRACTICE 2350

RESEARCH IN SCHOOLS

- b. Methodology: requirements for identification and selection of participants; quality of the research design, procedures and data analysis.
 - c. Scope: proposed contact group, number of participants and schools or district offices involved.
 - d. Intrusiveness: extent of disruption to students, staff or school operations; need for special arrangements within the school or district offices; need for involvement of district or school staff.
 - e. Timelines: time of year, duration of the study and related impact on the school, students or staff.
 - f. Timeliness: number of studies in progress at a given time.
 - g. Privacy: infringement of personal or family privacy through access to personal information.
 - h. Confidentiality: procedures for guaranteeing anonymity and confidentiality including storage and eventual disposal of data.
 - i. Sensitivity: nature of the topic or questions as they relate to value-laden or sensitive issues.
3. Research conducted in schools shall:
 - a. be consistent with sound educational practice and meaningful inquiry;
 - b. meet professional ethical standards including informed consent, voluntary participation, right to withdraw, and confidentiality;
 - c. seek to contribute to a body of relevant knowledge and be mutually beneficial to the researcher and the school or district;
 - d. be methodologically sound, free from bias, and nonpartisan; and
 - e. avoid contentious or personal topics that could be considered by students, parents/guardians or staff to be an invasion of personal privacy.
 4. The school district will not approve studies that:
 - a. examine contentious or personal topics that may be considered to be an invasion of privacy; or
 - b. make unreasonable demands upon the participating students, staff or schools.
 5. Research studies or surveys that are controversial in nature or deal with issues of public policy may be referred to the Board.
 6. Approval Process
 - a. Research proposals deemed appropriate on the basis of the initial review shall be accepted in principle.

POLICY No. <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

ADOPTED: DATE
Amended:



DISTRICT PRACTICE 2350

RESEARCH IN SCHOOLS

- b. Proposals that have been accepted in principle shall be forwarded to the relevant school principal(s) and/or district staff.
 - c. The final decision to participate in the proposed research study will rest with those directly involved.
 - d. Individuals wishing to participate in research activities without district or school sanction may do so outside of school hours and premises.
 - e. The research team must disclose to the District the plan for data collection and storage.
7. Student Participation
- a. District approval does not constitute a requirement for students to take part in the study. Such participation shall remain voluntary.
 - b. Participating students must be informed that their involvement is voluntary and that they may withdraw from participation at any time.
 - c. Parents/guardians of students taking part in research studies in schools must be advised of the nature and purpose of the research and may upon request review research materials.
 - d. When research procedures involve contact with students in Kindergarten to Grade 8 on an individual basis, written parental/guardian consent based on complete information about the purpose and procedures of the research must be received prior to commencement. Written parental/guardian consent is not required for students in Grades 9-12.
 - e. Photography, filming, videotaping or audio taping of students shall not be done without written consent of parents/guardians.
 - f. The anonymity of those participating in a research study shall be maintained and protected at all times.
8. Criminal Record Search
- a. When research procedures involve direct contact with students on an individual basis, a person conducting the research who is not a district employee must undergo a criminal record search and submit the results of said search to the designated district staff prior to entering a school or district site.
 - b. Final approval of research studies involving direct contact with students is contingent on the results of the criminal record search.
9. Results
- a. The school district shall be provided with a full report on the results of research undertaken in the district upon completion.

POLICY No. <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

ADOPTED: DATE
Amended:



DISTRICT PRACTICE 2350

RESEARCH IN SCHOOLS

- b. Copies of final research reports shall be made available to participants and other interested persons on request.
- c. Researchers should be prepared to discuss or present their findings upon request to school or district staff and parents/guardians in a manner that contributes to the knowledge and/or practice of staff, students or parents.

POLICY No. <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

ADOPTED: DATE
Amended:



DISTRICT PRACTICE 2350
FORM – APPLICATION FOR
PERMISSION TO CONDUCT RESEARCH

APPLICANT NAME: _____ DATE: _____
ADDRESS: _____ CITY: _____
POSTAL CODE: _____ PHONE: _____ FAX: _____
EMAIL: _____
PRESENT POSITION: _____
TITLE OF STUDY: _____

SELECT ONE CATEGORY FOR REVIEW

Request to post information in schools to recruit participants out of school hours and off school property.
Poster description (attach sample): _____
Schools requested: _____
Requested dates for commencing: _____ Completing: _____

Expedited review of minor research projects (e.g. requirements for a course based master's degree).
Research question: _____

Number of participants: _____
Participants are from my own class: _____ Other class(es): _____
Requested dates for commencing: _____ Completing: _____

Full review of thesis research or major project.

Research question: _____

Proposed Research methodology:

Number of students: _____ Teachers: _____ Administrators: _____

Others (specify): _____

Characteristics of participants (e.g. grade levels): _____

Specific schools: _____

Specific student characteristics: _____

Selection strategy: _____

Nature of participant involvement: (e.g. questionnaire, interview, etc.) _____

Time required from participants: _____

Brief description of how research will be conducted: _____

Requested dates for commencing: _____ Completing: _____

NOTES:

Please attach the following:

- A complete research proposal if one exists or information that will assist in the evaluation of your application.
- Copies of all tests or questionnaires which will be used.
- For university students or faculty: approval from Ethics committee at your institution.
- A copy of consent form for participants or parents if students are involved.

Terms of Agreement for conducting research in Rocky Mountain School District No. 6

- Receipt of written approval from the Office of the Superintendent
- Adherence to procedures for contacting school personnel outlined in the above letter
- Submission of a final report to the Office of the Superintendent
- Preparation of brief abstract if requested

ESTIMATED DATE OF SUBMISSION OF FINAL REPORT: _____

CRIMINAL RECORD CHECK:

Prior to entering a school to conduct a research study, a person who is not a school district employee must undergo a Criminal Record Check and submit the CRC with the Application for Permission to Conduct Research. Final acceptance for the study is contingent on the results of the CRC.

Office of the Superintendent
PO Box 430
620 4th Street
Invermere, BC V0A 1K0

Signature of Applicant

Signature of Faculty Supervisor if applicant is a student

Date signed

Name of Institution

Date signed



POLICY 5550

REPORTING STUDENT LEARNING

POLICY:

Meaningful and flexible communication of student learning across British Columbia's K-12 school system ensures parents/guardians and students are informed about student learning.

The K-12 Student Reporting Policy (the "Policy") outlines the requirements for communicating student learning: it requires concise Descriptive Feedback in clear and accessible language to ensure students and families understand where the student is at in their learning, and areas for further growth. The Policy also requires Student Self-Assessment of Core Competencies and Student Goal Setting as part of the reporting process. For Grades K-9 the Policy requires use of the Provincial Proficiency Scale while for Grades 10-12 the Policy requires use of letter grades and percentages. For Grades 10-12 a graduation status update is required on the Summary of Learning at the end of the year.

The Policy pertains to all learners in the B.C. education system. A student who is an English language learner, French language learner in a Francophone program, has a disability or diverse ability (with or without an IEP), adult learner, or learner in an online learning program should receive communications of student learning in the same way as their peers in any other program and should align with the school districts' regular reporting periods. All learners benefit from individualized descriptive feedback and personal involvement in the assessment process.

Communication of student learning is ongoing throughout the year. This Policy is designed to ensure school districts have the freedom and flexibility to communicate about student learning in a way that best meets the needs of students; this includes communication with students and parents/guardians that is inclusive, accessible, and culturally responsive.

Teachers provide timely feedback to parents/guardians and/or students that is responsive to student needs. The communication between home and school can take many forms. However, during the school year students and parents/guardians will receive at least 5 communications of student learning. At least three of these communications will be written in the form of a Written Learning Update or Summary of Learning. At least two of these communications will be in the form of an Informal Learning Update. This ensures all parents/guardians and students in the province receive regular, informative updates on where the child is at in their learning, and areas of further development.

DISTRICT PRACTICE <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

School Regulation, B.C. Reg. 265/89: [School Regulation \(PDF\)](#)
Ministerial Order 93/22, [the Graduation Program Order \(PDF\)](#)
Ministerial Order 150/89: [Special Needs Students Order \(PDF\)](#)
Ministerial Order 190/91: [Permanent Student Record Order \(PDF\)](#)
Ministerial Order 184/23: [Learning Update Order \(PDF\)](#)
Ministerial Order 192/94: [Provincial Letter Grades Order \(PDF\)](#)
Ministerial Order 231/19: [Educational Program Guide Order \(PDF\)](#)
Ministerial Order 295/95: [Required Areas of Learning in an Educational Program Order \(PDF\)](#)
Ministerial Order 638/95: [Individual Education Plan Order \(PDF\)](#)

ADOPTED: DATE
Amended:



DEFINITIONS:

Area of Learning – means a required area of learning set out in Ministerial Order 295/95, the Required Areas of Learning in an Educational Program Order.

Board – includes a francophone education authority.

Course – has the same meaning as in section 1 of Ministerial Order 192/94, the Provincial Letter Grades Order.

Core Competencies – Sets of intellectual, personal, social, and emotional proficiencies all students need in order to engage in deep, lifelong learning. The Core Competencies are Communication, Thinking, and Personal and Social.

Descriptive Feedback – Descriptive feedback is concise written comments about a student that:

- describe the student’s learning in relation to the applicable standard of assessment,
- focus on the student’s strengths,
- support specific goals for the student’s further development; and
- use language that is clear and accessible to the student and the student’s parent.

Educational program – means an organized set of learning activities that, in the opinion of the board, in the case of learning activities provided by the board, the francophone education authority, in the case of learning activities provided by the francophone education authority, the minister, in the case of learning activities in a Provincial school, or the parent, in the case of learning activities provided to a child registered under section 13, is designed to enable learners to become literate, to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous and sustainable economy.

ELL student – a student who is receiving services to assist the student in becoming proficient in English, or a student of a francophone school who is receiving services to assist the student in becoming proficient in French.

DISTRICT PRACTICE <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

School Regulation, B.C. Reg. 265/89: [School Regulation \(PDF\)](#)
Ministerial Order 93/22, [the Graduation Program Order \(PDF\)](#)
Ministerial Order 150/89: [Special Needs Students Order \(PDF\)](#)
Ministerial Order 190/91: [Permanent Student Record Order \(PDF\)](#)
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POLICY 5550

REPORTING STUDENT LEARNING

Graduation program – means an educational program, after the successful completion of which a student is entitled to one of the following diplomas as set out by Ministerial Order 164/96, the Student Credentials Order:

- British Columbia Certificate of Graduation (Dogwood Diploma);
- British Columbia Adult Graduation Diploma (Adult Dogwood Diploma);
- Diplôme de fin d'études secondaires en Colombie-Britannique (French immersion version); and
- Diplôme de fin d'études secondaires en Colombie-Britannique (francophone version).

Graduation requirements – means the requirements set out in Ministerial Order 302/04, the Graduation Program Order, and Ministerial Order 320/04, the British Columbia Adult Graduation Requirements Order.

Graduation Status Update – On the Summary of Learning in grades 10-12, the graduation status update provides parents/guardians, and students the information they need to ensure a student is progressing towards meeting all graduation requirements.

IEP – has the same meaning as in section 1 of Ministerial Order 638/95, the Individual Education Plan Order.

Informal Learning Update – Meaningful and flexible communications to students and parents/guardians about student growth in relation to the Learning Standards of the Provincial Curriculum. At least 2 Informal Learning Updates are required and may include: telephone calls, conferences, e-mails, and other means.

Letter grade – means a letter grade set out in section 2 of Ministerial Order 192/94, the Provincial Letter Grades Order.

DISTRICT PRACTICE <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

School Regulation, B.C. Reg. 265/89: [School Regulation \(PDF\)](#)
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POLICY 5550

REPORTING STUDENT LEARNING

Learning Standards – is a learning outcome or learning standard applicable to a course as set out in the applicable educational program guide set out in Ministerial Order 231/19, the Educational Program Guide Order, the local program developed and offered by a board under section 85 (2) (i) of the School Act, or a francophone education authority under section 166.4 of the School Act, or a Board Authorized Course authorized under Ministerial Order 285/04, the Board Authorized Course Order;

They include both the Curricular Competencies (the skills, strategies, and processes that students develop over time) and the Content Learning Standards (the essential topics and knowledge at each grade level), as set out in the Provincial Curriculum.

Learning Update – means a report required under sections 4 (1) (j) and 5 (8) of the School Regulation.

Percentage – means a percentage set out in section 4 of Ministerial Order 192/94, the Provincial Letter Grades Order.

Provincial Proficiency Scale – is a scale used to communicate a student’s progress in relation to the learning outcomes, with the following 4 indicators:

- Emerging;
- Developing;
- Proficient;
- Extending.

Student Goal Setting – Student goals for their learning and development for the given school year. Goal setting should begin as early in the year as possible and is usually a year long process. Goals can be informed by Student Self-Assessment of the Core Competencies and may connect learning to broader career, community, and life aspirations.

DISTRICT PRACTICE <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

School Regulation, B.C. Reg. 265/89: [School Regulation \(PDF\)](#)
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Ministerial Order 295/95: [Required Areas of Learning in an Educational Program Order \(PDF\)](#)
Ministerial Order 638/95: [Individual Education Plan Order \(PDF\)](#)

ADOPTED: DATE
Amended:



POLICY 5550

REPORTING STUDENT LEARNING

Students with Disabilities and Diverse Abilities – Students with special needs, as defined in Ministerial Order 150/89, the Special Needs Students Order, who have a disability of an intellectual, physical, sensory, emotional or behavioural nature, have a learning disability, or have exceptional gifts or talents.

Student Self-Reflection of Core Competencies – Student reflection on their personal progress in developing the Core Competencies and student reflection on their learning engagement and responsibility.

Summary of Learning – means a written learning update that describes a student’s learning in relation to the learning outcomes at the end of a school year or semester.

Written Learning Updates – means a report required to be prepared in accordance with sections 4 (2) (a) and 5 (9) (a) of the School Regulation.

DISTRICT PRACTICE <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

School Regulation, B.C. Reg. 265/89: [School Regulation \(PDF\)](#)
Ministerial Order 93/22, [the Graduation Program Order \(PDF\)](#)
Ministerial Order 150/89: [Special Needs Students Order \(PDF\)](#)
Ministerial Order 190/91: [Permanent Student Record Order \(PDF\)](#)
Ministerial Order 184/23: [Learning Update Order \(PDF\)](#)
Ministerial Order 192/94: [Provincial Letter Grades Order \(PDF\)](#)
Ministerial Order 231/19: [Educational Program Guide Order \(PDF\)](#)
Ministerial Order 295/95: [Required Areas of Learning in an Educational Program Order \(PDF\)](#)
Ministerial Order 638/95: [Individual Education Plan Order \(PDF\)](#)

ADOPTED: DATE
Amended:



Reporting Practices Effective September 2023

THE GOALS OF COMMUNICATING STUDENT LEARNING (CSL):

- students take part in meaningful conversations that help them develop responsibility for engaging deeply with their learning;
- parents and caregivers are well informed, are involved in decisions and dialogue about their child’s learning, and understand ways to support and further their child’s learning.

TYPES AND FREQUENCY OF REPORTING:

Four Learning Updates

Two written Learning Updates must be provided in writing and can include either digital or printed documents. Two formats may be considered:

- MyEducationBC Report Card
- SD6 Student Led [Conference](#) Record (Appendix 1: Conference Record)

Two informal Learning Updates can be provided in a variety of formats, including conferences, in-person or virtual discussions, telephone calls, e-mails, portfolio entries, or written summaries.

- One informal learning update must be a conference with parent(s)/guardian(s), held on an early dismissal date.

One Summary of Learning at the end of the school year must be provided in writing and can include either digital or printed documents.

REQUIREMENTS FOR LEARNING UPDATES AND SUMMARY OF LEARNING:

All students in Grades K-12 will receive formal reports that are the Standard Report Card entered in and printed from MyEducation BC or SD6 Student-Led [Conference](#) Record, meeting the following requirements:

Subject/Learning Areas

Grades K-7: reporting on the following [Required Areas of Study](#) for Term and Final reports:

- Language Arts
- Mathematics
- Science
- Social Studies
- Physical and Health Education
- Arts Education
- Career Education
- Applied Design, Skills, and Technology
- French for Grades 5-7



DISTRICT PRACTICE 5550
REPORTING STUDENT LEARNING

Grades 8-12: reporting on all subjects taken each term, with final Proficiency Level/Grade at end of term in which that course concludes. See [Graduation Program Order](#) for required courses.

