

**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:** District Administration Building, Invermere

**Date:** November 8, 2022

**Time:** 7:00 p.m.

**1. CALL TO ORDER**

**2. ACKNOWLEDGEMENT OF TERRITORY**

**3. RESULTS OF ELECTIONS AND CONFIRMATION OF OATHS OF OFFICE**

**4. APPROVAL OF AGENDA**

**5. ELECTION OF OFFICERS**

- 5.1 Chair
- 5.2 Vice-Chairs
- 5.3 BCSTA Provincial Council Representative and Alternate
- 5.4 BCPSEA Representative and Alternate

**6. APPOINTMENTS AND RESOLUTIONS**

- 6.1 Appointment of Auditor (Alan Rice)\*
- 6.2 Signing Authorities (Alan Rice)\*
  - 6.2.1 Legal Signing Authorities
  - 6.2.2 Cheque Signing Authorities
  - 6.2.3 Authority to Transact Business
- 6.3 Time and Place of Meetings (Alan Rice)\*
- 6.4 Selection and Appointments of Committee Preferences (Karen Shipka)\*
- 6.5 Trustee Place of Business (Alan Rice)\*

**7. APPROVAL OF THE MINUTES OF PRIOR MEETINGS**

- 7.1 Regular Board meeting of October 11, 2022
- 7.2 Synopsis of in-camera meeting of October 11, 2022 (Alan Rice)

## **8. PRESENTATIONS/DELEGATIONS**

## **9. MATTERS ARISING FROM THE MINUTES**

## **10. STRATEGIC AND POLICY ISSUES**

- 10.1 Policy Development
  - 10.1.1 Third Reading
  - 10.1.2 Second Reading\*  
Policy 3700, Procurement and Purchasing
  - 10.1.3 First Reading

## **11. OPERATIONAL ISSUES**

## **12. REPORTS**

- 12.1 Budget utilization report – October 31, 2022 (Alan Rice)\*
- 12.2 Rocky Mountain Alternate Program (Steve Wyer)\*
- 12.3 Strategic Update (Karen Shipka)\*
- 12.4 BC School Trustees Association (Jane Fearing)
- 12.5 BC School Trustees Association, Kootenay Boundary Branch (Rhonda Smith)
- 12.6 BC Public Schools Employers Association (Jane Thurgood Sagal alt)

## **13. INFORMATION ITEMS**

- 13.1 November and December 2022 calendar\*

## **14. FORTHCOMING EVENTS**

- 2022.11.11 Remembrance Day, No school
- 2022.11.18 Board working session, 6:00 p.m.
- 2022.11.19 Board working session, 8:30 a.m.
- 2022.11.29 Policy Committee meeting, Virtual, TBD
- 2022.12.01-03 BCSSA Trustee Academy, Vancouver
- 2022.12.06 Labour Relations Committee meeting, Virtual, TBD
- 2022.12.13 Board of Education Meeting, Zone Offices
  - In-Camera 6:00, p.m.
  - Regular Meeting, 7:00 p.m.

## **15. QUESTIONS FROM THE PUBLIC**

## **13. ADJOURNMENT**

\* attachment

**DATE:** November 8, 2022  
**TO:** Board of Trustees  
**FROM:** Alan Rice, Secretary Treasurer  
**SUBJECT:** Appointments and Resolutions  
**ORIGINATOR:** Stacey Ursulescu  
**REFERENCE:** [Procedural Bylaw](#)

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**ISSUE:**

Item six on the public agenda is Appointments and Resolutions. These items require a series of resolutions to conduct business of the Board of Education and the District.

**APPOINTMENTS AND RESOLUTIONS:**

**6.1 Appointment of Auditor**

2022/23 is the final year of the proposal from BDO Canada LLP to provide audit services to SD6. An RFP process will occur for 2023/24 and future year ends.

Proposed Motion:

**That** the Board appoint BDO Canada LLP as the auditor of The Board of Education of School District No. 6 (Rocky Mountain) for the 2022/23 year end.

**6.2 Signing Authorities**

There are three signing authority motions for consideration.

**6.2.1 Legal Signing Authority**

Motion pertains to signatures required under the Corporate Seal of the district.

Proposed Motion:

**THAT** the Chairperson or a Vice-Chairperson together with the Superintendent or Secretary Treasurer, be authorized to sign and affix the corporate seal of the School District to all legal documents of the Board of Education of School District No. 6 (Rocky Mountain).



## 6.2.2 Cheque Signing Authority

The district currently has one general operating account with Kootenay Savings Credit Union at the Branch in Invermere, BC. The results of the election of officers resulted in a change to the positions of [Chairperson or] Vice-Chairperson therefore a requirement for Trustees to update the signing authority with the bank.

