

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

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

Location: Video Conference Meeting
Kimberley, Golden, Invermere District Offices

Date: January 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 December 13, 2022

4.2 Synopsis of in-camera meeting of December 13, 2022 (Alan Rice)

5. PRESENTATIONS/DELEGATIONS

6. MATTERS ARISING FROM THE MINUTES

7. STRATEGIC AND POLICY ISSUES

7.1.1 Third Reading

7.1.2 Second Reading (Karen Shipka)*

Policy 2800, Fraud and whistleblower protection

Policy 8800, French programming

7.1.3 First Reading (Karen Shipka)*

Policy 8700, Fees for Educational Programs (Repeal – see Policy 3400)

8. OPERATIONAL ISSUES

9. REPORTS

- 9.1 Budget utilization report – December 31, 2022 (Alan Rice)*
- 9.2 District Principals and Vice Principals update (Steve Wyer)*
- 9.3 RMISP student enrollment (Danielle Warren)*
- 9.4 BC School Trustees Association (Jane Thurgood Sagal)
- 9.5 BC School Trustees Association, Kootenay Boundary Branch (Rhonda Smith)
- 9.6 BC Public Schools Employers Association (Scott King)

10. INFORMATION ITEMS

- 10.1 January and February 2023 calendar*

11. FORTHCOMING EVENTS

- 2023.01.25 Field Trip Committee, Virtual, 4:30 p.m.
- 2023.01.26-27 BCPSEA AGM, Vancouver
- 2023.01.31 Policy Committee, Virtual, 4:30 p.m.
- 2023.02.07 Labour Relations Committee meeting, Virtual, 12:30 p.m.
- 2023.02.14 Board of Education Meeting, Zone Offices
 - In-Camera 6:00, p.m.
 - Regular Meeting, 7:00 p.m.

12. QUESTIONS FROM THE PUBLIC

14. ADJOURNMENT

* attachment



POLICY 2800

FRAUD AND WHISTLEBLOWER PROTECTION

POLICY

The Board of Education is committed to the highest standards of openness, honesty, and accountability. Employees are often the first to realize that there may be something seriously wrong within the District. The Board of Education encourages employees, acting in good faith, to report what the employee reasonably believes to be true and reasonably believes to be an improper activity by District officers or employees.

All employees, and others performing work on behalf of the District, are expected to conduct themselves in a professional manner, adhere to applicable laws and Board policies and practices that apply to their work activities in addition to demonstrating ethical behaviour in all their decisions and interactions.

The Board of Education expects employees, and others that the Board of Education deals with, who have serious concerns about any aspect of the District's operations with respect to potential evidence of wrongdoing, to come forward and voice those concerns.

DISTRICT PRACTICE 2800, Whistleblower Protection [and Fraud](#) <INSERT HYPERLINK>

REFERENCES: [B.C. WHISTLE BLOWER PROTECTION](#)

ADOPTED: ~~DATE~~ November 9, 2021

Amended:



DISTRICT PRACTICE 2800
**FRAUD AND WHISTLEBLOWER
PROTECTION**

DEFINITIONS:

Board of Education the Board of Education of Rocky Mountain School District o. 6

Employee applies to all the Trustees, senior leaders, directors, and employees of the District as well as to all other stakeholders having an interest in the District including suppliers, consultants, and contractors.

Good faith is evident when a report is made without malice or consideration of personal benefit and the employee has reasonable basis to believe that the report is true.

Reportable activity is any unlawful, illegal, or inappropriate behaviour ~~and mayean~~ including e, but not restricted to:

- An unlawful act, whether civil or criminal
- Questionable accounting practices
- Falsifying District records
- Theft of cash, goods, services or time
- Inappropriate use of District assets or funds including human resources
- A dangerous practice likely to cause physical harm or damage to property
- Decision making for personal gain
- Abuse of power or authority
- Retaliation for reporting under this Policy

This list is not all-inclusive but is intended to give an indication of the kind of conduct which may be considered as 'reportable activity'.

This does not include personnel actions taken in the course of conducting the District's business where such matters are most appropriately addressed by reference to the applicable collective agreement.

Report is an oral or written disclosure of information made through the processes described below.



DISTRICT PRACTICE 2800
FRAUD AND WHISTLEBLOWER
PROTECTION

DISTRICT PRACTICE

1. AUTHORITY

- 1.1 The responsibility for the ~~day-day-to-to~~ day administration and enforcement of this policy rests with the Superintendent and the Secretary Treasurer as authorized by the Board of Education.
- 1.2 The provisions of this policy are independent of, and supplemental to, the provisions of the collective agreements between the District and its Unions relative to grievance procedures, and to any other terms and conditions of employment.

2. DUTY TO DISCLOSE

- 2.1 The Board of Education expects that an employee who is aware of any improper activity or wrongdoing will bring the matter to the attention of the District and give the District a reasonable opportunity to investigate and take corrective actions appropriate to the circumstance.

~~3~~ **3. PROTECTION OF EMPLOYEE AND EMPLOYER**

Employee

- 3.1 Any employee who files a report or raises a concern under this policy will be protected if the employee:
 - Provides the information in good faith;
 - Believes the information to be in good faith;
 - Does not act maliciously or make false allegations; and
 - Does not seek any personal or financial gain.
- 3.2 All reports under this policy will be handled with strict confidentiality and personally identifiable information from a report will be shared only to the extent necessary to conduct a complete and fair investigation.
- 3.3 If an employee files a report or raises a concern under this policy and district practice, the District will not retaliate against them in any manner, including dismissal or demotion, because of the reporting.



DISTRICT PRACTICE 2800

FRAUD AND WHISTLEBLOWER PROTECTION

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- 3.4 If an investigation reveals that the report was frivolously made or undertaken for improper motives or made in bad faith or without reasonable and probable basis, disciplinary action may be taken.