Secondary schools - Report [type](#) at each reporting window is dependent upon scheduling timetable/schedule: full-year, semester, or quarter.

Proficiency Scale/Grades

Grades K-9: The four-point [Provincial Proficiency Scale](#) is used to communicate student learning in all areas of learning. The four points on the scale are Emerging, Developing, Proficient, and Extending.

Note: the same performance level entered for term 3 in K-7 is also entered as a final mark on the June report card. The final mark is not a different mark than term 3 as it is the same point in time progress but needs to be entered separately in the final field to generate the Permanent Student Record (PSR).

Grades 10-12: term and final marks will be [percentages with corresponding letter grades](#) as defined by the Ministry.

IE Letter Grade: Insufficient Evidence of Learning

In select instances, Insufficient Evidence (IE) is used to alert parents, caregivers, and students when students, for a variety of reasons, have not provided sufficient evidence of learning in relation to the learning standards. This means that teachers do not have enough information to adequately assess a student.

The "IE" letter grade will be used to alert parents when students, for a variety of reasons, has not provided sufficient evidence of learning in relation to the learning standards or expected learning outcomes.

The "IE" letter grade may be used at any time during the school year on informal or formal reports. The underlying principle is that parents and students should be alerted to a problem as soon as teachers detect it.



DISTRICT PRACTICE 5550

REPORTING STUDENT LEARNING

When an "IE" letter grade has been assigned:

- students and parents must be informed, and must be provided with an opportunity to consult with teachers about the problems students are having and possible solutions;
- teachers must be prepared to identify what the problems are and specify plans of action to help students achieve the learning outcomes;
- teacher(s), principal and/or vice-principal(s), the student, parents, and caregivers will work together to determine the best course of action and decide if the IE should remain in place or if it can be converted to one of the proficiency scale indicators at that time;
- If the IE will remain in place, a plan for support must be devised for the student so that the IE can be converted to another proficiency scale indicator within one calendar year;
- IE can be used when a student's current standing is below 50% and there is therefore insufficient evidence to give the student a passing grade for the course they are taking;
- IE can also be used at the end of the school year if a concrete support plan is put into place to ensure the conversion of the IE to another letter grade and percentage within one calendar year;
- In Grades 10-12, IE cannot be used on a student's transcript and must be converted to an alternative letter grade and percentage.

Descriptive Feedback

Reporting comments for each Subject/Learning Area will provide descriptive feedback to parents and caregivers. Descriptive Feedback includes concise, strengths based, written comments or documented conversations that are aligned with the learning standards and describe student learning, as well as identifying specific areas for future growth.

Comments will be personalized to the student in all cases and not descriptions of what the class did or learned about. (The latter may be communicated in blogs, newsletters, course summaries, or supplementary handouts/attachments to the report card).

The full comment may be entered in MyEducation BC or an abbreviated comment may be entered in MyEducation directing the reader to see a comment attachment to the report card, a record of parent conference attached to the report card.

**If parent does not attend conference, a full written report card must be provided.*

Descriptive Feedback for each subject/learning area must meet the following expectations:

- description of what the student can do relative to the curricular standards (i.e. not just indicate the outcome/standard but describe the student's level of achievement of that standard);
- areas for attention or growth;
- next steps and supports.

POLICY 5550 REPORTING STUDENT LEARNING

[K-12 Student Reporting Policy](#)

ADOPTED: DATE

Amended:



DISTRICT PRACTICE 5550 REPORTING STUDENT LEARNING

Comments in the standard MyEducation BC report card will be by subject/learning area.

Other forms of commenting may be organized in cross-curricular themes, projects and around learning demonstrations but must explicitly reference all the subjects/learning areas being reported on and the student performance, needs, and plans for support for each.

Self-Reflection and Goal Setting

The K-12 Student Reporting Policy requires that [student self-reflection on Core Competencies and goal setting](#) be included in at least two written Learning Updates and the Summary of Learning.

In the interest of flexibility for students and their learning, the policy does not specify how student self-reflection on Core Competencies and goal setting should be taught or documented. The format and process for supporting student self-reflection on Core Competencies and goal setting are to be outlined and determined by the district or school and integrated into local practice.

Furthermore, which Core Competencies students self-reflect on during the school year are also not mandated. Although goal setting is a natural fit with the Core Competencies, it also does not have to be in relation to them, unless decided on by the student, teacher, school, or district. This flexibility ensures that teachers and students are able to engage in these processes in ways that are most meaningful to them.

Graduation Status Update

The aim of the [graduation status update](#) in Grades 10-12 is to make sure that parents, caregivers, and students have the information they need to ensure that graduation requirements are being met and to make parents and caregivers aware of any areas that require attention.

MyEducationBC will generate a Graduation Status Update for students in grades 10, 11, and 12. Students must be enrolled in the correct Grad Program for the update to print.

Additional information is available in the [Student Scheduling v3.4 user guide](#), available on the myeducationbc.info website.



DISTRICT PRACTICE 5550
REPORTING STUDENT LEARNING

GRADES K-7:

Learning Updates

- Term 1, Term 2: issued on published district reporting dates
- Communication of student learning in all areas of learning in which the student is currently studying, in relation to the learning standards or the individualized learning goals outlined in their IEP, using the Provincial Proficiency Scale
- Feedback describing student strengths, areas for future growth, and opportunities for further development
- Information about student attendance
- Student-generated content, including student self-reflection on the Core Competencies and goal setting

Summary of Learning

- Term 3/Final: issued on published district reporting dates
- A summary of student learning in all areas of learning in which the student has studied during the school year, using the Provincial Proficiency Scale
- Feedback describing student strengths, areas for future growth, and opportunities for further development
- Summary information about student attendance
- Student-generated content, including self-reflection on the Core Competencies and goal setting

Informal Learning Updates

- on or by district published reporting dates
- may be written (paper, electronic), by telephone, or by meeting or conference*
- (Note: there must be a record of the call, meeting etc. in the student cumulative file.)
- format determined by school



DISTRICT PRACTICE 5550
REPORTING STUDENT LEARNING

GRADES 8-9:

Learning Updates

- Term 1, Term 2, and Term 3: issued on published district reporting dates, platform dependent
- Communication of student learning in all areas of learning in which the student is currently studying, in relation to the learning standards or the individualized learning goals outlined in their IEP, using the Provincial Proficiency Scale
- Feedback describing student strengths, areas for future growth, and opportunities for further development
- Information about student attendance
- Student-generated content, including student self-reflection on the Core Competencies and goal setting

Summary of Learning

- Term 2, Term 4/Final: issued on published district reporting dates, platform dependent
- A summary of student learning in all areas of learning in which the student has studied during the school year, using the Provincial Proficiency Scale
- Feedback describing student strengths, areas for future growth, and opportunities for further development
- Summary information about student attendance
- Student-generated content, including self-reflection on the Core Competencies and goal setting

Informal Learning Updates

- on or by district published reporting dates
- may be written (paper, electronic), by telephone, or by meeting or conference*
- (Note: there must be a record of the call, meeting etc. in the student cumulative file.)
- format determined by school



DISTRICT PRACTICE 5550
REPORTING STUDENT LEARNING

GRADES 10-12:

Learning Updates

- Term 1, Term 2, and Term 3: issued on published district reporting dates, platform dependent
- Communication of student learning in all areas of learning in which the student is currently studying, in relation to the learning standards or the individualized learning goals outlined in their IEP, using letter grades and percentages
- Feedback describing student strengths, areas for future growth, and opportunities for further development
- Information about student attendance
- Student-generated content, including student self-reflection on the Core Competencies and goal setting

Summary of Learning

- Term 2, Term 4/Final: issued on published district reporting dates, platform dependent
- A summary of student learning in all areas of learning in which the student has studied during the school year, using letter grades and percentages
- Feedback describing student strengths, areas for future growth, and opportunities for further development
- Summary information about student attendance
- Student-generated content, including self-reflection on the Core Competencies and goal setting
- A graduation status update indicating student progress in relation to graduation program requirements

Informal Learning Updates

- on or by district published reporting dates
- may be written (paper, electronic), by telephone, or by meeting or conference*
- (Note: there must be a record of the call, meeting etc. in the student cumulative file.)
- format determined by school

POLICY 5550 REPORTING STUDENT LEARNING

[K-12 Student Reporting Policy](#)

ADOPTED: DATE

Amended:



DISTRICT PRACTICE 5550 REPORTING STUDENT LEARNING

INCLUSIVE GUIDELINES:

- **All** students are eligible to receive universal assessment supports and can be assessed according to their achievement of grade-level Curricular Competencies.
- **All** students refers to everyone (including those with an IEP, safety plan, or behaviour plan in place). All students can receive universal **Tier 1** assessment supports.
- **Some** students will achieve their grade-level competencies with more targeted assessment supports. Universal and targeted assessment supports do not alter provincial learning standards. Students accessing supports for learning should be assessed in relation to grade-level curricular standards. Teachers are expected to communicate targeted assessment supports when reporting.
- **Some** students refers to students who are experiencing difficulty meeting learning standards (students may or may not have an IEP, safety plan, or behaviour plan in place). These students need additional targeted **Tier 2** assessment supports and are identified through screening and diagnostic tasks or progress monitoring in the classroom setting by the classroom teacher.
- **Few** students will require specific assessment supports and individualized curricular goals, referred to as replacement curricula.
- **Few** students are those who are receiving **Tier 3** supports in addition to Tier 1 and 2 supports. These are students who have complex needs or moderate to profound intellectual disabilities. These students are being assessed in relation to the Individualized learning goals as outlined in their IEP and have been identified by the student's learning team.
- In consultation with the Inclusive Education team, the classroom teacher and the case manager from the School-Based Team, will support the design and communication of curricula. Students working with specific assessment supports may not necessarily be Emerging on the Provincial Proficiency Scale. If with the supports noted in their IEP/AIP they are showing grade-level proficiencies they should be assessed as 'proficient'. Teachers are expected to communicate targeted and specific assessment supports when reporting.



Requirements

Reporting is done for ALL students, including those supported with an IEP (Inclusive Education Plan) or an AIP (Annual Instructional Plan).

- Any instructional practices (targeted and specific) that have been supportive to a student's learning should be stated in the Written Learning Updates and the Summary of Learning within the specific area of learning strength-based comment: ○ Communication of student learning for all students will be at established timelines following the district requirements.
- For students on an IEP/AIP with specific assessment supports, teachers are expected to:
 - Collaborate with the Case Manager to complete/update the IEP for students with a ministry designation;
 - consult with the Case Manager in helping determine the growth and progress of their students on an IEP/AIP in relation to their goals;
 - Consult with the Case Manager to complete *Communicating Student Learning* requirements;
 - The Written Learning Updates and Summary of Learning should contain strength-based comments that follow guidelines;
 - Participate in regular IEP/AIP review with the Case Manager, and when appropriate, with the student and caregivers.

Differentiated assessment supports are design practices that offer students choice in the way they express, represent, or engage with their learning. These supports affect the **why** of learning (engagement), recognize the **what** of learning (representation), and support the **how** of learning (action and expression).



DISTRICT PRACTICE 5550 REPORTING STUDENT LEARNING

Students with Diverse Abilities (all grades)

Where students with diverse abilities are expected to achieve or surpass the learning standards or learning outcomes of their learning program, regular reporting procedures will be used to indicate progress. Where it is determined that a student will be assessed in relation to the individualized learning goals outlined in their IEP, reporting to parents will be in relation to these specific individual goals as they relate to each XSIEP or local programming within which the student may be enrolled. It may not be appropriate to provide letter grades to all students.

A student with an IEP or student learning plan should not be automatically assessed as Emerging or Developing or at a lower letter grade and percentage because they use supports to access and demonstrate their learning. If, with the supports, the student is demonstrating learning in relation to the learning standards, then they should be assigned a scale indicator or letter grade and percentage according to the learning they have demonstrated. The use of supports does not mean they are not adequately meeting the learning standards.

Students on Modified Curricula (all grades)

For students with diverse abilities who are not working toward the learning standards or learning outcomes of the curriculum but rather toward individualized goals or objectives in an IEP, the most appropriate form of reporting for the student should be determined by the student's learning team.
ELL and FLL Students (all grades)

The reporting requirements for English Language Learning (ELL) and French Language Learning (FLL) students who are following the learning standards of the B.C. curriculum for a course, area of learning or grade are the same as for other students.

In alignment with the English Language Learning [Policy Guidelines](#) (2018), Provincial Proficiency Scale indicator or letter grades and percentages are appropriate for ELL and FLL students where, with the appropriate supports, they are capable of meeting the learning standards for a particular area of learning and/or for a Board/Authority Authorized course.

Provincial Proficiency Scale indicator or letter grades and percentages are not appropriate where ELL or FLL students are not yet able to meet the learning standards in some areas of learning because of their level of language proficiency, even with supports. In this case, reports on student learning must contain information describing what the student can do, areas that require further attention or development, and ways of supporting their learning.



DISTRICT PRACTICE 5550
REPORTING STUDENT LEARNING

ELL and FLL Students (all grades)

The reporting requirements for English Language Learning (ELL) and French Language Learning (FLL) students who are following the learning standards of the B.C. curriculum for a course, area of learning or grade are the same as for other students.

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Provincial Proficiency Scale indicator or letter grades and percentages are not appropriate where ELL or FLL students are not yet able to meet the learning standards in some areas of learning because of their level of language proficiency, even with supports. In this case, reports on student learning must contain information describing what the student can do, areas that require further attention or development, and ways of supporting their learning.

DATE: October 3, 2023

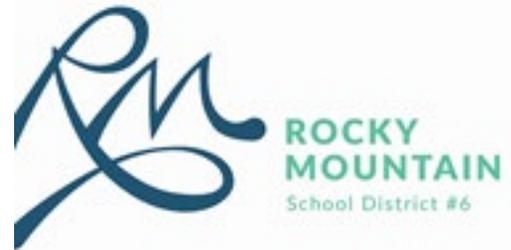
TO: Board of Trustees

FROM: Karen Shipka, Superintendent of Schools

SUBJECT: Feeding Futures Update

ORIGINATOR: Sharon Collin, Director of Instruction

REFERENCE: [Build A School Food Program](#)



PUBLIC BOARD MEETING

ISSUE

That the Board receive an update regarding Feeding Futures initiative.

BACKGROUND

Feeding Futures is an initiative by the Ministry of Education and Child Care to build and expand food programs across British Columbia. Funding provided through this initiative will be used for procurement and purchasing of quality, local, fresh food, the hiring of dedicated staff to coordinate providing meals and snacks to students, and capital purchases to expand kitchen facilities. School districts will work in partnership with the Ministry of Agriculture to build community partnerships with local growers and food producers to include more B.C. food in schools.

CURRENT SITUATION

Feeding Futures funding has allowed us to address the need for dedicated staff to support food and nutrition programming as a foundation of health and well-being. Community Link Student Support Workers, 1 individual working in each zone, are supporting the coordination of school food programs across the district as an extension of current responsibilities. These individuals are working with a designated nutrition lead in each school to plan menus and coordinate the purchasing of food. The nutrition lead, a designated CUPE staff member, either an educational assistant or a youth care worker, will endeavour to connect food programs to classroom initiatives and student well-being.

Through the Fall, Community Link workers have been busy in communities learning more about community partners who may be interested and able to support the growth of school food programs, including organization such as food banks and local food recovery initiatives. In addition, Interior Health and the BC Chapter for Healthy School Food have been working with these staff members to grow networks amongst local producers and vendors.



A survey, of existing food programs across the district, completed by Community Link workers, demonstrated that most elementary schools have a breakfast or snack program currently in place. The goal for primary schools would be to further develop the scope of the program to make it universal, yet efficient within current school operations. Generally, within high schools, well established cafeteria programs are offering low-cost lunch options for students. However, after review, secondary schools will be expanding food programs to include no-cost, universal breakfast options.