Proposed Motion:

**THAT** the Board of Education of School District No. 6 (Rocky Mountain) designates any two of the following individuals as authorized cheque signers for the general bank accounts at Kootenay Savings Credit Union Invermere, BC:

Chairperson –

Vice-Chairperson –

Vice-Chairperson –

Superintendent – Karen Shipka

Secretary Treasurer – Alan Rice

Manager of Finance – Jacinda Harding

Accountant – Michelle Evans

## 6.2.3 Authority to Transact Business

It is appropriate that the Secretary Treasurer, as the Chief Financial Officer and Corporate Officer of the Board, be authorized to conduct business as required on behalf of the Board. This authorization would be for items such as, but not limited to, contracts and agreements from the Ministry of Education and other parties as required.

Proposed Motion:

**THAT** the Secretary Treasurer, as the Chief Financial Officer and Corporate Officer of the Board, be authorized to transact the normal business of the Board of Education of School District No. 6 (Rocky Mountain).

## 6.3 Time and Place of Meetings

The Procedural Bylaw of the Board states: “A regular meeting shall be held at least once a month on the second Tuesday of the month at 19:00 hours or upon such other day or at such other hour as the Board may decide. In any case a meeting shall be held not less than once in every three months. Additional meetings shall be held as the Board may decide.”

The schedule for 2022/23 was approved by the Board at the Regular Meeting on April 12, 2022. The resolution is in alignment with the Bylaw requirements and no further action is required at this time.



#### 6.4 Selection and Appointments of Committee Preferences

Pursuant to the Procedural Bylaw, Trustees have submitted their committee preferences to the Superintendent in order to compile the preferences of all Trustees into a report for the Chairperson.

Pursuant to the Procedural Bylaw, the Chairperson, in consultation with the Superintendent, have determined committee appointments.

Proposed Motion:

**THAT** the Board of Education of School District No. 6 (Rocky Mountain) approve the appointments of committee members to their respective committees as follows:

To be provided at the Board Meeting.

#### 6.5 Trustee Place of Business

The place of business is determined for each Trustee for the purposes of expense claims and mileage reimbursement.

Proposed Motion:

**THAT** the place of business for each Trustee be designated as follows:

Golden Zone Office – Jane Fearing, Scott King, and Rhonda Hamilton Smith;

Kimberley Zone Office – Betty-Lou Barrett, Ronald McRae, and Darryl Oakley; and

Invermere District Administration Office – Amber Byklum, Ryan Stimming, and Jane Thurgood Sagal.



**POLICY:**

The School District, in the performance of the duties assigned to it under the terms of the *School Act*, must of necessity engage in the procurement of goods, services and construction. In its effort to achieve maximum economy and efficiency in the performance of this function, the Board has endorsed certain fundamental principles it considers applicable to public procurement:

- Maximizing economy and efficiency in procurement;
- Fostering and encouraging participation in procurement proceedings by vendors where appropriate;
- Promoting competition among vendors for the supply of the goods, services or construction to be procured;
- Providing for the fair and equitable treatment of all vendors;
- Promoting the integrity of, and fairness and public confidence in, the procurement process; and
- Achieving transparency in the procedures relating to procurement.

Where price, quality and service are equal, the School District shall give preference to local, provincial and Canadian suppliers respectively.

Purchases of items for personal use of employees shall not be made in the name of the School District. The Board may authorize employee purchase plans where employees purchase educational products (i.e. computers).

All items purchased by the School District in accordance with this policy and the related district practice will become the property of the School District.



## DISTRICT PRACTICE 3700

### PROCUREMENT AND PURCHASING

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#### **DISTRICT PRACTICE:**

##### **1. General Purchasing Practices**

- a) All expenses are required to be approved before the School District is committed to the purchase. It is the employee's responsibility to ensure the Policies and District Practices have been followed in order for the payment to be processed to the vendor or employee to be reimbursement. Purchasing practices should be shared with all staff and reviewed each year.
- b) Furniture and office purchases must meet certain minimum standards for Fire Code and Health and Safety requirements. Consultation and coordination with the Operations Department is required to ensure optimal pricing and quality.
- c) Technology purchases shall be completed through a purchasing request in the service ticketing system in Asset Planner using the purchasing function.
- d) The majority of purchases are to be planned as part of the yearly budget planning process.
- e) Purchases in excess of \$500 should not be completed personally with the exception of preapproved travel expenses.
- f) Registrations in professional conferences should be completed with a School District Credit Card.
- g) Purchases for supplies, Special Purpose Funds, and learning resources should be made in the first part of the year to ensure the opportunity for use by students in the school year.
- h) Purchases must be carefully reviewed to ensure coding to the appropriate account.
- i) A supported practice is to review account details once per calendar month. Examine account trends and be aware of anomalies at each point of the year.
- j) Cash or near cash gifts and awards such as gift certificates/cards are considered a taxable employment benefit. The School District does not support employees to be compensated using this method.