Employer

- 3.5 Nothing in this policy shall be deemed to diminish or impair the rights of the District to manage its employees under any policy or collective agreement; or to prohibit any personnel action which otherwise would have been taken regardless of the reporting of information.

4. REPORTING A COMPLAINT

- 4.1 Employees and stakeholders may submit a complaint about any reportable activity to the Superintendent or Secretary Treasurer at the District Administration Office, in writing via email or by written letter submitted in confidence.
- 4.2 It is important for employees or stakeholders making a complaint to understand that the investigation of a complaint will be most effective if they have provided their name and contact information when submitting a complaint.

5. INVESTIGATION

- 5.1 Upon receiving a complaint, the Superintendent or Secretary Treasurer will record the receipt of the complaint and determine whether the matter is, a reportable activity under this policy.
- 5.2 If the Superintendent or Secretary Treasurer determines that the complaint is legitimate reportable activity, they will open a file and commence an investigation.
- 5.3 The investigation generally will include, but will not be limited to, discussions with the reporting employee, the party against whom the allegations have been made and witnesses, as appropriate. Employees shall not obstruct or impede any investigation. Reasonable actions will be taken to prevent retaliation against anyone making a good faith report or participating in an investigation.
- 5.4 The Superintendent or Secretary Treasurer may enlist the Senior Leadership Team and/or outside legal, accounting or other advisors as appropriate, to assist in conducting any investigation. All investigators shall be independent and unbiased both in fact and appearance. Investigators have a duty of fairness, objectivity, thoroughness and observance of legal and professional standards.
- 5.5 The Superintendent or Secretary Treasurer will enlist the appropriate outside legal, accounting or other advisor to conduct any investigation, when investigating a senior leadership team member (including Principals and Vice Principals). All investigators shall be

DISTRICT POLICY 2800, Whistleblower Protection [and Fraud](#)

REFERENCES: [B.C. WHISTLE BLOWER PROTECTION](#)

ADOPTED: [November 9, 2021](#) ~~DATE~~

Amended:



DISTRICT PRACTICE 2800

FRAUD AND WHISTLEBLOWER PROTECTION

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- independent and unbiased both in fact and appearance. Investigators have a duty of fairness, objectivity, thoroughness and observance of legal and professional standards.
- 5.6 It is the obligation of all employees to cooperate in any investigation. Those responsible for the investigation will maintain confidentiality of the allegations and the identity of the person involved, subject to the need to conduct a full and impartial investigation and remedy any violations of law of the District's policies and practices.
- 5.7 If an investigation establishes that an employee has engaged in improper activity or reportable activity, the District will take immediate and appropriate corrective action.

6. ANNUAL REPORTING AND FRAUD ASSESSMENT REQUIREMENTS

- 6.1 The Superintendent shall submit to the Board of Education, in a closed meeting, an annual summary of actions taken under this policy. The summary will include reports received and acted upon during the school year, July 1 – June 30.
- 6.2 The Superintendent or designate will communicate to all District staff this district practice and its purpose on an annual basis at the beginning of each school year in September.
- 6.16.3 The Secretary Treasurer will complete an assessment of fraud risk exposure on an annual basis and report the results to the Finance and Audit Committee. The report will address measures in place to prevent or detect fraud.

DISTRICT POLICY 2800, Whistleblower Protection and Fraud

REFERENCES: B.C. WHISTLE BLOWER PROTECTION

ADOPTED: November 9, 2021 ~~DATE~~

Amended:



POLICY 8800

FRENCH PROGRAMMING

POLICY:

The Board of Education (“Board”) is committed to providing its students with the opportunity to study French from the grade 5 to grade 12 of an educational program in programs offering various levels of proficiency in the language. Three main types of programs are offered, designed to meet the differing needs, interests, and goals of students. Two of these types are open to all students:

1. Core French (French as a second language) is mandatory for students in grade 5 through grade 8. Core French is offered as an elective from grade 9 through grade 12. It is an educational program, which enables students to acquire basic skills in the language.
2. French Immersion, which offers students the opportunity to acquire a high level of proficiency in the language, is offered in the community of Golden with entry at grade 4. Students have the opportunity to remain in the French Immersion program through grade 12.
3. Intensive French is offered in the Windermere and Kimberley communities during grade 6 and 7. Students are well prepared to be successful in Core French Programming in grades 8-12.

The Board authorizes the superintendent to design and implement the academic content of these programs, and to set admission procedures and evaluation requirements.

DISTRICT PRACTICE:

1. CORE FRENCH (FRENCH AS A SECOND LANGUAGE)

In the Core program, French is offered as a required subject grade 5 through grade 8. Core French is then offered as a Ministry of Education elective through grade 12. Fluency or bilingualism are not goals of this program; however, students learn to communicate within the range of common everyday French vocabulary.

As students' progress through the educational program, the study of French should enable students to:

Thinking and Communicating

- (a) Comprehend key information in slow, clear speech, and other simple texts.
- (b) Comprehend simple stories.
- (c) Interpret non-verbal cues to increase comprehension.
- (d) Use various strategies to support communication.
- (e) Seek clarification of meaning.
- (f) Recognize the relationships between intonation and meaning.
- (g) Respond to simple commands and instructions.
- (h) Participate, with support, in simple interactions involving everyday situations.
- (i) Express themselves and comprehend others through various modes of presentation.

Personal and Social Awareness

- (a) Identify Francophone communities across Canada.
- (b) Demonstrate awareness of connections between First Peoples communities and the French language.
- (c) Identify a Francophone cultural festival or celebration in Canadian culture, particularly as experienced in Canada.



2. FRENCH IMMERSION

In the immersion program, French is taught not only as a subject but also is used as the language of instruction in other subjects. The aim of the program is to enable students to acquire fluency in French, and should a student continue in the program, to graduate with a Dual Dogwood Diploma. Immersion, beginning in the 4th grade of an educational program and continuing through to the graduate program, can be expected to provide students with functional bilingualism by the time they graduate.