Facilities and equipment have been inventoried and considered across all school sites. Common needs that were identified were the increase of counter and cupboard space in several school kitchens, the need for appliances for food storage, preparation and clean up, as well as electrical upgrades in some school spaces. A recent capital grant was received under the School Food Infrastructure Program to support capital costs, including kitchen upgrades at Edgewater Elementary School, Eileen Madson Primary School, Martin Morigeau Elementary and Windermere Elementary School. Despite these recent grants additional need for kitchen upgrades and equipment has been identified and application for continued support through the School Food Infrastructure Program is recommended.

FINANCIAL IMPLICATIONS

The Capital requests are allocated from the Ministry over two years. The District has received approval of \$90,000 for equipment and \$80,000 for kitchen upgrades for 2023/24. The District is requesting additional funds to implement breakfast programs across school communities for \$100,000 for kitchen upgrades and \$80,000 for kitchen equipment for 2024/25. The aggregate capital request should be sufficient to properly equip the schools to deliver the Feeding Futures program.

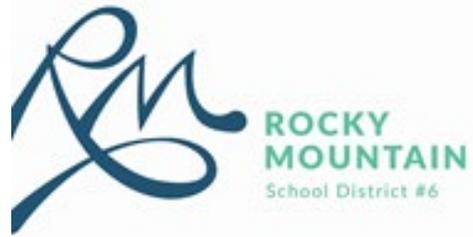
POSSIBLE MOTION

That the Board of Education approve the School Food Infrastructure Program request for 2024/25 in the amount of \$180,000.



REGULAR MEETING: INFORMATION, RECOMMENDATION

DATE: October 10, 2023
TO: Board of Trustees
FROM: Alan Rice, Secretary Treasurer
SUBJECT: Capital Bylaw-Annual Five-Year Capital Plan Submission for 2023/24 (Amendment)



ORIGINATOR: Alan Rice, Al Ure
REFERENCE: SD06_Capital Plans_2023-24_Response Letter_Amendment
Capital Plan Bylaw No 2023-24-CPSD6-02 - Draft

ISSUE

In accordance with Section 143 of the School Act, Boards of Education are required to adopt a single Capital Bylaw for its approved 2023/24 Capital Plan as identified in the Capital Plan Response Letter.

BACKGROUND

Capital funding from the provincial government covers most of the capital costs for site acquisition, new school construction and school additions or renovations. Boards of education submit capital plans that include details on school building priorities in their school districts. The provincial government establishes an overall capital budget for schools based the ministry's capital allocation. Each capital request is analyzed according to specific criteria and available resources are allocated to the highest-priority projects. The capital plan submissions also provide the Ministry with important insight into future year capital priorities, which can be used for longer term government planning and the determination of potential future capital funding requirements for the public education system.

If the Minister of Education approves a capital plan or a capital plan with modifications the board of education will prepare a capital bylaw according to section 143 of the School Act. Boards of Education require a capital bylaw for the following: site acquisitions, expansion program, replacement program, bus acquisition program, seismic mitigation program, building envelope program, school enhancement program, carbon neutral capital program, and playground equipment program.

For 2023/24, access to funds became available under the School Food Infrastructure Program (FIP). These relate to equipment or kitchen upgrades which may be required as part of delivery the Feeding Futures program. The District submitted a request at June 30, 2023.

The Director of Operations and Director of Instruction – Instruction and Learning reviewed the requirements for kitchen upgrades and equipment for each facility in the District. The process will unfold throughout the year and it is anticipated the capital requests for 23/24 and 24/25 will adequately cover the capital costs for each school.

PUBLIC BOARD MEETING



CURRENT SITUATION

As per the amended response letter, below is the list of capital projects which were approved for FIP funding:

- Kitchen Equipment (all schools) – \$90,000
- Kitchen Upgrade (EES, EMPS, MMES, WES) - \$80,000

CONCLUSION

The District received the majority of the requested funding for 2023/24. The District submitted an additional request for 2024/25 which should address the requirements for additional capital improvements related to Feeding Futures.

That the Board of Education of School District No. 06 (Rocky Mountain) consider all three readings of the amendment to the Capital Bylaw.

POSSIBLE MOTIONS

THAT the Board of Education of School District No. 06 (Rocky Mountain) consider all three readings of Capital Plan Bylaw No. 2023/24-CPSD6-02 at this meeting.

THAT the Board of Education of School District No. 6 (Rocky Mountain) approve first reading of the Capital Plan Bylaw No. 2023/24-CPSD6-02 at this meeting.

THAT the Board of Education of School District No. 6 (Rocky Mountain) approve second reading of the Capital Plan Bylaw No. 2023/24-CPSD6-02 at this meeting.

THAT the Board of Education of School District No. 6 (Rocky Mountain) approve third and final reading of the Capital Plan Bylaw No. 2023/24-CPSD6-02 at this meeting.



**SCHOOL DISTRICT NO. 6 (ROCKY MOUNTAIN)
CAPITAL PLAN BYLAW NO. 2023/24-CPSD06-02**

A BYLAW by the Board of Education of School District No. 6 (Rocky Mountain) (hereinafter called the "Board") to adopt a Capital Plan of the Board pursuant to Sections 143 (2) and 144 (1) of the *School Act*, R.S.B.C. 1996, c. 412 as amended from time to time (called the "Act").

WHEREAS in accordance with provisions of the *School Act* the Minister of Education (hereinafter called the "Minister") has approved the Board's Capital Plan.

NOW THEREFORE the Board agrees to the following:

- (a) authorizes the Secretary-Treasurer to execute project agreements related to the expenditures contemplated by the Capital Plan;
- (b) upon approval to proceed, commence the Project and proceed diligently and use its best efforts to complete each Project substantially as directed by the Minister;
- (c) observe and comply with any rule, policy or regulation of the Minister as may be applicable to the Board or the Project(s); and
- (d) maintain proper books of account, and other information and documents with respect to the affairs of the Project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

1. The Capital Plan Bylaw of the Board approved by the Minister that specifies the supported projects in the Ministry's letter of September 15, 2023 from the Annual Five-Year Capital Plan Submission for 2023/24 is hereby adopted.
2. This Bylaw may be cited as School District No. 6 (Rocky Mountain) Capital Plan Bylaw No. 2023/24-CPSD06-02.

Read a first time the 10th day of October, 2023.

Read a second time the 10th day of October, 2023.

Read a third time, passed and adopted the 10th day of October, 2023.

(Corporate Seal)

Board Chairperson

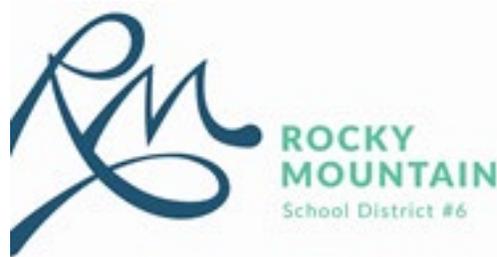
Secretary Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 6 (Rocky Mountain) Capital Plan Bylaw No. 2023/24-CPSD06-02, adopted by the Board the 10th day of October, 2023.

Secretary Treasurer

PUBLIC BOARD MEETING

DATE: October 10, 2023
TO: Board of Trustees
FROM: Karen Shipka, Superintendent of Schools
SUBJECT: 2023-2024 School Fees
ORIGINATOR: Stacey Ursulescu
REFERENCE: [BC School Act S. 82](#)



ISSUE

The Board of Education receive information about school fees.

BACKGROUND

The Board of Education is to receive a report on school fees in May each year.

CURRENT SITUATION

For the last two years, school fees have not been presented in May. The oversight is due to the transition in the Executive Assistant's office. The oversight was identified in September 2023. The Board will receive an update for the 2023-24 school year and will be provided an update again in May 2024 for the 2024-25 school year.

Overall, fees have remained stable or have decreased in some cases as schools have been able to offset costs utilizing school generated funds. Some schools increased fees due to increases in the cost of school supplies.

CONCLUSION

Fees continue to remain low, and in some cases have been eliminated.

KEY MESSAGES

- Schools continue to keep fees at a reasonable cost for families.
- Families experiencing hardship are able to contact the Principal for support.

POSSIBLE MOTION

THAT the Board of Education of School District No. 6 (Rocky Mountain) approve the school fees for the 2023 – 2024 school year as presented at this meeting.



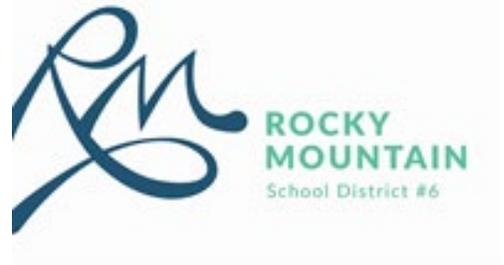
School District No. 6 (Rocky Mountain)
School Fees, Charges & Costs -- 2023-2024

| School | Refundable Book Deposits | Student Activities | Specialty Academy | Musical Instruments | (Optional) Planners | Locks | (Optional) Yearbook | (Optional) School Supplies | NOTES |
|-------------------------|--------------------------|--------------------|-------------------------------|-----------------------------------|---------------------|-----------------|---------------------|---|--|
| Alexander Park | N/A | N/A | | | N/A | N/A | N/A | N/A | No changes |
| David Thompson | N/A | \$15 | | Instrument rental, \$5-\$10/mo. | N/A | \$10 refundable | \$40 | N/A | No changes |
| Edgewater | N/A | N/A | | | Free | N/A | N/A | Gr K-1 \$42; Gr 2-4 \$47.25; Gr 5-6-7 \$50.50 | K \$16 increase; Gr. 1 \$6 increase; Gr. 2 \$11.25; Gr. 3 \$18.25 increase; Gr. 4 \$13.75 increase; Gr. 5 9.50 increase; Gr. 6 \$4.50 decrease; Gr. 7 \$6.50 decrease. Fee increases/decreases dependent on teachers' requests for supplies. |
| Eileen Madson | N/A | N/A | | | See note | N/A | N/A | K \$0; 1-3 \$30; 3 \$35 | K - \$25 fee reduction; Gr. 1-2 - \$10 fee increase; Gr. 3 - \$5 increase; Planner fee is included in Gr 1-3 fees. |
| Golden Alternate School | N/A | N/A | | | N/A | N/A | N/A | N/A | No change |
| Golden | N/A | \$10 | Outdoor Ed Academy \$850-1200 | Instrument rental, \$10/mo. | N/A | \$10 refundable | \$40 | N/A | Outdoor education \$100-450 increase due to cost of guides, certification, and activities; \$5 increase for yearbook |
| J. Alfred Laird | N/A | N/A | N/A | \$80 ukulele purchase if required | N/A | \$10.00 | N/A | 4-7 \$50 includes planner | Hockey is no longer a program at Laird; Seesaw has replaced planners; \$10 locks; Gr. 4-7 \$5 decrease |

| | | | | | | | | | |
|--------------------------------|-----|------|--|--|------|-----------------------------|-----|--|---|
| Kimberley Alternate School | N/A | \$20 | | | N/A | N/A | N/A | N/A | The yearbook fee has been removed because the alternate schools are not producing their own. If a student would want a yearbook, it would be through SSS. |
| Lady Grey | N/A | N/A | | | Free | N/A | N/A | N/A | Student planners are being paid by PAC |
| Lindsay Park | N/A | N/A | | | N/A | N/A | N/A | K-3 \$50 | No change |
| Martin Morigeau | N/A | N/A | | | N/A | N/A | N/A | K and Families in Need \$0; Gr. 1-7 \$25 | K - \$40 fee reduction; Gr. 1-7 - \$15 fee reduction. |
| Marysville | N/A | N/A | | | N/A | N/A | N/A | K \$0; 1-3 \$50 | K- \$40 fee reduction; no increase for Gr. 1-3 |
| McKim | N/A | N/A | | Gr. 6 and Gr. 7 in a 6/7 blended class - Instrument rental, \$75/yr. | N/A | Grade 7 only - \$7 optional | N/A | \$50 per student | \$5 increase for instrument rental. |
| Nicholson | N/A | N/A | | | N/A | N/A | N/A | N/A | No change |
| Open Doors | N/A | N/A | | | N/A | N/A | N/A | N/A | No change |
| Rocky Mountain Online Learning | N/A | N/A | | | N/A | N/A | N/A | N/A | No Changes |

| | | | | | | | | | |
|------------|-----|------|---|---------------------------------|------------------|------------------|------|---|---|
| Selkirk | N/A | \$20 | Hockey: Gr.8-9 \$100 x 5 months; Gr. 10-12 \$100 x 7 months; Volleyball: \$70 x 5 months | Instrument rental, \$100/yr. | N/A | \$10 optional | \$40 | N/A | \$3 increase in locks and \$5 increase for yearbook |
| Windermere | N/A | N/A | | | Cost Recovery | N/A | N/A | K-\$30; 1-3 \$35; 4-5 \$40; 6-7 \$45 | Same fees as 2022-23 however last year saw a k \$15 increase; Gr. 1-3 \$10 increase; Gr. 4-5 \$10 increase; Gr. 6- 7 \$5 increase. Fee increases dued to increase cost from suppliers. |

DATE: October 10, 2023
TO: Board of Trustees
FROM: Alan Rice, Secretary Treasurer
SUBJECT: Budget Utilization Summary – September 30, 2023
ORIGINATOR: Alan Rice
REFERENCE: Budget Utilization Summary – September 30, 2023



PUBLIC BOARD MEETING

ISSUE

That the Board of Education receive a report on year-to-date operating expenditures compared to budget and prior year data as information.

BACKGROUND

This report is to provide the Board with information concerning fluctuations in operating expenditures on a monthly basis.

CURRENT SITUATION

Instruction: increase of approximately \$818,000 from prior year attributable to increase in salaries and benefits. Actual amounts are in line with budget with a variance of 0.23% above estimated for the current year.

Administration: increase of approximately \$72,000 from prior year which is attributable to increases to salaries and benefits. Actual amounts are greater than budgeted with a variance of 5.52% above estimated. The majority of the Districts licenses, due and fees are due on July 1 of each year. Therefore, the variance is anticipated to fall in line with budgeted as the year progresses.

Operations and Maintenance: increase of approximately \$343,000 from prior year. Primarily attributable to increases in salaries and benefits. Actual amounts are in line with budget with a variance of 0.65% below estimated.

Transportation and Housing: increase of approximately \$102,000 from prior year. Primarily attributable to salaries and benefits. Actual amounts are in line with budget at 2.78% below estimated.



PUBLIC BOARD MEETING

CONCLUSION

Expenditures to date are above budget by 0.22% and greater than the prior year by \$1,336,000 for the same timeframe. The operating variance of actual to budget for year-to-date is considered reasonable.

RECOMMENDATION

Continue to monitor on a monthly basis.

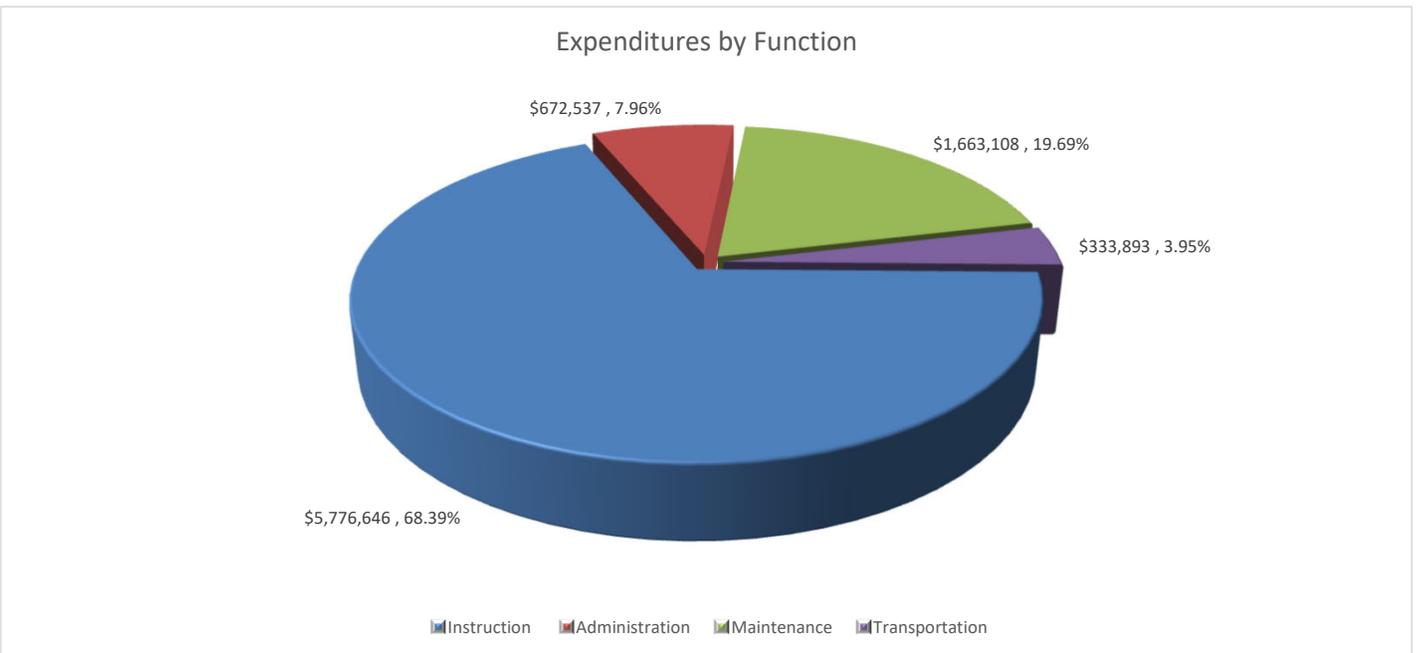
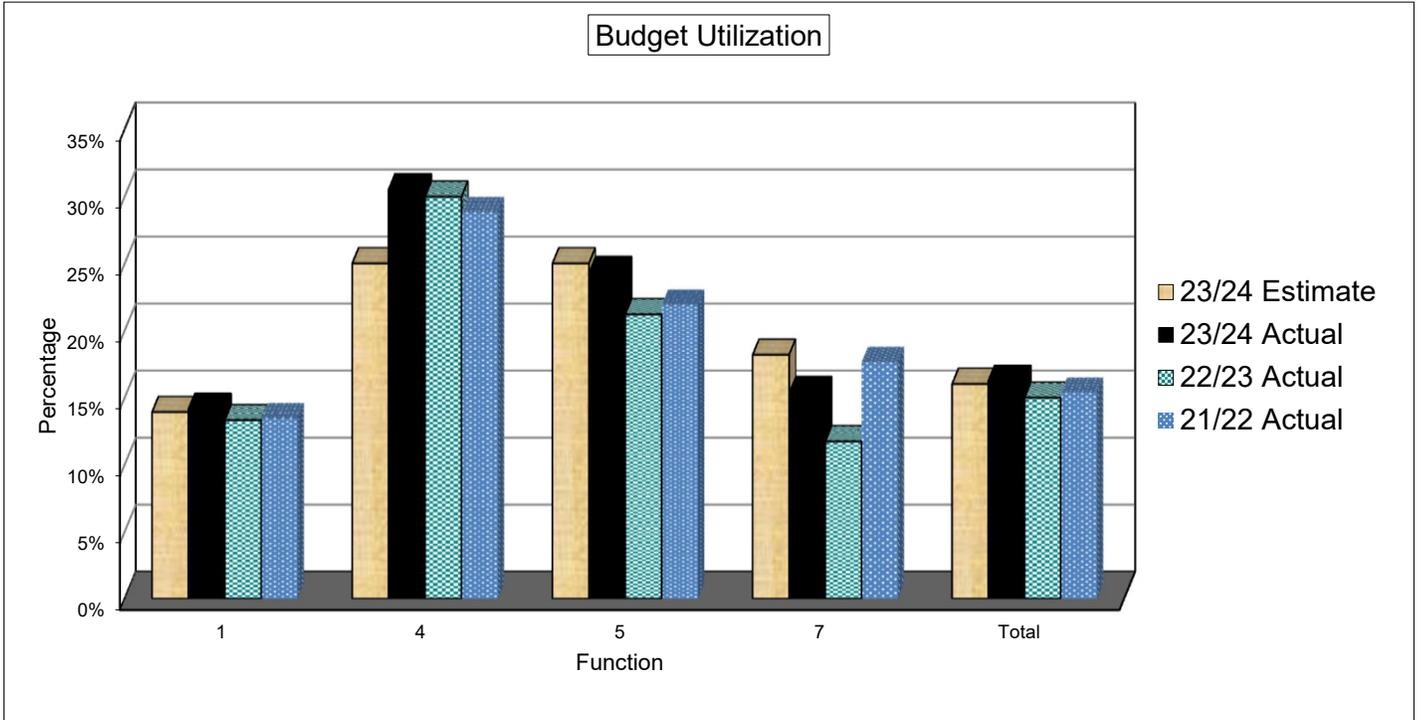
STRATEGIC ALIGNMNET

Resource allocation for student success, budget monitoring and financial stewardship.

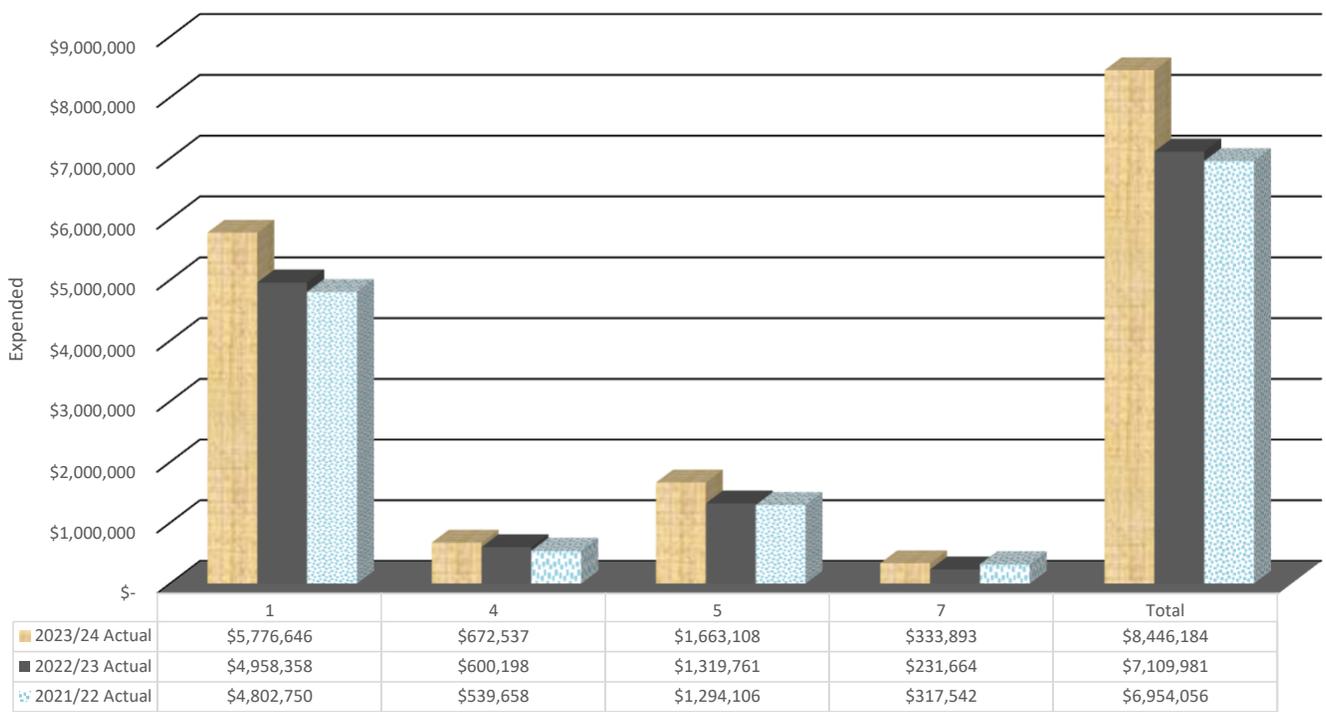


**ROCKY MOUNTAIN SCHOOL DISTRICT
BUDGET UTILIZATION SUMMARY
9/30/2023**

| <u>FUNCTION</u> | <u>#</u> | <u>MONTHS</u> | <u>BUDGET</u> | <u>2023/24 EXPENDED</u> | <u>ACTUAL</u> | <u>ESTIMATE</u> | <u>2022/23 ACTUAL</u> |
|-----------------|----------|---------------|----------------------|-----------------------------|---------------|-----------------|---------------------------|
| Instruction | 1 | 10 | \$ 40,847,924 | \$ 5,776,646 | 14.14% | 13.91% | 13.31% |
| Administration | 4 | 12 | \$ 2,203,253 | \$ 672,537 | 30.52% | 25.00% | 29.98% |
| Maintenance | 5 | 12 | \$ 6,829,274 | \$ 1,663,108 | 24.35% | 25.00% | 21.20% |
| Transportation | 7 | 11 | \$ 2,167,853 | \$ 333,893 | 15.40% | 18.18% | 11.73% |
| Total | | | \$ 52,048,304 | \$ 8,446,184 | 16.23% | 16.01% | 14.98% |



3 Year Actual Expenditure Comparison





DATE: October 12, 2023
TO: Board of Trustees
FROM: Karen Shipka, Superintendent of Schools
SUBJECT: Enrollment Report

ORIGINATOR: Trent Dolgopol, Director of Instruction

REFERENCES: [School and Student Data Collection Order \(School Act, Sections 81 and 168 \(2\)\)](#), data from MyED Student Information System

ISSUE

That the Board of Education receive the Student Enrollment report as information.

BACKGROUND

The 1701 enrollment and programming report data is obtained from MyEdBC at the end of September each year. Student enrollment and programming on September 29 is the basis for determining school district funding from the Ministry of Education and Child Care.

The School and Student Data Collection Order (School Act, Sections 81 and 168 (2)) states:

- A board must collect and submit to the minister, in the manner and form and at the times required by the Ministry of Education, information respecting:
 - each school operated by the board;
 - enrolment, registration and achievement of:
 - each student enrolled in an educational program provided by the board;
 - each child registered with a school or distributed learning school operated by the board;
 - each child who participates in an early learning program, and;
 - employees of the board.

The 1701 report is pulled on September 29 each year and then districts go through a validation process to ensure accuracy. Final numbers are submitted to the Ministry on October 6, 2023.

PUBLIC BOARD MEETING



PUBLIC BOARD MEETING

CURRENT SITUATION

The student enrollment count is based on the students who were registered and accounted for on September 29.

The table in Appendix A shows student enrollment on September 29, 2023. The enrollment data indicates a decrease of 5 students from 3,548 in 2022 to 3,543.

The 1701 tracks International students as of September 29, 2023, although the funding is not impacted by this report. International student enrollment is anticipated to decline this year and the Director of RMISP will provide an update on the International Program at the November Board meeting when firm enrolment is available.

FINANCIAL IMPLICATIONS

A decrease in overall enrollment will result in a decrease in the Ministry Operating Grant allocation. International Education student revenue will also be reduced, and adaptations will be made to ensure a break-even position for the International Education Program.

CONCLUSION

It is important that student enrollment information be up to date and accurate as it directly impacts funding. The District will continue to adjust enrollment projections to accurately forecast budgets and plan for staffing needs annually.

KEY MESSAGES

- Enrollment in SD6 is relatively stable with marginal increases or decreases each year.
- Projections made in the spring allow schools to staff positions in preparation for the fall.
- The September 30 report allows the district to make final staffing decisions based on actual student count which is the foundation funding from the Ministry of Education and Child Care.



Appendix A
SD 6 Rocky Mountain Student Enrollment
 Oct. 4 - 2023

| | 2023-2024 | Difference From Prev Year | 2022-2023 | 2021-2022 | 2020-2021 |
|-----------------------------------|-------------|---------------------------------|-------------|-------------|-------------|
| Kimberley | | | | | |
| Kimberley Alternate School | 24 | -3 | 27 | 24 | 24 |
| Lindsay Park Elementary School | 168 | -11 | 179 | 160 | 163 |
| Marysville Elementary School | 184 | 20 | 164 | 175 | 172 |
| McKim Middle School | 400 | -12 | 412 | 426 | 414 |
| Selkirk Secondary School | 510 | 10 | 500 | 493 | 458 |
| Kimberley Total | 1286 | 4 | 1282 | 1278 | 1231 |
| Invermere/Windermere | | | | | |
| David Thompson Secondary School | 492 | 12 | 480 | 440 | 425 |
| Edgewater Elementary School | 124 | -2 | 126 | 124 | 132 |
| Eileen Madson Elementary School | 203 | -22 | 225 | 227 | 213 |
| Invermere Open Doors School | 29 | -2 | 31 | 35 | 30 |
| J. Alfred Laird Elementary School | 234 | -13 | 247 | 243 | 230 |
| Martin Morigeau Elementary School | 69 | -3 | 72 | 70 | 70 |
| Windermere Elementary School | 164 | 12 | 152 | 150 | 132 |
| Invermere/Windermere Total | 1315 | -18 | 1333 | 1289 | 1232 |
| Golden | | | | | |
| Alexander Park Elementary School | 190 | -18 | 208 | 219 | 190 |
| Golden Alternate School | 15 | -2 | 17 | 20 | 9 |
| Golden Secondary School | 334 | 15 | 319 | 298 | 265 |
| Lady Grey Elementary School | 237 | 10 | 227 | 227 | 233 |
| Nicholson Elementary School | 85 | -15 | 100 | 102 | 91 |
| Golden Total | 861 | -10 | 871 | 866 | 788 |
| Rocky Mountain Online Learning | 80 | 19 | 61 | 83 | 73 |
| Continuing Education | 1 | 0 | 1 | 1 | 1 |
| Sub-Total | 3543 | -5 | 3548 | 3517 | 3325 |
| International Students | 61 | -22 | 83 | 83 | 17 |
| Fee Paying | 1 | 0 | 1 | 3 | |
| District Total | 3605 | -27 | 3632 | 3603 | 3342 |
| Home School Enrollment | 11 | 0 | 11 | 25 | 19 |

DATE: October 10, 2023

TO: Board of Trustees

FROM: Karen Shipka, Superintendent of Schools

SUBJECT: Mental Health in Schools Strategy Update

ORIGINATOR: Sharon Collin, Director of Instruction

REFERENCE: RMSD Mental Health in Schools Strategy (attached)
[Mental Health Data Review](#)



PUBLIC BOARD MEETING

ISSUE

That the Board will receive an update on the implementation of the RMSD Mental Health in Schools Strategy.

BACKGROUND

District staff continue to be concerned about data reported on the Ministry of Education Student Learning Survey, as well as data received from the Middle Years Development Instrument (MDI) and Youth Development Instrument (YDI) which describe mental and physical well-being of students.

The implementation of a Mental Health in Schools Strategy in all district schools, beginning in the 2023-24 school year, endeavours to provide timely, adequate, and appropriate support for children and youth to foster positive mental health, well-being, and healthy development. Considering the approaches of Compassionate Systems Leadership, RMSD will build upon 3 core elements: Social Emotional Learning and Instruction, Mental Health Literacy and Systems of Support.

CURRENT SITUATION

Compassionate Systems Leadership within RMSD will continue to develop as systems leaders receive training in the application of Compassionate Systems in creating positive change. Compassionate Systems Leadership harnesses action to understand yourself better (personal mastery), communicate with others in a thoughtful and generative way, and how to connect people within a system.



PUBLIC BOARD MEETING

Social Emotional Learning (SEL) is a key component of mental health promotion. SEL helps foster interpersonal skills that are vital for school, work and life success, such as cooperation, conflict resolution, self-awareness and self-control. Classroom teachers from K – 8 will participate in a one-day professional development opportunity to enhance their understanding of social emotional learning instruction and a social and emotional learning framework. The *MindUp* curriculum will be used as a foundational resource to teach the skills, knowledge and attitudes children need to regulate their stress and emotion, form positive relationships, and act with kindness and compassion.