The French immersion program enrolls a maximum of 28 students and is offered on a first come first serve basis. If registration exceeds 28 all registrations are time and date stamped and placed on a waiting list. Once a cohort of 28 has been filled, entrance into the program in subsequent years can only be permitted if space is available and only if the student transferred in from another French immersion program.

All students registered in French immersion will participate in fall and spring District assessments in English language.

Note: It is important to understand that the program will only operate if there is sufficient enrollment. The Board has determined that the minimum enrollment be set at 25. If less than 25 students register, the program will be assessed by the Superintendent in consultation with the Zone Trustees.

Registration: Siblings of students already enrolled in the program, currently or graduated, will not be included in the lottery but will have space in the program if a registration form is received by the deadline (a sibling is defined as one of two or more individuals having one common parent, or for whom parents have legal guardianship).

3. INTENSIVE FRENCH

Intensive French (IF) is a second language teaching approach in which French is taught intensively for most of the day for five months during grade 6. The students in the first year of the program receive 80% of their instruction in French in the first half of the year. During the second half of the first year, grade 6 students in the program receive their subject area instruction in English. During the second year in the program, students receive about 5 hours of French instruction each week with their core subject instruction in English.

All students registered in intensive French will participate in fall and spring District and provincial assessments in English language.



DISTRICT PRACTICE 8800

FRENCH PROGRAMMING

Program entry at grade 6:

The following procedures are used for registration for intensive French programs:

- (a) A letter will be sent to all parents of grade 5 students within the zone in February of each school year explaining the program and the registration procedures.
- (b) There will be a deadline set for registration to the program. If more than 28 registrations for the program are received by the deadline, a lottery will be held to determine the students who will participate in the program. If this occurs, a waiting list for the program will be formed, according to the order in which the names were drawn after the class limit of 28 had been reached in the lottery.
- (c) In Windermere zone, each school will have a quota of seats out of the available 28 according to the number of students in grade 5 in the zone. Unused spaces are to be filled by lottery if necessary.

~~(d) Siblings of students already enrolled in the program, currently or graduated, will not be included in the lottery but will have space in the program if a registration form is received by the deadline (a sibling is defined as one of two or more individuals having one common parent, or for whom parents have legal guardianship).~~

~~(e)~~(d) Late registrations will be placed on the wait list in the order that they are received.

~~(f)~~(e) Schools are required to inform parents of the opportunity to stay on the waiting list.

However, in consideration of language acquisition challenges and student learning needs, entry into the program is closed after September 30 in each school year.

Program entry after grade 6:

Entrance into the second year of the program is only considered if the student has previous experience in French immersion or Intensive French acquired in another school district and there is available space.

Program Exit:

The organization of teaching and learning in IF classrooms is designed to accommodate the diversity of student learning needs. Sometimes, however, students and parents wish to leave the program.

The process for exiting the program will be managed by the principal, and will involve consultation with the parents/guardians, the classroom teacher, and other appropriate school and District personnel including but not limited to the school-based team.

Graduation:

Students who complete an Intensive French Program, graduate with a Dogwood Certificate. Dual Dogwood Certificates are only awarded to students graduating from a French immersion program.

POLICY:

The Board of Education (“Board”) shall provide free of charge, to every student of school age, who is enrolled in an education program, that meets the general requirements for graduation set out in the [Ministerial Order M302/04](#):

- Any education resource materials necessary to participate in a standard education program.

For special projects in an educational program or field trips, if optional, participants may be expected to provide some of the associated costs.

Fees may be charged for non-education programs for such items as agenda books and lockers. To ensure that fees do not become a barrier to student participation in educational programs, schools will establish fair, sensitive, and confidential procedures which will allow participation by students who would otherwise be excluded due to financial hardship.

Principals, in consultation with senior staff, are to determine and shall advise parents how to access assistance when ability to pay is a concern.

Educational resource materials are material sources of knowledge or expertise that relate to education or educational programs. School supplies which the student owns and uses personally are not educational resource materials within the meaning of the [School Act](#).

POLICY 8700: FEES FOR EDUCATIONAL PROGRAMS

REFERENCES: [The School Act](#), Section 82, [Ministerial Order 236/07 \(M236/07\)](#)

ADOPTED: November 1997

Amended: February 2021, March 8, 2022



DISTRICT PRACTICE 8700

FEES FOR EDUCATIONAL PROGRAMS

DISTRICT PRACTICE:

1. Educational resource materials are material sources of knowledge or expertise that relate to education or educational programs. School supplies which the student owns and uses personally are not educational resource materials within the meaning of the [School Act](#).
2. This district practice and accompanying policy pertains to curricular programs only

Repealed

POLICY 8700: FEES FOR EDUCATIONAL PROGRAMS

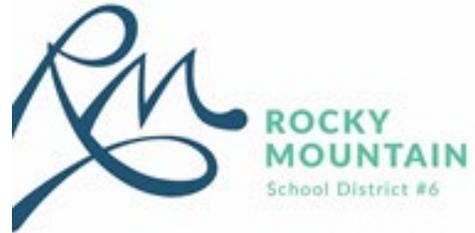
REFERENCES: [The School Act](#), Section 82, [Ministerial Order 236/07 \(M236/07\)](#)

ADOPTED: November 1997

Amended: February 2021, March 8, 2022

REGULAR MEETING: INFORMATION, RECOMMENDATION

DATE: January 10, 2023
TO: Board of Trustees
FROM: Alan Rice, Secretary Treasurer
SUBJECT: Budget Utilization Summary – December 31, 2022
ORIGINATOR: Alan Rice
REFERENCE: Budget Utilization Report - December



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 \$860,000 from prior year attributable to increase in salaries and benefits (which includes the retroactive pay increases for teachers) due to enrolment growth, TTOC replacement costs, District Day, Pro D and travel. Actual amounts are consistent with budgeted with a variance of 0.10% above estimated for the current year.