The goal of positive mental health awareness, core element two, is to help staff and students understand mental health, and the tools and strategies that strengthen mental well-being. A comprehensive school health approach, in partnership with Interior Health, encourages healthy lifestyle choices and recognizes that schools can impact healthy behaviour over time. Through the implementation of preventative health programs on topic such as healthy eating and substance use will address the influence of the broader determinants of mental health. *Preventure*, an evidence-based substance use prevention program will be implemented across grade 7 classrooms beginning this school year.

Schools are recognized as the most appropriate environment for universal mental health promotion, as well as early recognition of mental health challenges. As such, all grade ten students and all school staff will take part in *Learn Mental Health Literacy* presented by the University of British Columbia, gaining understanding of mental health, mental illness, and related issues in young people.

Lastly, although we recognize that schools play a key role in building resilience and supporting the mental health of children, within core element three, Systems of Support, RMSD will actively engage community partners to ensure students are able to access services and more intensive support for mental health as needed. Connections with Foundry Centre East Kootenay and Child and Youth Mental Health serve as two examples.

FINANCIAL IMPLICATIONS

RMSD acknowledges the financial support of the Province of British Columbia through the Ministry of Education and Child, in the amount of \$55, 000, to support the Mental Health in Schools Strategy. RMSD also commits to Healthy Schools BC (HSBC), a partnership between the ministries of Health and Education and Child Care to effectively implement healthy school initiatives within the Comprehensive School Health (CSH) framework. Healthy Schools grants within RMSD total \$29 584 this fiscal year.

CONCLUSION

RMSD will continue to work with students, staff, and parents to evaluate and inform mental health priorities within the core elements of the Mental Health in School Strategy.





ROCKY MOUNTAIN SCHOOL DISTRICT NO. 6

MENTAL HEALTH IN SCHOOLS STRATEGY

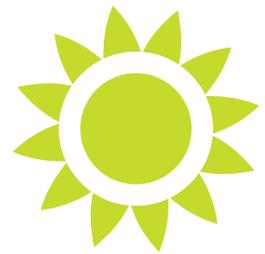
Background Information

Within the Mental Health in Schools Strategy (2020) the British Columbia Education System is identified by the Ministry of Education and Child Care as the foundation in the provincial system of mental well-being, or positive mental health. In Rocky Mountain School District (RMSD) we recognize schools as playing a lead role in supporting the mental health of children and youth in schools through mental health promotion, and as watchful intervenors guiding individuals in distress along a pathway to care. RMSD strives to reduce the stigma surrounding mental illness and supports students and families in accessing appropriate care.

Mental Health Defined

“Mental Health is defined as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.”

World Health Organization http://www.who.int/features/factfiles/mental_health/en/



Mental Illness Defined

Mental illnesses are characterized by alterations in thinking, mood or behaviour associated with significant distress and impaired functioning. Examples of specific mental illnesses include:

- Anxiety disorders
- Mood disorders eg. depression
- Eating disorders
- Psychotic disorders e.g. schizophrenia
- Personality disorders
- Gambling disorder
- Substance-related disorders

Public Health Agency <http://www.phac-aspc.gc.ca/cd-mc/mi-mm/index-eng.php>



Foundation: Compassionate Learning Community

In RMSD we recognize wellbeing is a shared responsibility throughout the organization. Through individual and collaborative action employees work together to promote health and well-being for all. Students learn best in a safe and encouraging environment where adults understand and care about themselves and others. Compassionate Systems Leadership in education guides children, youth and adults through supportive relationships and creative opportunities leading to student success.



Objectives:

- Encourage, empower and nurture employees through meaningful professional learning, mentoring and networking opportunities, and leadership development to grow their understanding of a trauma informed compassionate learning community.
- Foster a stigma free culture that encourages self-care and mutual support for well-being amongst colleagues across the School District.
- Introduce all educators to *MindUP for Educators: The Science and Practice of Self-Care and Mindful Teaching* to learn, reflect, and develop strategies to help manage stress and support mental well-being.

| Actions | Anchor Resources |
|--|---|
| Encourage Compassionate Systems Leadership Network, comprised of professionals from all levels of the organization, to, where possible, identify and implement systemic actions that can support staff well-being. | erace – Compassionate Systems Leadership |
| Well at Work Champions present in each school and each department to promote staff health and wellness programs and initiatives. | EdCan Well at Work Community of Practice |
| Professional development offered to all educators on the topic of Well-Being and Mindful Teaching. | MindUP for Educators: Well-being and Mindful Teaching: Part 1 MindUP for Educators: Well-being and Mindful Teaching: Part II |

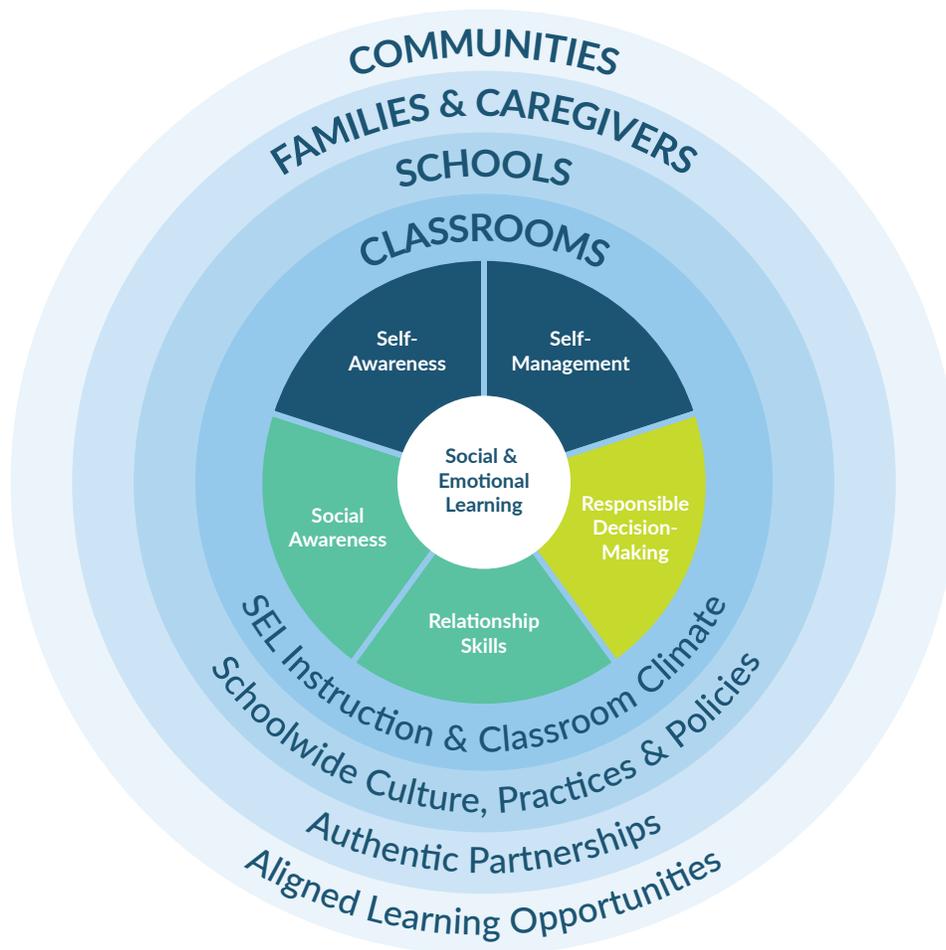
Mental health promotion in RMSD is built upon three core elements:

1. Social Emotional Learning – schools, along with families and communities, have a role to play in teaching students the knowledge, skills and attitudes they need to navigate the world independently.
2. Mental Health Literacy – the knowledge held by individuals to care for their own mental well-being, or to support the well-being of others. Mental health literacy seeks to identify the risk factors and signs of mental health challenges and invite conversation, reducing the stigma around the topic of mental health and the benefits of seeking support.
3. Systems of Support – when a child, youth or adult is in distress, schools play an important role in supporting an individual along the pathway to care within collaborative and integrated support services.



Core Element 1: Social Emotional Learning (SEL)

SEL is the set of competencies that students develop to understand and manage emotions, set and achieve goals, show empathy for others, maintain positive relationships, and make responsible decisions.



The Collaborative for Academic, Social and Emotional Learning (CASEL, 2020) addresses 5 broad categories of skills that enhance psychological and academic outcomes within classrooms, school, families, and community. These include:



Self-Awareness: The ability to understand one’s own emotions, thoughts, and values and how they influence behaviour across contexts.

Self-Management: The ability to manage one’s emotions, thoughts, and behaviours effectively in different situations and to achieve goals and aspirations.

Social Awareness: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures & contexts.

Relationship Skills: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

Responsible Decision-Making: The ability to make caring and constructive choices about personal behaviour and social interactions across diverse situations. (CASEL, 2020)

Children who participate in SEL instruction are shown to have improved classroom behaviour, an increased ability to manage stress and depression, and improved academic achievement (Durlak et. al, 2011). Additionally, teachers who provide regular, predictable instruction in social emotional skills can expect to realize a correlated benefit to their individual well-being (Schonert-Reichl, Whitehead & Baelan, 2023).

Objectives:

- Implement explicit, systematic instruction in social emotional learning as a universal mental health promotion strategy to build resilience in all children.
- Teachers will develop competence in providing instruction and assessing social emotional skills.

| Actions | Anchor Resources |
|--|--|
| Adopt SEL Framework articulating the developmental continuum of Social Emotional Skills for students Pre-K to grade 12. | RMSD Social Emotional Framework |
| Train teachers and other staff in social emotional skill instruction using anchor resources. | BC Educators MindUp for Life The MindUp Curriculum: Brain-Focused Strategies for Learning -and Living Everyday Anxiety Strategies for Educators (EASE) |
| Liaison with Indigenous partners to ensure social emotional learning and mental health supports are culturally safe and responsive to local community. | |



Core Element 2: Mental Health Literacy

Teachers are responsible for contributing to the growth and development of children and youth in their care, including the mental health of students. The goal of positive mental health awareness is to help students and staff understand mental health, and the tools and strategies that strengthen mental well-being. A comprehensive school health approach encourages healthy lifestyle choices and recognizes that schools can impact healthy behaviour over time.

Mental illness most often begins in adolescence, yet people who work with youth daily do not recognize and understand mental illness and how it impacts young people in a school setting. When students experience challenge, supportive adults will recognize distress and provide information and resources to students when they need them. Improved understanding of wellbeing can decrease stigma of mental illness and reduce barriers to treatment.

In a recent national survey 70% of Canadian teachers identified a need for more knowledge about mental health and illness (CTF, 2020). RMSD will seek to equip teachers with the knowledge and resources that they need to support all members of our school communities. Teachers will develop a common language and understanding of mental health.

Youth, as friends and peers, are often the first responders to young people who are experiencing a mental health challenge. Mental Health Literacy instruction for students will improve their health and well-being, their understanding of stress and how to manage, as well as grow their personal capacity to seek mental health support for themselves or in support of a peer.

Mental Health Literacy is not only addressed in Physical and Health Education. The K-12 Curriculum identifies Personal and Social Core Competencies. These competencies, related to mental wellness, are embedded across learning environments.

| Actions | Anchor Resources |
|---|---|
| All staff will be provided with the opportunity to participate in <i>Learn Mental Health Literacy</i> , presented by the University of British Columbia. | LEARN - Professional Development & Community Engagement (ubc.ca) |
| In collaboration with Interior Health, coordinate initiatives across RMSD to teach that healthy choices influence, and are influenced by our physical, emotional and mental well-being. | BCPHE Curricular Learning Standards related to Personal Health and Safety (K-10) Health Promoting Schools (Interior Health) Healthy Schools BC wellbeing.ca |
| Liaison with Indigenous partners to ensure social emotional learning and mental health supports are culturally safe and responsive to local community. | Scope and Sequence of BCPHE Curricular Learning Standards Related to Personal Health and Safety (K-10). Mental Health Literacy (High School) |
| Coordinated initiatives across RMSD to support consent in healthy relationships and the reduction of gender-based violence. | Scope and Sequence of BCPHE Curricular Learning Standards Related to Personal Health and Safety (K -10). Scope and Sequence of consent education for all RMSD high school students in grades 11 and 12. BC Ministry of Education and Child Care erase – Gender-Based Violence |
| Identify helpful resources for youth supporting youth with well-being and access to care when in distress. | Mental Health Literacy Student Mental Health Toolkit erase Reporting Tool Balancing Our Minds – Mental Health Toolkit for Youth by Youth |

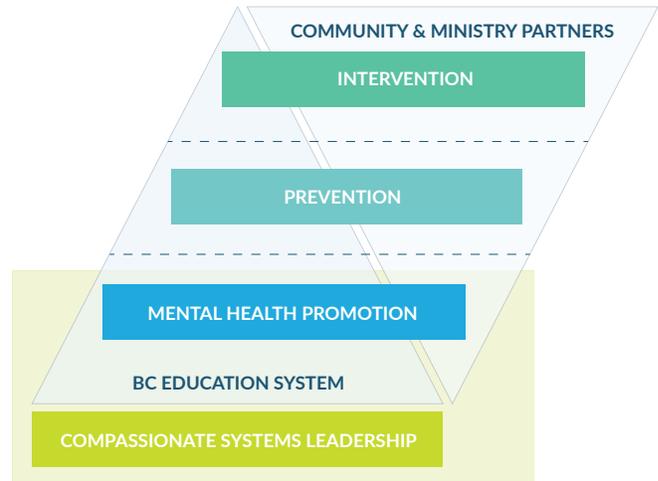
Core Element 3: Systems of Support

The Ministry of Education recognizes schools as playing a key role in building resilience and supporting the mental health of children and youth. Schools collaborate across Ministries and through community to support a student in distress along a pathway to care.

RMSD will actively engage with community partners to promote school connectedness and the capacity of staff to harness protective factors for all students. As a trauma informed District, staff in RMSD will endeavour to understand the complex issues facing students and support safety, choice, and control to promote healing.

Objectives:

- Continuous networking, coordination, and collaboration between RMSD staff and community partners to build capacity to ensure students access services and more intensive support as needed.
- Active promotion of student and family resources offered across government Ministries for individuals seeking care.
- Work with students and families to evaluate and inform mental health priorities and evaluate and measure system improvements.



MENTAL HEALTH IN SCHOOL STRATEGY, MOECC, 2020



| Actions | Anchor Resources |
|---|---|
| Intentional design of safe, caring and stigma free learning environments. | Stigma Free Society Continuum of Student Supports in each RMSD school. |
| Implementation of Community Care Teams to cooperatively address the needs of children, youth and families who require support for mental health and wellbeing and to consider community collaboration in the provision of care. | Community Resource Guides available in communities across the District. |
| Develop student knowledge of community support services. | Student Health and Well-Being tab on District website to feature student resources. erase Report It Tool |
| Support parent knowledge of community support services. | Student Health and Well-Being tab on District website to feature student resources. erase Report It Tool |
| Build relationships between multi-disciplinary partners to intervene when there is a concern in regard to school safety. | Community Violence Threat Risk Assessment Protocol Guide for B.C. erase: School Safety |



Anchor Resources

Anchor resources provide all supportive adults within RMSD with the foundational knowledge they need to support health and well-being. Additional or supplementary learning is always encouraged.

| Social Emotional Learning |
|---|
| MindUp RMSD Social Emotional Framework <i>(In Development)</i> |
| Mental Health Literacy |
| UBC Mental Health Literacy (Grade 8 – 10) Mental Health Curriculum Guide (8-10) Mental Health Curriculum Guide (Grade 6 – 8) <i>(In development)</i> |
| Comprehensive School Health |
| Healthy Schools BC |
| Professional Development Resources |
| Anchor Resource (Teacher): <i>Using the SEL Framework to Support Behaviour Intervention Planning. (In development)</i> Anchor Resource (Administrator): <i>Using Mind Up as A Social Emotional Learning Program</i> available to administrators. Anchor Resource (Teacher): <i>The MindUp Curriculum: Brain-Focused Strategies for Learning-and Living.</i> |



Additional Resources Staff

[UBC Social & Emotional Learning Resource Finder](#)

[Heart-Mind Online](#)

[Everyday Anxiety Strategies for Educators \(EASE\)](#)

References:

CASEL (2020).