Administration: increase of approximately \$170,000 from prior year which is attributable to timing of expenses for dues, fee and professional services as well as increases in salaries and benefits. Actual amounts are 6.14% greater than budgeted.

The Director of Early Learning and Childcare is a newly created position funded by the MOECC and the budgeted amounts will be adjusted in the amended budget. If this salary were normalized, administration would be \$80,000 greater than the prior year and 1.59% greater than budgeted. There are a large number of fees and dues which are paid at the beginning of the fiscal year verses straight-line throughout the year.

Operations and Maintenance: increase of approximately \$140,000 from prior year. Primarily attributable to supplies, equipment and services. Actual amounts are consistent with budgeted with a variance of 2.97% below estimated. Moving into colder months we anticipate an increase to utilities and snow clearing.

Transportation and Housing: decrease of approximately \$4,000 from prior year. Attributable to insurance and supplies. Actual amounts are 2.57% below estimated. Maintenance on busses fluctuates throughout the year and depends on emergent issues.



CONCLUSION

Expenditures to date are below budget by 0.16% and greater than the prior year by \$1,180,000 for the same timeframe.

RECOMMENDATION

Continue to monitor on a monthly basis.

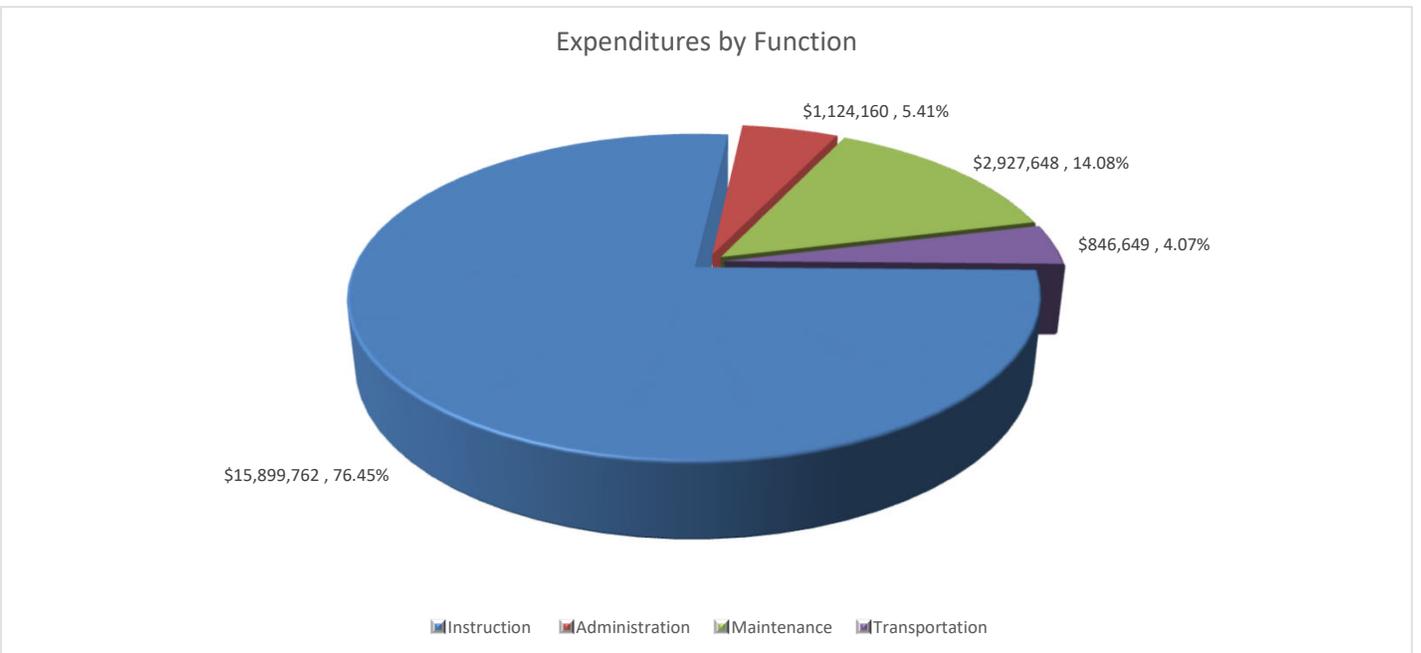
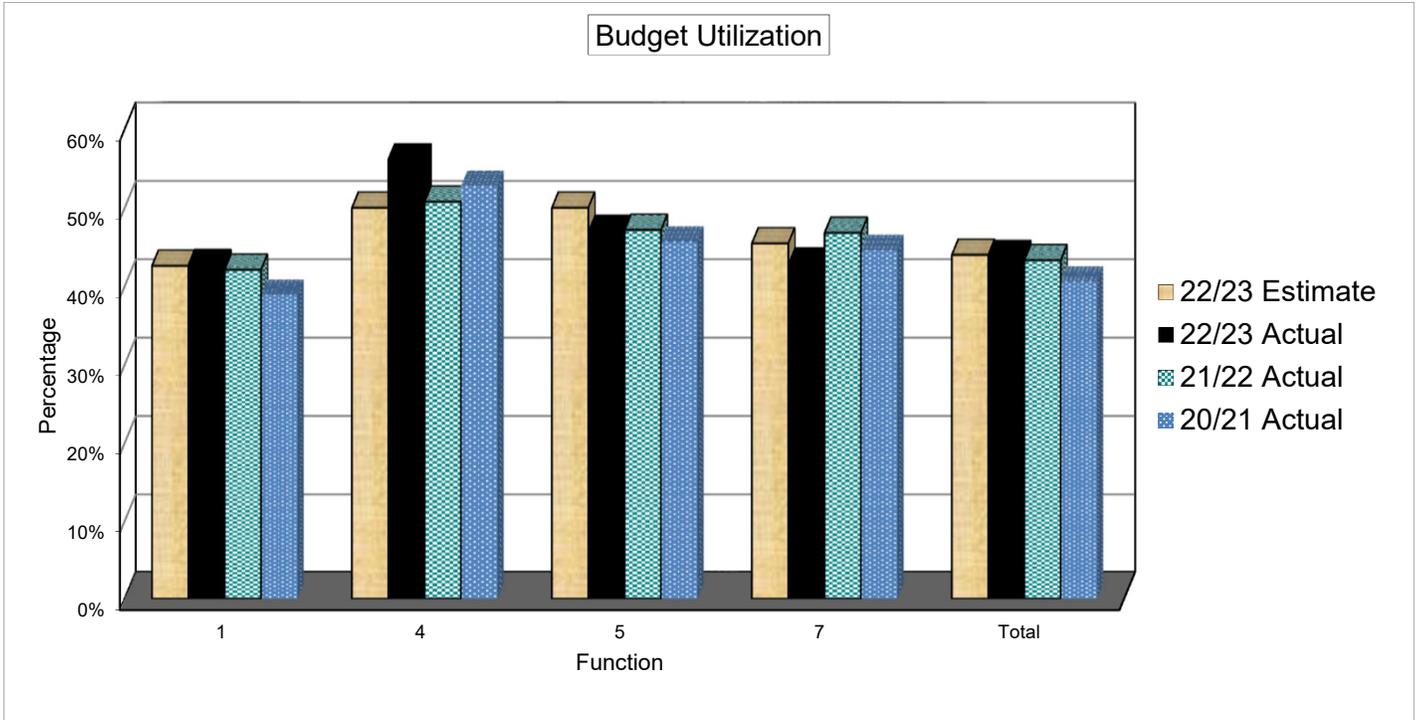
STRATEGIC ALIGNMNET

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

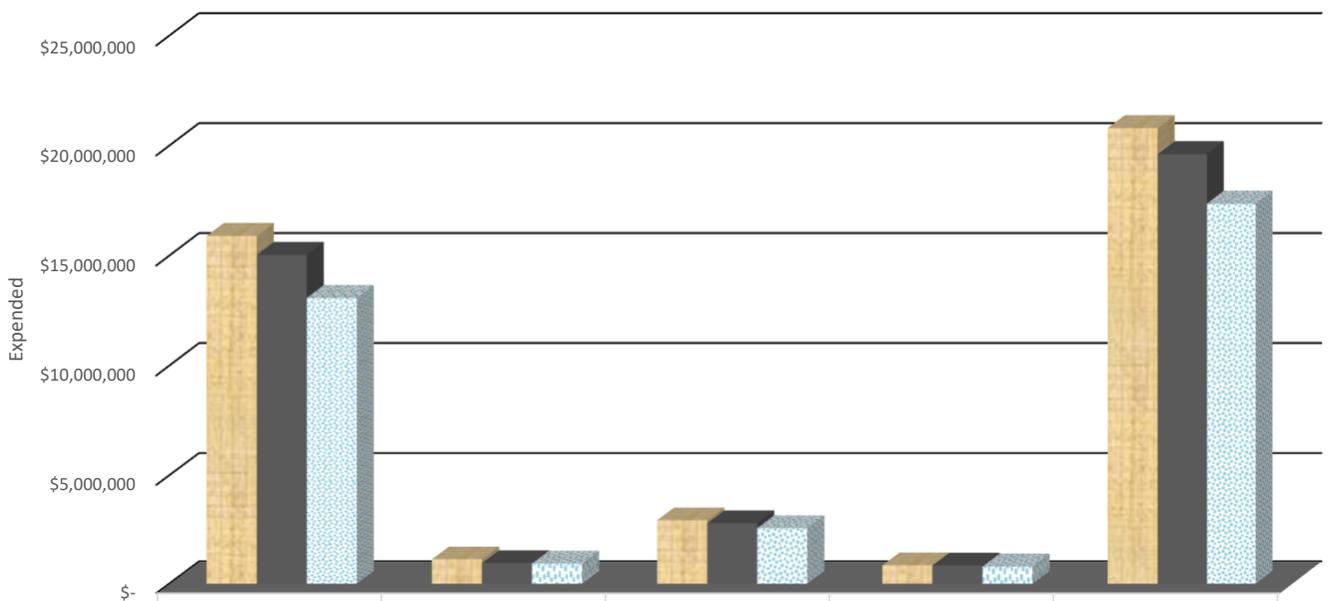


ROCKY MOUNTAIN SCHOOL DISTRICT No. 6
BUDGET UTILIZATION SUMMARY
December 31, 2022

<u>FUNCTION</u>	<u>#</u>	<u>MONTHS</u>	<u>BUDGET</u>	<u>2022/23 EXPENDED</u>	<u>ACTUAL</u>	<u>ESTIMATE</u>	<u>2021/22 ACTUAL</u>
Instruction	1	10	\$ 37,248,534	\$ 15,899,762	42.69%	42.59%	42.10%
Administration	4	12	\$ 2,002,266	\$ 1,124,160	56.14%	50.00%	50.78%
Maintenance	5	12	\$ 6,224,699	\$ 2,927,648	47.03%	50.00%	47.18%
Transportation	7	11	\$ 1,974,262	\$ 846,649	42.88%	45.45%	46.80%
Total			\$ 47,449,761	\$ 20,798,219	43.83%	43.99%	43.31%



3 Year Actual Expenditure Comparison



	1	4	5	7	Total
■ 2022/23 Actual	\$15,899,762	\$1,124,160	\$2,927,648	\$846,649	\$20,798,219
■ 2021/22 Actual	\$15,036,077	\$951,093	\$2,788,512	\$842,819	\$19,618,501
■ 2020/21 Actual	\$13,081,101	\$930,207	\$2,562,304	\$793,987	\$17,367,599

DATE: January 10, 2023
TO: Board of Trustees
FROM: Karen Shipka, Superintendent of Schools
SUBJECT: Student Enrollment
ORIGINATOR: Steve Wyer, Assistant Superintendent
REFERENCE: District Strategic Plan



PUBLIC BOARD MEETING

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.