BC Ministry of Education and Child Care. (2020). [Mental Health in Schools \(MHIS\) strategy.](#)

Canadian Teacher's Federation. (2020). [Teacher Mental Health Check-in survey.](#)

Schonert-Reichl, K., Whitehead, J. & Baelen, R. [Implementing a Mindfulness-Based Social and Emotional Learning Program with Early Adolescents During COVID: Lessons from the Field.](#)



PUBLIC BOARD MEETING

DATE: October 12, 20223

TO: Board of Trustees

FROM: Karen Shipka, Superintendent of Schools

SUBJECT: District Principals and Vice Principals Update

ORIGINATOR: Steve Wyer, Assistant Superintendent

REFERENCES: [Video of Communities of Practice Advertisement](#)



ISSUE

The Board of Education will receive information related to the initiatives of the District Principal and Vice Principal team.

BACKGROUND

During the 2020-2021 school year the Senior Management Team developed an operational plan to address the most important priorities for the Board of Education as expressed in the District Strategic Plan. The plan included an additional organizational level – District Vice Principal – to support and multiply outcomes in key areas of the plan: literacy, numeracy, Equity and Inclusion for our learners with diverse abilities and for our learners who are Indigenous. Darren Danyluk returned to fill the Literacy Principal position and the Ministry of Education and Child Care supported the addition of a District Principal for Early Learning.

At strategically important points of the year, aligned with the operational plans of the District, the Board will receive updates on key initiatives of this leadership group.

CURRENT SITUATION

As the Board enters into a new four-year strategic cycle, the work of this leadership group will be key to a number of objectives:

- Aligning assessment structures with the new BC Learning Pathways in Literacy and Numeracy
- Supporting the district to meet obligations under the BC Tripartite Education Agreement, the Declaration of the Rights of Indigenous Peoples' Act, and developing local education agreements with Indigenous Peoples.
- Advancing the district's mental health goals
- Ensuring families and students are successfully transitioning into kindergarten
- Providing much needed opportunities for students to participate in pre-kindergarten social experiences through JustB4 programs
- Advancing the construction of two child care centres supported by the new spaces fund.



PUBLIC BOARD MEETING

The updated roles for each person are below. Please see the work of the individual District Principals and Vice Principals (DPVP) outlined below.

Darren Danyluk - District Principal for Literacy

Kristin Insull – District Vice Principal for Numeracy

Kari Mason – District Vice Principal for Student Learning Services

Glenn Goslin – District Principal for Early Learning

Jenna Jasek – District Vice Principal for Indigenous Education and Equity

Key Projects

Darren Danyluk - District Principal (literacy)

- Implementation of the new reporting order practice across the district
- Training and implementation of the new Performance Based Literacy Assessment
- Leading Aspiring Leaders
- Data design and communication to school-based principals for all assessment
- FSA district lead for Fall implementation

Kristin Insull – District Vice Principal (numeracy)

- Full implementation of the 8/9 numeracy assessment this Fall
- Leading district work on Growing Innovations for Rural Sites as well as Indigenous Story Work in Numeracy through UBC
- Convening a group of numeracy leads grades 4-7 to design plans for growing capacity across schools
- Supporting Principals’ instructional leadership in shifting of classroom practice to the BC Learning Pathways for numeracy

Kari Mason – District Vice Principal (student support services)

- Working with PVP and Learning Services Teachers to implement a new IEP based on student competencies and not deficiencies.
- Reviewing category designations for diverse needs students to meet 1701 funding requirements
- Supporting student transitions at the beginning of the year
- Ongoing support in developing effective School Based Teams models
- Implementation of the district Student Mental Health strategy

Glenn Goslin – District Principal (early learning)

- Ensuring completion of the CHEQ survey in all schools with Kindergarten
- Conducting professional learning for K-3 schools in August and September on the Early Learning Framework and Play Today.
- Supporting reporting and assessment strategies in the Early Learning Framework with teacher’s assessment and reporting and the new reporting order
- Liaising with partner groups such as Columbia Basin for Literacy, Early Care Providers, The Golden Food Bank, and Infant and Child Development



PUBLIC BOARD MEETING

Jenna Jasek – District Vice Principal (Indigenous education and equity)

- Supporting Principals with performance reviews for Indigenous Education Support Workers
- Liaising with local rightsholders and district partners
- Leading professional development like the Blanket Exercise and Smudging Ceremonies
- Preparing the nominal role and the Indigenous funding enrolments for September funding deadlines
- Designing the District plan for the BC Tripartite Education commitment on transportation and seeking Band approvals.

Community Learning Sessions

The District Principals and Vice Principals have joined forces to cultivate professional learning communities of practice in each of the communities. (See video link above.) All DPVP travel to the communities for after school dinner sessions with teachers that connect numeracy learning, connection to the land, and Indigenous content. These professional learning sessions are voluntary and focus on teacher requests to learn more about integrating Indigenous content into plans for learning as well as the request to learn about ways to teach numeracy that align with expectations of the BC curriculum. These sessions incorporate other themes such as differentiation of learning and adapting for the early years. The overall impact is yet to be seen, but the team is collecting feedback from these sessions and will be able to report more throughout the year. So far, the feedback is positive. Each community will have 4 sessions this year. Based on evidence of success, this learning program may be extended in the upcoming year.

CONCLUSION

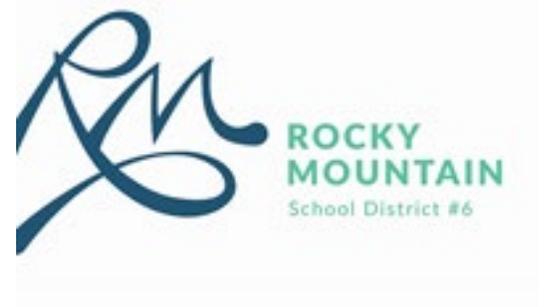
The District Learning Team is instrumental in advancing the learning agenda in the district. In addition to key projects, each of them is routinely in schools working to support teachers and principals in the areas of specialty with daily needs and requests. However, they find time to collaborate and overlap their projects. None of them operate in isolation and the team has built strong working relationships. This report highlights some of the main operational strategies of each member of the team.

KEY MESSAGES

The DPVP Leadership Team

- provide just in time learning for both teachers and school based leaders
- work collaboratively to weave their expertise into meaningful learning connected to the land, advancing priority 4 Stewardship of the Future
- provide expertise in assessment which provides teachers and leaders with accurate information to target learning for students
- provide expertise in key areas that support the district strategic plan





DATE: October, 10, 2023
TO: Board of Trustees
FROM: Karen Shipka, Superintendent of Schools
SUBJECT: Early Learning and Child Care Update
ORIGINATOR: Crystal MacLeod
REFERENCE: District Early Learning and Child Care Annual Report 2022-2023

PUBLIC BOARD MEETING

ISSUE

Rocky Mountain School District continues to support the early learning and child care portfolio and the attached annual report highlights some of the work that occurred across the district last year in these areas.

BACKGROUND

In 2021, the board approved the creation of a District Vice Principal of Early Learning in response to the announcement that education and child care were coming together to form the new Ministry of Education and Child Care.

In 2022 this new Ministry announced funding for an Early Learning and Child Care lead in each district and again, the board expressed interest in accessing this funding and created the Director of Instruction, Early Learning and Child Care position.

CURRENT SITUATION

The Director of Instruction and District Principal continue to foster and deepen relationships with early years providers and schools in support of children and families across the district.

FINANCIAL IMPLICATIONS

Rocky Mountain School District receives funding from the Ministry of Education and Child Care for several early learning and child care projects as outlined in the attached report.

CONCLUSION

Moving forward, the Early Learning and Child Care Annual Report will be updated each year in the summer and presented to the board in the fa





ROCKY MOUNTAIN SCHOOL DISTRICT

EARLY LEARNING & CHILD CARE ANNUAL REPORT 2022-2023



Land Acknowledgment Rocky Mountain School District No. 6 is honoured and grateful to be able to work, learn, and grow on the traditional unceded territories of the Secwépemc and the Ktunaxa Peoples and the chosen home of the Métis People of British Columbia.

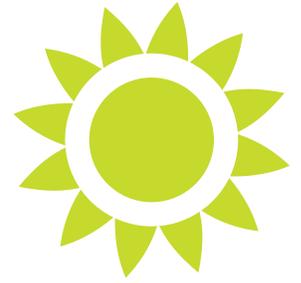
TABLE OF CONTENTS

| | |
|---|--------------|
| Introduction and Funding | 2 |
| Ministerial Initiatives | 3-8 |
| Ready, Set, Learn (RSL) | 3-4 |
| StrongStart (SS) | 5 |
| Strengthening Early Years to Kindergarten Transition (SEY2KT) | 6 |
| Changing Results for Young Children (CR4YC) | 7 |
| JUSTB4 Program | 8 |
| District Initiatives | 9-14 |
| Early Learning Framework (ELF) | 9-10 |
| Kindergarten-Early Childhood Educator Collaboration (K-ECE) | 11 |
| Early Childhood Educator (ECE) Dual Credit Program | 12 |
| After-School Programs | 13 |
| New Spaces Fund (NSF) | 14 |
| Surveys | 15-16 |
| Childhood Experiences Questionnaire (CHEQ) | 15 |
| Early Development Instrument (EDi) | 16 |



INTRODUCTION

In May 2021, Rocky Mountain School District No. 6 (SD6) created a District Vice-Principal of Early Learning role with a portfolio focused on early learning and building relationships with childcare providers. In 2022, the new Ministry of Education and Child Care was announced and SD6 accessed Ministry funding to add a Director of Instruction, Early Learning and Child Care position. This has allowed SD6 to form an Early Learning and Child Care (ELCC) team made up of the Director of Instruction, Early Learning and Child Care and the District Principal of Early Learning.



This document will highlight some of the projects and initiatives facilitated by the ELCC team in 2022-2023 and will detail the team's plans for 2023-2024.

FUNDING 2023-2024

The Ministry of Education and Child Care (MOECC) will continue to support ELCC work through a variety of funds found in the Early Learning Funding Agreement. For SD6 these include:

- Early Learning Programs, Projects & Pilots
 - StrongStart BC (SSBC) Early Learning Centres and SSBC Outreach Programs
 - Ready, Set, Learn (RSL) Program
 - Changing Results for Young Learners (CR4YC) Project
 - Strengthening Early Years to Kindergarten Transitions (SEY2KT) Project
 - JUSTB4 (JB4) Pilot
- Capacity Building
 - District Early Learning and Child Care Lead

It is important to note that even though the Ministry has eliminated funding this year to support the implementation of the Early Learning Framework (ELF), the ELCC team will continue to move this important work forward in SD6.



READY, SET, LEARN (RSL)

What is Ready, Set, Learn?

Ready, Set, Learn events are funded by the Ministry of Education and Child Care and provide preschool children (birth to five years of age) and their families with information about free programs and services that are available to them prior to entering school. These events are embedded in community and foster positive connections between families, the school system, and local community agencies. SD6 works with community services to put on these events and sits shoulder-to-shoulder with early years partners.

What is Currently Happening?

The 2022-23 CHEQ results from across SD6 show that 69% of families did not use any programs or supports for children from three years of age to kindergarten. Of these families, 21% indicated that a barrier to accessing preschool programs was that they did not know about them while 18% stated that the cost was a barrier.

The Ready, Set, Learn events in SD6 are aimed at building more awareness of the wide variety of free programs and services available for families. In the 2022-2023 school year SD6 coordinated seven RSL events.

Here is a list of the events:

Golden Area

Skybridge – September 2022

- Eight (8) program and service providers
- 24 families and one daycare (34 children, 37 adults)

Parson – January 2023

- Four (4) program and service providers
- 10 families (14 children and 11 adults)
- First RSL event for 8 of the 10 families

Nicholson – May 2023

- Five (5) program and service providers
- 15 families (20 adults and 19 children)
- First RSL event for 13 of the 15 families



Kimberley Area

Blarhmont Early Learning Centre – January 2023

- 16 program and service providers
- 19 families (28 children and 27 adults)
- First RSL event for 14 of 19 families

Blarhmont Early Learning Centre – June 2023

- 19 program and service providers
- 50 families (64 adults and 72 children)
- First RSL event for 21 of the 50 families.

Columbia Valley Area

Radium Public Library – January 2023

- Six (6) program and service providers
- 7 families (11 children, 9 adults)
- First RSL event for 6 of the 7 families

Pothole Park in Invermere – May 2023

- 10 program and service providers
- 45+ families (75 children, 58 adults)
- First RSL event for 38 of 45 families

Actions for the 2023 – 2024 School Year

SD6 will continue to offer several RSL events and will aim to create concrete dates in each community that will remain the same from year-to-year in order to make these events predictable and consistent for families and service providers.

Read more about RSL [here](#).



STRONGSTART (SS)

What is StrongStart?

StrongStart BC is a program that provides rich learning environments designed for early learning development for young children (birth to five years old) and their caregivers.

The overall learning experience is shared as parents and caregivers attend with their children and are encouraged to get involved in activities like telling stories, playing games that focus on developing language, physical, cognitive, social, and emotional skills. Qualified early childhood educators lead learning activities where children find opportunities to make friends and interact with others of similar ages.

Additionally, StrongStart provides caregivers information about community services and programs and supports them in making valuable connections with their child and other caregivers.

What is Currently Happening?

In the 2022-2023 school year, StrongStart expanded to Nicholson Elementary School and Windermere Elementary School. StrongStart programming is now available for families in every K-3 and K-7 school. CBAL (Columbia Basin Alliance for Literacy) holds the third-party contract for running StrongStart within SD6 and is a valued partner.

While StrongStart facilitators are not SD6 employees, the School District involves facilitators in professional learning that takes place throughout the school year, and they actively participate in projects like Changing Results for Young Children (CR4YC) and the K-ECE Collaboration.

Actions for the 2023 – 2024 School Year

StrongStart will continue to operate in all SD6 K-schools and the StrongStart schedule for each community can be found on the Early Learning and Child Care SD6 webpage.

StrongStart facilitators, alongside JUSTB4 staff, will participate in organized professional development on all SD6 non-instructional days. This learning will be facilitated by the ELCC team and will be focused on the Early Learning Framework.

Read more about SS [here](#).





STRENGTHENING EARLY YEARS TO KINDERGARTEN TRANSITIONS (SEY2KT)

What is Strengthening Early Years to Kindergarten Transitions (SEY2KT)?

SEY2KT is a Ministry of Education and Child Care initiative that focuses on building strong, meaningful relationships between the education and early years sectors through collaborative dialogue. Using the Compassionate Systems Leadership (CSL) approach, SEY2KT groups engage in CSL tools like collective visioning and creating generative social fields in order to work towards providing a seamless transition for children and families from early years into kindergarten.

What is Currently Happening?

SEY2KT is based in the Columbia Valley. This year the SEY2KT participants included:

- SD6 employees including District Principals and Vice-Principals, a school principal, and a teacher
- Representatives from CBAL, Family Dynamix, Shuswap Band, and Interior Health

Representatives from the ?Akisq'nuk First Nation and the Métis Nation were also invited but were unable to attend.

The SEY2KT group focused on promoting and supporting the Ready, Set, Learn events in the Columbia Valley and worked to build stronger connections between service providers, the School District, and families. The group participated in all the Ministry's province-wide morning sessions and then worked in the afternoon on our local Columbia Valley context.

Actions for the 2023 – 2024 School Year

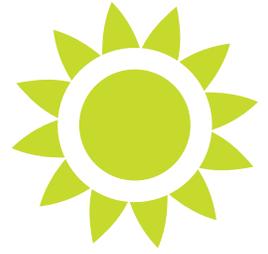
In 2023-24, SEY2KT will expand the group to include more representatives from other community programs and services in order to gain new perspectives. The focus will continue to be on developing creative ways to further engage and support preschool children and families within the Columbia Valley as they transition from early years into school.



Read more about SEY2KT [here](#).