Since the addition of the Early Learning and Child Care to the role of the School District, the District has added a District Principal of Early Learning. With the return of Darren Danyluk from leave he has filled the role of District Principal of Literacy in Barb Carrier's place.

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. The report is the second of three planned updates for the 2022-2-23 school year.

CURRENT SITUATION

I have listed the updated roles for each person. Please see the work of the individual District Principals and Vice Principals (DPVP) outlined in the projects below.

- Jenna Jasek – District Vice Principal for Indigenous Education and Equity
- Kari Mason – District Vice Principal for Student Learning Services
- Kristin Insull – District Vice Principal for Numeracy
- Darren Danyluk - District Principal for Literacy
- Glenn Goslin – District Principal for Early Learning



Anti-racism Strategy

VP Kristin Insull is chairing the SD6 Anti-Racism Strategy Working Group responsible for moving this work forward. The group has met to map out the first stage of the work – developing a common vocabulary and understanding of the foundational resources necessary to proceed, and scanning and connecting with other jurisdictions in the province who have done, or are doing, similar work. A skeletal structure for future work has been discussed, including plans to connect with community, staff, and students.

Reporting Policy & District Initiative Team

- Darren Danyluk chairing District Initiative Team (DIT) for implementation of the Reporting Policy.
- Prepared parallel analysis of existing reporting policy in SD 6 with draft reporting policy issued May 11, 2022.
- Continue to present information to school staff at request of principals.
- Prepare and distribute communication to Principals for first term reporting.
- Establish implementation timelines - high priority for DIT.
 - Considerations for reporting frequency and report compositions (ie. final term report vs. summary report).
 - Considerations for self-assessment/goal setting frequency and reporting structures.
- Anticipating Ministry templates and resources December 2022.

Grades 4 – 7 Numeracy Leaders

Kristin Insull is leading a Community of Practice, consisting of one teacher and one administrator from the seven schools that serve students in grades 4 through 7, has provided an important opportunity to connect learners across the district, build leadership capacity at the school level, and drive consistent growth. To date, this group has met in person twice, with a third meeting planned for spring. In between, the group will remain connected via Teams check-ins and a project between partner schools intended to develop skill in assessing student learning in numeracy using proficiency-based language.

Book Club Is Back!

Principal Darren Danyluk is leading book club for interested teachers in the area of reading development.

Book Club I & II

- Book Club I read *Shifting the Balance*.
- Books ordered and distributed in advance of the first meeting date.
- Book Club met on October 19th & November 23rd
- Promotional Flyer.
- 40 registered participants (GZ=12, WZ=21, KZ=7).
- Final meeting of Book Club I is January 24th, 2023.



Books under consideration for Book Club II:

- How We Learn: Why Brains Learn Better Than Any Machine
- Disruptive Thinking: Why How We Read Matters

Numeracy Assessment – Grades 8 and 9

Kristin Insull led the district-wide trial of the Grade 8 and Grade 9 Numeracy Assessment in November 2022. This trial included the development, teacher training, administration, and marking of the assessments. These assessments, intended to determine the learning profile for students between their grade 7 year and when they write the provincial Graduation Numeracy Assessment in their grade 10 year, also provided teachers and students with valuable feedback to inform follow up learning: opportunities for growth and areas of strength. Assessments for Spring and Fall of 2023 are in development with the assistance of a design team, consisting of one teacher and one administrator from each of the three secondary schools.

School Based Team Growth

The work to strengthen SBT is ongoing and has continued with our new Director of Instruction, Sharon Collin, attending SBT meetings in the district. District Vice Principal, Kari Mason and Sharon Collin are working to highlight promising practices and further develop best practice throughout the district. The next phase of this work will include working with staff teams to build out practice for a Multi-Tiered Support System, including strengthening communication and systems for monitoring and tracking student supports and the effectiveness of interventions.

Early Learning Framework and Play Today

Kindergarten registration for the 2023-24 year begins in January and District Principal, Glenn Goslin and Director, Crystal MacLeod will be working with K-schools to align timelines, transition plans, and staggered entry for all K-students and their families. Transition planning will involve all of our early years' partners through events like Ready, Set, Learn in each zone and Welcome to Kindergarten in every K-school. District Vice Principal, Kari Mason will also participate in Kindergarten transition with students and families who may need the support of learning services.

The Early Learning Framework and the Play Today Handbook came out at the very same time as COVID 19. As a result they did not receive the focus they would have had the pandemic not pushed them off course. These two documents outline the important considerations for learning activities from the ages 0-8. District Principal Glenn Goslin will be building relationships in his new role while also introducing the Early Learning Framework to all educators. The forward vision is that the District will see more and more evidence of promising practices from the framework embedded in the activity of all classes.

District Principal, Glenn Goslin has been busy this fall bringing these Ministry documents to life in schools. In November, he held the first of three pro-d sessions focused on these frameworks for all administrators in K-3 and K-7 schools including our DPVP of Literacy and Numeracy. Highlighting this pedagogy has already empowered principals to start recognizing these elements in teaching and learning during instructional rounds in their K-3 classrooms. The second pro-d session for administrators will take place on February 7. Additionally, by facilitating the MECC pilot project Changing Possibilities for Young Children and the District initiated K-ECE



Collaboration, Glenn has spent time in all K-3 and K-7 schools working alongside classroom teachers to align play-based learning tasks with curricular and core competencies and further develop their pedagogical narration skills.