CHANGING RESULTS FOR YOUNG CHILDREN (CR4YC)



What is Changing Results for Young Children (CR4YC)?

CR4YC is a Ministry of Education and Child Care funded project that brings together community based ECE workers, StrongStart facilitators, and Kindergarten teachers. CR4YC is focused on the social and emotional well-being of children and how ECEs and Kindergarten teachers can work together to share ideas and collaborate using the Early Learning Framework. By building relationships between early years and schools through collaboration and inquiry, CR4YC seeks to improve outcomes for children.

What is Currently Happening?

In the 2022-2023 school year, CR4YC was expanded from one group in the Kimberley community to include a second group in the Columbia Valley. Participants in each community reported significant positive change for individual students. They also noticed improvement in their classroom environment overall and their understanding of the Early Learning Framework including social/emotional learning.

Actions for the 2023 – 2024 School Year

CR4YC will continue in the Columbia Valley and in Kimberley. The focus will remain on the ELF and social emotional learning outcomes for children.



“This child is feeling connected and supported with his learning. He has a calmer presence and able to transition from one activity to the next more easily with excitement.”

“He is beginning to understand that it is ok to have big emotions, to make mistakes and that he can still turn his day around. He continues to work towards using positive language towards himself and seeing his personal strengths!”



Read more about CR4YC [here](#).



JUSTB4 PILOT PROGRAM

What is JUSTB4?

JUSTB4 is a Ministry of Education and Child Care provincial pilot project and is specifically designed to provide early learning experiences for children in the year prior to entering kindergarten. JUSTB4 is a licensed preschool program that is facilitated by a certified Early Childhood Educator and a certified Early Childhood Educator Assistant.

The focus of JUSTB4 is on utilizing the BC Early Learning Framework and taking a whole-child approach to teaching and learning. Children play an active role in guiding the learning through play-based activities and social interactions. JUSTB4 prioritizes the social and emotional well-being of children by building a sense of curiosity and wonder about the world around them and celebrating each of their individual gifts. By maintaining a close connection with primary schools throughout the year, JUSTB4 allows for a seamless transition into kindergarten for children, their families, and the school.

Current Actions

A JUSTB4 program began operating out of the StrongStart room in the Blarhmont Early Learning Centre in February 2023 with ten students registered. JUSTB4 was tremendously successful in providing an independent early childhood experience for children who, without this program, would not have had an opportunity to gain important social skills prior to starting kindergarten.

Actions for 2023-24 School Year

During the upcoming school year, the JUSTB4 program will continue at the Blarhmont Early Learning Center and will increase enrollment.

Read more about CR4YC [here](#).



Pillowcase race led by Liz Dowling, ECE and JUSTB4 Manager.

EARLY LEARNING FRAMEWORK (ELF)



What is the Early Learning Framework (ELF)?

ELF is a guide and support for educators in early childhood and primary grades. The ELF establishes a vision for respectfully living and learning with children from birth to eight years of age. The ELF focuses on building play-based learning environments and incorporates elements of the redesigned curriculum such as the Core Competencies and the First Peoples Principles of Learning allowing for consistency as children transition from early learning into school.

What is Currently Happening?

The 2022-2023 school year was the first time SD6 actively and purposefully took a district-wide approach to implementing the ELF. This was a priority area within the 2022-2023 Annual Operational Plan under the goal of Success For Each Student. This goal involved creating a multi-year plan that began with a Community of Practice for K-3 and K-7 principals during the 2022-2023 school year.

This Community of Practice engaged in three learning sessions focusing on play, pedagogical narration, and critical reflection. Other District Principals and Vice-Principals were invited to participate in these sessions as the ELF touches on all their portfolios. These learning sessions resulted in building a stronger understanding of the facets of the ELF for administrators enabling them to recognize and lead this work in their schools moving forward.



Word Cloud generated to highlight school-based administrators' thoughts on play in the initial learning session.



Word Cloud generated to highlight school-based administrators' thoughts on play after the second learning session.





District and school-based administrators practicing integration of play and the pedagogical narration cycle.

Presentations were done at staff meetings in all eight schools that include K-3 classes by the District Principal of Early Learning to promote and support implementing the ELF. Additionally, work was done one-on-one with many teachers to incorporate more play into classrooms and to gain a better understanding of how pedagogical narration can be used as a regular part of teaching, learning, and reporting.

Actions for the 2023 – 2024 School Year

Implementing the Early Learning Framework continues to be a priority for SD6 as laid out in the 2023-24 Operational Plan. Focus for the upcoming year will be to continue supporting administrators in leading this work and to create a Community of Practice for Grade 2-3 teachers.



Read more about the ELF [here](#).



KINDERGARTEN – EARLY CHILDHOOD EDUCATOR (K-ECE) COLLABORATION

What is the Kindergarten – Early Childhood Educator Collaboration (K-ECE)?

The K-ECE Collaboration is a project that is unique to SD6. Educators from childcare facilities and kindergarten teachers are provided with release time to observe and interact in each other’s classrooms.

The goals of the K-ECE collaboration are to build understanding about what teaching and learning looks like in both environments, to spark conversation and collaboration, to gain respect and appreciation for the work that is done by ECEs and K-teachers, and to ease the transition into kindergarten for children.

What is Currently Happening?

The K-ECE collaboration has been successful with participants representing every kindergarten school and eight childcare programs. Participants complete a framework during each of their three visits and submit these to the District Principal of Early Learning. Dinner meetings were held three times in each of the communities of SD6 bringing participants together to deepen their connection, debrief their visits, and plan next steps.

Actions for the 2023 – 2024 School Year

The K-ECE Collaboration will continue and it will expand to include new childcare programs. The focus of the visits will be on the ELF and dinner meetings will provide time to co-plan lessons between the K-teacher and the ECE. Additionally, optional professional development will be offered around the ELF at these meetings.

Similar Ideas Transition Supporting
Relationships New Understanding
Communication
 Finding **Connection**
 Discussions Practices Supporting-transition

A word cloud of responses to what teachers and ECE’s gained from the K-ECE Collaboration

“It’s made it more enjoyable, and we have more time for fun. Instead of having to worry about things I “think” the teachers want the children to be able to do - I know what we should focus on and we do.” – *A quote from an ECE that participated in the Collaboration*



EARLY CHILDHOOD EDUCATOR (ECE) DUAL CREDIT

What is the ECE Dual Credit Program?

The ECE Dual Credit Program is a partnership between SD6, SD5, SD8 and the College of the Rockies that was formed in 2021. All costs associated with this program (tuition, textbooks, technology, etc.) are fully covered by the Ministry of Education and Child Care.

The ECE Dual Credit Program allows Grade 12 students to take four courses toward an ECE certificate through the College of the Rockies in their second semester. These four courses provide students with high school credits and College of the Rockies credits. Upon successful completion of these courses, students are eligible to apply to become a certified Early Childhood Educator Assistant (ECEA) through the ECE Registry and can work in licensed childcare facilities. ECE Dual Credit students also get priority registration to continue their ECE courses the following September at College of the Rockies and can be fully certified ECEs by the following summer.

What is Currently Happening?

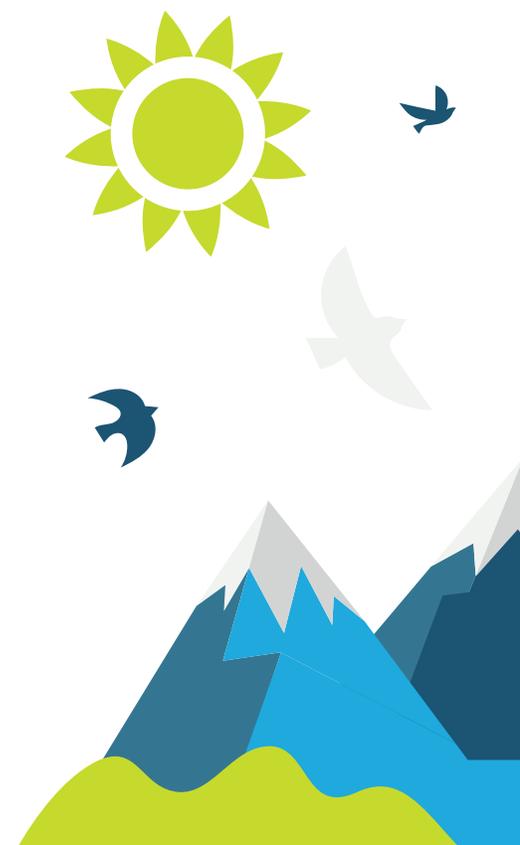
The ECE Dual Credit Program has a three-year financial commitment from the Ministry that began in the 2021-2022 school year. In the 2022-2023 school year, SD6 had five students complete the ECE Dual Credit Program. Three of those students have already begun working in local childcare facilities and two students have committed to pursuing their full ECE certification.

Actions for the 2023 – 2024 School Year

The 2023-2024 school year will be the last year of this pilot project and the ELCC team has already done several presentations in all three high schools throughout the past school year to promote this opportunity. The ELCC team will connect with high schools in the fall and continue to actively recruit and support Grade 12 students to begin this program in February 2024.



Read more about the ECE Dual Credit Program [here](#).



AFTER-SCHOOL PROGRAMS

What are After-School Programs?

In the summer of 2022, SD6 began working in partnership with third-party providers to licence after-school care programs in five primary/elementary schools. While SD6 does not operate these programs, the School District is in a formal partnership with third-party by providing space within schools and enabling families to access convenient child care in their child's school.



What is Currently Happening?

SD6 has formal partnerships with three third-party providers and after-school programs are currently operating in five schools with a sixth location licensed. We have provided after-school care for over 100 children and families in SD6 in the 2022-2023 school year and look to increase that number in the coming year.

All but one location offers full-day care on non-instructional days, winter break, and spring break. Additionally, two locations offered summer programs in 2023.

These include:

- Edgewater Elementary School – Windermere Valley Child Care Society
- Eileen Madson Primary School – Windermere Valley Child Care Society
- Windermere Elementary School – Eva Joseph Early Learning and Cultural Society.
- Marysville Elementary School – Summit Community Services Society
- Lindsay Park Elementary School – Summit Community Services Society
- McKim Middle School – Summit Community Services Society successfully licensed McKim in November 2022 but did not have enough students registered to open the program at that time. Summit Community Services has opened registration at McKim Middle School for the 2023-24 school year and will operate subject to demand.

The ELCC team would like to acknowledge that the success of these programs is in no small part due to the flexibility of the SD6 Operations Department staff, principals, and school-based staff.

Actions for the 2023 – 2024 School Year

Partnerships will continue and programs will be operating in the 2023-2024 school year.

SD6 continues to work with Golden Community Resources Society to help secure staffing to operate an after-school program at Alexander Park Elementary School.

Read more about after-school programs [here](#).



NEW SPACES FUND

What is the New Spaces Fund?

The ChildCareBC New Spaces Fund provides funding to create new licensed childcare spaces in an effort to help families access affordable, quality, and inclusive child care. The Board of Education approved the submission of an application to build on the grounds at Marysville Elementary School, which was submitted in August of 2022, and one for the grounds at Eileen Madson Primary School, which was submitted in January of 2023.



What is Currently Happening?

Currently, SD6 has received approval for both New Spaces Fund applications.

- In Kimberley, the New Spaces Fund project will be built at Marysville Elementary School and will be operated in partnership with Summit Community Services Society. Conceptual construction plans have been developed by MQN Architects based out of Vernon, BC and the development package is being prepared for the City of Kimberley.
- In Invermere, the New Spaces Fund project will be built on the property behind Eileen Madson Primary School and will be operated in partnership with Windermere Valley Child Care Society.

The ELCC team has created an FAQ related to child care in SD6 and the New Spaces Fund on the Early Learning webpage www.sd6.bc.ca/early-learning/child-care

Actions for the 2023 – 2024 School Year

Further steps will be taken to further the development of the Marysville and Eileen Madson projects over the 2023-24 school year. Both facilities are projecting to be open in the fall of 2024.



Groundbreaking event at Marysville Elementary School with Minister of State for Child Care, Grace Lore.

Read more about NSF builds in SD6 [here](#).





CHILDHOOD EXPERIENCES QUESTIONNAIRE (CHEQ)

What is the Childhood Experiences Questionnaire?

The CHEQ is facilitated by the Human Early Learning Partnership, a collaborative research centre that hopes to contribute to improving conditions that promote an equitable start in life for all children and their families (<https://earlylearning.ubc.ca/monitoring-system/cheq/cheq-overview/>). The CHEQ was first piloted in 2018 and SD6 has participated since its inception. The Childhood Experiences Questionnaire (CHEQ) gathers important information about children’s experiences prior to entering kindergarten from the perspective of the child’s caregivers.

Children’s development in their early years is highly influenced by their experiences in their home and community. The CHEQ collects information that schools and communities can use to support children and families and ensure a solid foundation for healthy development and well-being.

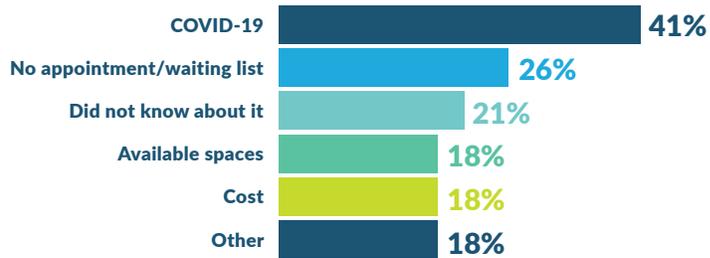
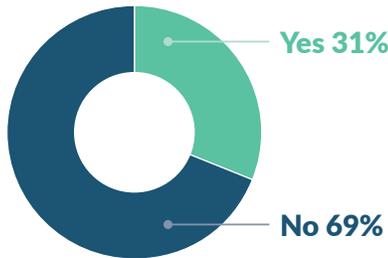
What is Currently Happening?

In the 2022-2023 school year, SD6 gathered information from 91.1% of the kindergarten students across the school district. Through the support of the ELCC team, schools have built a strong understanding of how the information that is contained within the CHEQ is valuable and how it can be used to better understand our youngest students who are new to the school system.

Schools in each community have come together with a team of staff to discuss what their CHEQ data tells them and how this information can guide and influence teaching and learning within their classrooms. Additionally, the CHEQ data is shared with early years partners as one way to better understand when/how/why families are or are not accessing their preschool programs and services.

3 YEARS TO KINDERGARTEN

Answered: 208



CHEQ Data indicates that 69% of families entering Kindergarten do not use community programs and supports. Understanding that this is because many do not know about them helps to guide our work (i.e., focus on Ready, Set, Learn Events).

Actions for the 2023 – 2024 School Year

SD6 will continue to participate in the CHEQ and principals have already set out plans to collect this data during their kindergarten gradual entry. With the ELCC team’s support, each of the three communities will again be gathering to review the CHEQ data and develop plans that are informed by their school and community data. Throughout the 2023-24 school year, there will be further follow up by the ELCC team to support these plans and some schools have CHEQ data included in their School Success Plans.

Beginning in the 2023-2024 school year, the CHEQ will now come at a cost to SD6 due to changes in HELP’s funding model.

Read more about CHEQ [here](#).

EARLY YEARS DEVELOPMENT INSTRUMENT (EDi)

What is the Early Years Development Instrument (EDi)?

Like CHEQ, the EDi is facilitated by the Human Early Learning Partnership. The Early Development Instrument (EDi) is a questionnaire completed by kindergarten teachers for the students in their classrooms during the month of February.

The EDi is part of a larger scope of instruments that support understanding students' well-being and development. SD6 participates in some of these other instruments including the CHEQ (Childhood Experiences Questionnaire) and the MDi (Middle Years Development Questionnaire).

The EDi gathers information around five core areas of early childhood development – physical health and well-being, social competence, emotional maturity, language and cognitive development, communication skills, and general knowledge. EDi data is collected in three-year waves and because of the size of our school district, SD6 participates in two of those three waves.