Fall Literacy Assessment Analysis & Strategy – Darren Danyluk

- Analyzed spring literacy measures for all schools.
- Established connection with priority schools to review data and intervention strategies.
- Engaged with school contacts for fall literacy assessments; delivered orientation/training/refresh to classroom teachers preparing to administer the District-Wide Write.
- Assisted District team with FSA assessment.
- Facilitate analysis of FSA data between and among school principals to inform school transition teams and instructional practice.
- Disaggregated literacy (reading) data for identified cohort of Grade 5 students (2021-22) and tracked fall data (2022-23) for same cohort; have engaged with school principals to support interventions and a cycle of review.
- Prepared analysis of spring and fall 2022 measures; reviewed schools Assessment Cycle Feedback information
- Continue to connect with school principals to strategize and support school literacy goals.

Performance-Based Literacy Assessment

- From among the Development Team (DT), struck a Working Group (WG), which will focus upon:
 - developing and preparing protocols
 - selecting reading materials
 - developing rubrics (reference Proficiency Benchmarks)
 - The PBLA WG met on October 6th and began the work of structuring an assessment tool.
- The DT and the WG met together on December 1st:
 - update the DT with WG recommendations for the assessment tool;
 - review and select design features of the tool;
 - review and select reading passages to be used;
 - review and select thematic statements to organize the assessment;
 - review and select visual prompts to support the themes and reading passages;
 - fix upcoming dates of importance
- The WG met on December 14th to select reading passages for use with the assessment tool; Ministry representatives with Learning and Education Programs Division engaged the WG in discussion of Proficiency Benchmarks to inform our development of a supporting rubric for the assessment tool.
- The WG will meet early in the new year to further the development of a rubric and an assessment protocol.
- Anticipate 'trials' of the PBLA to begin in February/March:
 - considering school/class participation in pilot rounds.
- Next meeting of the DT is scheduled for April



Phonological Awareness – Darren Danyluk

Current literacy assessments assume basic levels of literacy competence. At the earliest levels of literacy development, student are learning and demonstrating building blocks of literacy. A different type of learning measure is required to monitor this learning.

- Implement district K-1 phonological awareness assessment: every K-1 teacher administer the Early Literacy Essential Skills Profile (ELESP).
- SD6 has acquired rights to the teacher resource package.
- Meet with principals of K-3 schools to determine the readiness of schools for implementation.
- Identify which teachers may need mentorship and support to move forward.
- Completed initial meetings with each K-3 principal and compiled information of who/where/and how the ELESP is being employed:
 - all schools are using the ELESP to some degree;
 - the landscape of this profile is inconsistent;
 - valuable information that informs instruction;
 - demands considerable time for assessment;
 - new and changing staff create inconsistencies.
- Next steps may include a collaborative meeting of primary teachers and principals.

Library Resources – Darren Danyluk

Meet with Teacher Librarians:

- review audio book platforms compatible with Destiny;
- review "leveled" resources for classroom instruction (ie. Newsela, LesPlan)
- consider professional development opportunity on February NID.

Learning Services – Kari Mason

In support of equity and inclusion of all learners DVP for Learning Support Services facilitated Professional Learning Days for Learning Services Teachers in the use of Functional Behaviour Assessment (FBA); with mini follow-up sessions mentoring new LST's through the Fall. The focus of this professional learning is on developing and emphasizing the importance of safe and caring learning environments and social emotional support for all students. Staff were guided in utilizing data for intervention planning, guiding the design and evaluation of behaviour interventions and their effectiveness. Professional staff gained confidence in using multiple data points (for example: MDI, SLS, attendance, suspensions, qualitative observation, number of VTRA/Response Plans required) to guide School Strategic Planning and focus.

Non-Violent Crisis Intervention and Response Planning is essential learning for all school staff to reduce incidents of student violence. Staff at Open Doors, JAL, McKim (2 sessions), APES, DTSS and EMP have received training in the last months. Training scheduled for WES, LPES, LGES in January/February. Cycles of training are ongoing with re-certification required every two years and onboarding training for new staff or staff with students with high potential for violence/aggression. Mini-sessions and refreshers are provided for staff teams with higher incidents to build preventative practice and staff response.

Learning Services Teachers and District Counsellors gathered in late November to focus on mental health and



social emotional learning in SD6 schools. Using data from the Human Early Learning Project (HELP) Middle Years Development Index (MDI) this staff articulated the direction for supporting connection, belonging and mental well-being within schools. Next steps will include reviewing SEL programs to support connection, belonging and the development of the core competencies. The information gathered will guide school administrators in supporting mental health and well-being, of relevance as they begin planning for the next strategic cycle.

School staff at Open Doors, JAL, EES, McKim, APES and GSS continue to develop skills in Trauma Informed Practice, Social Emotional Learning and creating a school culture of connectedness. Staff have begun to apply their learning during their reflection and assessment in instructional rounds.

As the District begins to examine adult well-being as essential to success for students the DVP for Learning Services has responded through creation and facilitation of a professional network of District staff interested in Compassionate Systems Leadership. Learning from the national Well at Work conference held in November will also guide how the District can respond in their care of the adults who care for students. We are in the early stages of developing the next steps to provide support to administrators and all school staff in adult SEL.

Late December provided the opportunity to meet with DVP Indigenous Education and Equity, Director of Instruction and Community Partners to further explore and develop collaborative practice, particularly wrap around supports and Learning Services supports. Excited about future planning session in early February to strengthen supports for all students using a collaborative approach for programming and wrap-around supports; facilitating and capacity building in the where, when and how-to for accessing outside agency supports for collaboration.