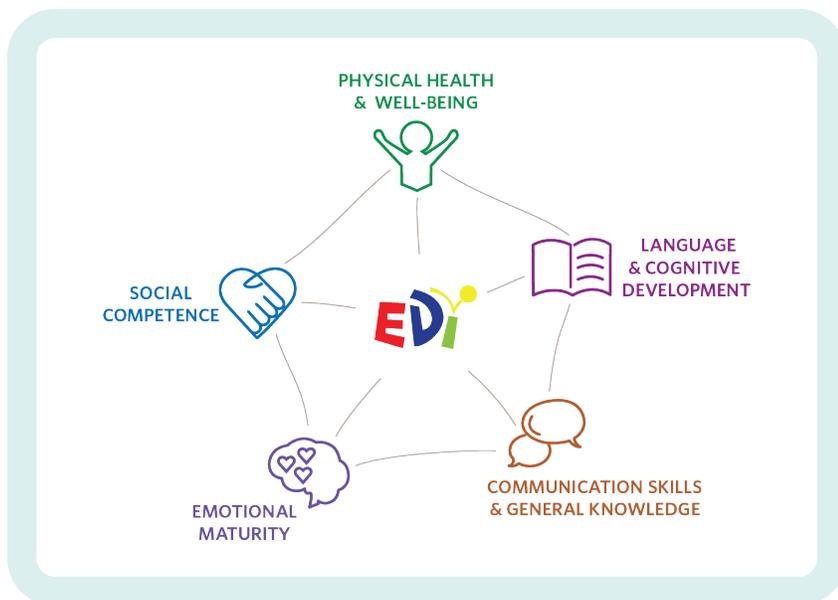
What is Currently Happening?

The 2022-2023 year is the first year of a new wave and EDi changed from a three-year wave collection cycle to a four-year cycle. SD 6 teachers participated in this first-round of Wave 8 data collection and we received the reports in June. The ELCC team is currently reviewing this data and will be sharing it with schools and early years partners in the fall.

Actions for the 2023 – 2024 School Year

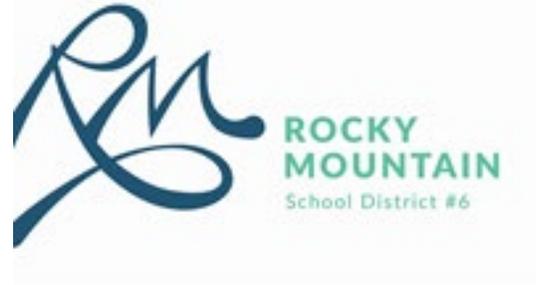
SD6 will be in a non-collection year but we will continue to look at the data gathered from 2023 to discern how to better understand and support students going forward.

Read more about the EDi [here](#).



PUBLIC BOARD MEETING

DATE: October 10, 2023
TO: Board of Trustees
FROM: Karen Shipka, Superintendent of Schools
SUBJECT: Golden Secondary School Health Hub
ORIGINATOR: Karen Shipka, Superintendent of Schools
REFERENCE: Golden Secondary Health Hub Report – In Trustee Package



ISSUE

The Board of Education receive an information update on the Golden Secondary School Health Hub pilot project.

BACKGROUND

The Golden Secondary Health Hub pilot project ran for a full school year in 2022-2023 in partnership with four physicians from the Golden Medical Clinic. These physicians used existing counseling office space to provide private health appointments to students at GSS. Physicians are not billing for this service. Rather, they are paid hourly by Interior Health for time they spend at the hub. In 2022-2023 the physicians saw students for appointments on Thursday mornings. Appointments include consultation but do not include pelvic or other physical exams requiring privacy and specialized equipment. The hub program grew to include counselling appointments from Justin Telfer at the Golden Family Center and John Denham from Child and Youth Mental Health. Program leads received positive feedback and did not receive any negative feedback on the program.

CURRENT SITUATION

Mike Archibald, VP at GSS, has prepared a report for the Board of Education detailing the feedback and activities of the health hub in 2022-2023. The team demonstrates positive support for running this program again in the 2023-2024 school year. Appointment frequency has increased to the point where doctors are seeing a high volume of students. This is indicated in the usage data from the report. Additionally, the space within which the doctors and counselors work, will be painted and equipped with some added furniture items to improve the overall experience in the year going forward.

IMPLICATIONS

- Financial: Minimal – paint and furniture for the offices.
- Enhanced equity for rural students and access to health care
- Potential for harm reduction
- Improved relationships with community partners
- Students who are not seen in the clinic, present at the health hub
- Health care conversations in classrooms and unstructured spaces – lunch and chat



PUBLIC BOARD MEETING

CONCLUSION

The Health Hub at GSS has been a successful endeavour as measured against priorities of inclusion, equity, and relationship building. These are all priorities or values of the school district. Based on the report presented by the principal team at GSS, there is justification for the program to continue. The existing counseling offices will be refreshed with paint and furniture to create a welcoming reception area and exam rooms.





GOLDEN SECONDARY SCHOOL HEALTH HUB

**A report to the Rocky Mountain
School District Board of Education**

School District #6

Invermere, B.C.

September 8, 2023

Compiled by

Mike Archibald

Vice-Principal

Golden Secondary School

Golden, B.C.



GOLDEN SECONDARY SCHOOL HEALTH HUB OVERVIEW

In April of 2022, Dr. Jessica Chiles of Golden approached the GSS administration to investigate the possibility of setting up a weekly clinic for the students at Golden Secondary school. The intention was to utilize existing space at GSS on a weekly basis which would allow students to make appointments or drop in to have a 30-minute confidential appointment with a local physician.

Beginning as a trial project, it was agreed that Golden Secondary School would provide an existing office space for the physicians to use as their clinic area. A license of occupation was created by SD6 Secretary Treasurer, Alan Rice, between RMSD 6 and Physicians of Golden.

Initial take-up by students was minimal as was expected. However, by June of 2022, enough appointments had been scheduled for us to begin to see the value that the weekly clinics were having in providing support to individual students. It was agreed upon by both parties that the clinic would continue for the 2022/23 school year on a trial basis.

As well as the physicians of Golden, local counsellors were also invited to set up appointments at the same time. Justin Telfer, clinical counsellor with East Kootenay Addiction Services Society for the Golden area, along with Jon Denham, child and youth mental health clinician with the BC Ministry of Children and Families, and Ken Thompson, counsellor with the Golden Family Center, all attended Thursday mornings to meet with students who had either made appointments or dropped in to see them. Each counsellor was given a separate space to meet with students, which proved challenging due to the limited spaces that were available. Physicians were provided space in the GSS counselling office.

Appointments and Confidentiality

At the outset of the health hub, Microsoft Forms was used for students to book appointments by scanning a QR code with their phones. This proved problematic for multiple reasons as the program did not meet all the requirements for ease of bookings. Another program, Acuity:Scheduling, has since been put in place. This program allows for multiple bookings at the same time and increases the level of confidentiality. Physicians and counsellors receive an email when an appointment is booked for them. The only other person with access to the bookings is the Vice-Principal, Mike Archibald. Once a student makes an appointment utilizing the same QR code method, they receive an email and will also receive a follow-up email reminding them just prior to their appointment time.

QR codes are placed strategically around the school in hallways, as well as washrooms, and a link is also available on the GSS website for students to book appointments.

Students at GSS were given instructions on how to use the QR codes to book appointments. They were also notified that parental permission is not required for children over the age of 12 to book an appointment with a physician or counsellor. This was also communicated to parents and guardians through email and newsletters. We have received no negative feedback from parents and much appreciation for offering these services to our students.



GSS HEALTH HUB

GSS now offers confidential appointments with a local doctor or counsellor.

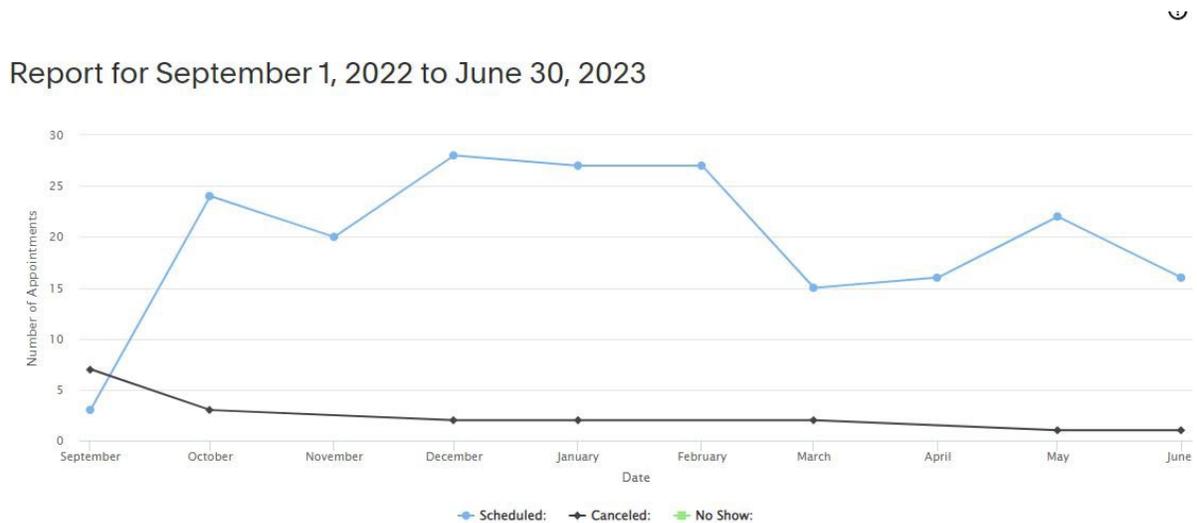
Parental permission is NOT required to book an appointment.

Appointments will take place in the GSS counselling offices and room 4 on Thursday mornings in 30 minute blocks.

To sign up, scan the QR code on this form and select the type of appointment you require.

It should be noted that neither the Golden physicians nor community counsellors bill for their hours at GSS. It is done on a voluntary basis and the physicians rotate themselves on a weekly basis. Students can book an appointment with a specific physician should they wish. The schedule for physician visits is posted outside the counseling office so students will know when a particular physician will be available.

The following shows the total number of appointments per month for counselling and physician services. (Data provided by Acuity Scheduling)



Feedback and Assessment

In June of 2023, the parties involved met to debrief and evaluate the success of the GSS Health Hub pilot project. Initial reaction was that the hub provided a much-needed level of support for a wide variety of students. Feedback from students included their appreciation of being able to access health related services within the school environment. Several students who live in area A outside of Golden commented on how convenient it was to access a health specialist at the school compared to trying to access the same service at local clinics.

Justin Telfer, addictions counsellor for EKASS, provided the following observations:

- Overall, it feels worthwhile and is working well as it builds momentum.
- I feel like the consistency of the day and time is key for students and referring staff. Thursdays worked great for me.
- The dedicated space is an improvement.
- The booking system is probably a 7/10 with greater confidentiality bumping it up to a 10/10.
- Stats – I'm not sure but my guess is probably 80-90% full. The online scheduling likely doesn't reflect this as many students became regular and consistent clients that would drop in at a regular time without prebooking.
- Referrals – one from Ron Ainslie (GSS Counsellor), 4 from Scout (IESW) and 6 from Dana (IESW), 2 from doctors, 6 self-referrals.
- Interestingly the referrals were mainly substance use affected and building readiness for trauma work. I'm not sure if the teacher training on trauma informed practice supported these referrals it is hard to tease out a self-referral that might have been a suggestion, but it was just interesting to note. One vaping reduction referral and 2 concurrent disorders ADD/autism and substance dependence.
- Some drop ins and two referrals were acute crisis responses and once the youth was supported through the crisis they were not interested in continuing preventative or relapse prevention treatments. This is obviously hit and miss for Thursdays and there are some complications for support workers and school staff in building awareness around crisis response services vs. ongoing preventative and supportive treatments. Some future discussions on this topic might be very helpful.

Consistent access to a stable location was a barrier for some counsellors. John Denham, MCF, made the following comment:

“For me it was quite quiet. I did see three different youth to chat about mental health but ended up referring them to other services. Not having a stable location to meet kids in the school was a barrier. I stopped blocking off that time when there were no new referrals a few weeks in a row but had told the school that I could be available to come in if that was ever needed. “

At the last meeting in June 2023, several Golden physicians were present and shared the following feedback from their experiences working with students:

- having Dr. there and having the right people at the right time was beneficial
- Multiple service providers available at the same time.
- hub allowed us to see students who are not presenting in the clinic.
 - Equity – rural access for care, students with less parent support, etc.
- low volume (last two months were packed) allowing for follow-up bookings
- few kids I saw that hadn't been seen. Valuable when a support staff would bring a youth who has many needs, who have not connected with services in a while.
- huge for the rural kids, they may not have a parent who can drive them in.
- valuable for kids with parents who didn't make appointments for them or their parents hadn't got to it.
- great to be included in the symposiums (Jill and Christy) Jess – getting pulled into classrooms

Next steps

During the summer of 2023, Interior Health graciously donated a medical examination bed (below). It was decided to relocate our Youth Care Workers from the counselling office at GSS, to a larger space in room 9. Assuming the program goes forward for the 2023/24 school year, the physicians will now have a dedicated office with a proper examination table in the second counseling office. Our Youth Care Workers now have a much larger space which will allow them to create a more inviting environment for students. New furniture has been purchased and we have hired a second YCW to provide a better level of service. Also, GSS has recently hired a new full-time school counsellor who will be joining our staff in late September. She will be able to collaborate with the Golden physicians and counsellors to continue to provide a high level of service to our students.



The following considerations have been provided by Justin Telfer for moving forward:

- Dreamy dedicated shared space to make collaborative practice easier. We were still siloed in our separate rooms spread around the school. There may also be a reduction of stigma for substance use support and counselling if positioned in a true hub space that made specific services anonymous.
- Space matters for counselling and maybe we can find some funds for chairs and couches over desks and chairs and a room that was sometimes used as a dumping ground for old furniture. This doesn't feel validating or supportive for the students and me when we must clean up the space before starting the session. This only happened 3 times.
- It would be great to be invited to school programs still in our work role where we can build student relationships and not be the health expert. I think this would help with those tricky referrals.

The ultimate vision is to create a centralized health hub in one area of the school. Currently room 4 (below) is a room that is underutilized and was never designed to be a proper classroom. In the summer of 2022, a permanent wall was built between room 4 and 9 – a sliding curtain used to separate the two spaces. This was done with anticipation of possibly converting room 4 into a dedicated space for the health hub in the future. The new wall also provides sound proofing and privacy for anyone working in room 4.



Moving forward we anticipate purchasing new furniture from school based funds to upgrade room 4 into a counselling/meeting room. Operations will look at painting both room 4 and both existing counselling offices.

Conclusion

Golden Secondary School is proud of the increase in health services that we have been able to provide to our students over the past 18 months. This has occurred because of a successful collaboration between Rocky Mountain School District, Interior Health, Ministry of Children and Families and East Kootenay Addictions Services. We are hopeful that the RMSD board of education will see the merit and value in our venture and offer its support to continue offering these essential services to our students. GSS would also like the board to consider funding proposed enhancements to room 4 at GSS to create a vibrant and effective health hub for all students involved. More information can be provided upon request.

October 2023

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|--|---|---|-----|---|-----|
| 1 | 2 Observe National Day for Truth and Reconciliation – No school | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 Thanksgiving – No school | 10 Board of Education Meeting, Lady Grey Elementary School 6:00 pm In-Camera 7:00 pm Regular | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 Non-Instructional Day, No school for students | 21 |
| 22 | 23 | 24 | 25 Field Trip Committee Virtual at 4:30 | 26 | 27 | 28 |
| 29 | 30 | 31 Policy Committee Virtual at 4:30 | | | | |

November 2023

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|---|---|-----------------------------------|---------------------------------------|---------------------------------------|-----------------------|
| | | | 1 | 2 BCPSEA Fall Symposium, Vancouver | 3 BCPSEA Fall Symposium, Vancouver | 4 |
| 5 | 6 | 7 Labour Relations Committee Virtual 12:30 | 8 | 9 | 10 | 11 Remembrance Day |
| 12 | 13 Observe Remembrance Day – No school | 14 Board of Education Meeting, David Thompson Secondary School 6:00 pm In-Camera 7:00 pm Regular | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 Policy Committee TBD | 29 Field Trip Committee TBD | 30 | | |