SOGI provincial network and school leads meet each month to build capacity and resource information in schools. The DVP and several School Leads (high school) attended SOGI Summit (virtual). Resources and information were shared at District SOGI meeting in November. Next steps for this network are to build a resource bank of developmentally appropriate resources in support of the new BC Health curriculum with an emphasis on inclusion and equity. A bank of FAQs is also in development to support administrators in their responses to parent questions and concerns.

Library Resources

Meet with Teacher Librarians:

- review audio book platforms compatible with Destiny;
- review "leveled" resources for classroom instruction (ie. Newsela, LesPlan)
- consider professional development opportunity on February NID.

CONCLUSION

The District Learning Team is busy. 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.

STRATEGIC ALIGNMENT

- Accountability
- Success for Each Learner



PUBLIC BOARD MEETING

- Innovation
- Excellence in Teaching and Leadership



DATE: January 2023

TO: Board of Trustees

FROM: Karen Shipka, Superintendent of Schools

SUBJECT: Student Enrollment - RMISP

ORIGINATOR: Danielle Warren

REFERENCE: INSERT TEXT



ISSUE

Shortfall between projected FTE for 2022-23 for the RMISP program, and the current FTE for 2022-23.
 Projected total FTE for RMISP program for 2022-23: 175
 Actual total FTE for RMISP program for 2022-23: 158

BACKGROUND

In 2021-22, the RMISP program had one of its largest enrolments ever. Multiple years of pent up student demand and competitor countries being closed to students in 2020-2021 helped many Canadian K-12 programs initially rebound quicker than expected post-COVID. The extremely popular US J1 program ([low cost, students have no option to choose school/area, homestay families not compensated](#)) offered only a fraction of its usual student placements, and New Zealand and Australia were [closed](#). All Canadian programs significantly benefited from this bottleneck as our borders and programs were open to international students in 2021-22. While student enrollments from Asia were and are still significantly low, Canadian programs enjoyed a large surge in popularity from European and Mexican students in 2021-22. Most districts still anticipate a 2-5 year return to pre-COVID enrolment numbers at best, as this is dependent on global markets, global and Canadian travel restrictions, reduced flight availability/cost of travel, study permit/visa accessibility, homestay capacity, stiff competition from other countries (and provinces where agents are paid higher commission or programs are cheaper), and no problematic domestic factors occurring (natural disasters, area optics/bad news stories etc.).

CURRENT SITUATION

The majority of program recruitment/marketing efforts are completed eight to 16 months in advance of the student start date each year. A much more accurate FTE revision/projection should have been made in the late spring of 2022 for 2022-23, when the majority of applications for September (and some for second semester) would have already been processed. Other factors impacting the RMISP program FTE include homestay shortages which are Canada-wide and do impact RMISP in all communities: <https://thepienews.com/news/canada-homestay-shortage-hitting-enrolments/>

The quality and availability of homestay options in RMISP simply has not returned to pre-COVID levels. We are seeing more students than ever with requests for special diets (celiac, vegan etc.), allergy concerns and unrealistic expectations of Canadian homestay families. Inflation, rising food costs, and families not yet ready to return to hosting has significantly impacted availability. <https://studytravel.network/magazine/news/0/29419>



Requested caps/limits on grade level and nationality at RMISP schools (ex. Many schools will not take more than a few grade 8/9 students due to space constraints as well as perceived behavior / English language ability issues with students from certain countries at that age. We also cap German students at all schools to ensure some diversity.

Limited diversity. The RMISP program is heavily dependent on recruiting international students from Europe and Mexico. These countries have become more price conscious than pre-COVID, and there are other provinces and countries that are significantly less expensive (or more attractive) than K-12 programs in BC outside the Lower Mainland/Victoria areas.

FINANCIAL IMPLICATIONS

International student tuition for one year/1.0 FTE is \$14,000. There is a variance of 17 FTE between the projected and actual FTE for 2022-23.

The incremental revenue (or lost revenue) per student is:

- For SD6 Students \$8,000 ($\$14,000 - \$6,000 = \$8,000$ per student)
- For other districts \$6,444 ($\$14,000 - \$7,560 = \$6,444$ per student)

As the student numbers are lower across a variety of communities, but mainly impact SD6, conservatively this will be a loss of approximately \$130,000.

The program is estimating to break-even for 2022-23 after covering all of the program costs, as well as providing the district with approximately \$208,000 for the annual cost recovery of the program.

CONCLUSION

The Director of International Education will continue to build the RMISP program with increased sustainability, quality and transparency. The following actionable goals will guide this development:

- Careful and more conservative FTE projection for future years, with multiple mid-year reassessments.
- Program review of RMISP to determine effective use of resources and evaluation of internal practices, documents, staffing and agent partners.
- Thoroughly assess ROI on all major expenditures, current marketing/recruitment strategies and materials, and seek new opportunities for diversity and value proposition for prospective students/agents.
- Build homestay capacity, and greater District and external stakeholder support for the program.
- Addition of new BC School District partners, where viable.

RECOMMENDATION/POSSIBLE MOTION

KEY MESSAGES



January 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 <i>Winter Break</i>	3 First Day of School after Winter Break Labour Relations Committee Virtual at 12:30	4	5	6	7
8	9	10 Board of Education Meeting, Video Conference from 3 Zone Offices 6:00 pm In-Camera 7:00 pm Regular	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25 Field Trip Committee Virtual at 4:30	26 BCPSEA AGM Vancouver	27 BCPSEA AGM Vancouver	28
29	30	31 Policy Committee Virtual at 4:30				

February 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7 Labour Relations Committee Virtual at 12:30	8	9	10	11
12	13	14 Board of Education Meeting, Video Conference from 3 Zone Offices 6:00 pm In-Camera 7:00 pm Regular	15	16	17	18
19	20	21	22 Field Trip Committee Virtual at 4:30	23	24	25
26	27	28 Field Trip Committee Virtual at 4:30				