##### **2. Authorization Limits for Expenditures**

- a) Assistant superintendent, principals, managers, directors and supervisors with signing authority on department budgets are authorized to sign purchase orders up to \$5,000 within the respective annual budget allocation.
- b) Purchases greater than \$5,000 but less than \$100,000, require the additional authorization of the Secretary Treasurer or designate.
- c) Purchases equal to or greater than \$100,000, and/or any service or maintenance agreement that is for a period of more than 12 months, unless included specifically in the approved operating or capital budget, require the authorization of the Superintendent.

### **3. Procedures**

- a) Purchase orders represent the contractual obligation between the School District and the supplier. The purchase order protects the School District and the supplier to the agreed quantity, price, description and delivery arrangements.
- b) Check existing inventories in our area and other schools prior to buying new.
- c) Verify whether the item can be repaired at a reasonable cost.
- d) Encourage price comparisons for all purchasing.
- e) A purchase estimated to exceed \$10,000 must receive price quotations from three (3) suppliers unless there are fewer than three (3) suppliers for the goods or services.
- f) A purchase estimated to exceed \$10,000 will require invited or advertised written price quotations from three (3) suppliers. Tenders shall be placed in one or more of the following media:
  - i. local newspapers;
  - ii. regional newspapers;
  - iii. provincial newspapers;
  - iv. trade journals; or
  - v. BC Bid website
- g) The Superintendent or Secretary Treasurer will determine, in accordance with this District Practice, if it is reasonable to call for written quotations. The School District participates in [Focused Education Resources](#) program; this is the primary initial source for recommendations.
- h) The individual responsible for the purchasing decision must ensure that suppliers located within the School District boundaries are asked to bid on the supplies and/or materials to be purchased.

### **4. Receipt of Tenders**

- a) Sealed tenders are to be received and not opened until the date and time specified on the tender.
- b) All tender envelopes shall be stamped or hand-written, showing the date and the time of receipt.
- c) Tender documents are then to be delivered directly to the Director of Operations or designate.
- d) Tenders received are to be secured in the vault or safe or other secure area until the closing date.
- e) Any variance or irregularities contrary to the above procedure shall be communicated directly and immediately to the Secretary Treasurer.





**5. Use of School District Forms**

- a) Operations Supply Order Form
  - i. All operations staff require a supply order form for all purchases under \$5,000
  - ii. All supply order forms require information in the fields of the form and a requisition number from supervisor
  - iii. All supply order forms require approval from the supervisor
- b) School District Credit Cards
  - i. May be used for purchases within the schools or department.
  - ii. Must be reconciled to all receipts by the cardholder each month.
  - iii. The care and storage of the card is the responsibility of the cardholder and the cardholder is responsible for all purchases.
  - iv. Receipts submitted to the cardholder should have sufficient detail (department and purpose) for the cardholder to justify the educational nature of the purchase.
  - v. The reconciliation report cover page is required to summarize the receipts and totals shall match the statement. The report is required to be signed by the cardholder.
- c) Cheque Requisition
  - i. Require information in all fields of the form, including an accurate description of the purpose for the invoice attached (for example, Science Department – baking soda for class observation).
  - ii. Require an invoice or receipt to be attached.
  - iii. Require approval from the supervisor/Principal.
  - iv. Account codes should be reviewed for accuracy prior to submission.
  - v. One purchase item per requisition unless submission is for a petty cash reimbursement.
- d) Petty Cash - miscellaneous office items such as stamps, postage, office supplies
  - i. A petty cash amount of \$300 will be maintained at the beginning of the month at each site.
  - ii. A cheque requisition should be completed at the end of each month to reconcile the reimbursements for the month to replenish the balance.
  - iii. In the event the petty cash is depleted prior to month end, a requisition shall be submitted to reconcile and replenish the balance.
  - iv. All receipts are required to be attached to the Cheque Requisition cover sheet.
  - v. Staff will submit receipts for reimbursement in the month during which the expense was incurred.
  - vi. June receipts shall be submitted prior to June 15<sup>th</sup> for all reimbursements. Receipts submitted after this date will not be processed until September.



**DISTRICT PRACTICE 3700**  
**PROCUREMENT AND PURCHASING**

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- e) Travel and Mileage electronic workbook form - claim for mileage between school and other related business travel, e.g. workshops.
  - i. Expense claims are to be completed using the electronic workbook form [Form 3800] which is accessible on the School District website.
  - ii. Expense claims should be submitted as soon as reasonably possible and preferably in the month during with the expense was incurred.
  - iii. Travel expenses are determined from the employee's work location for the day which the respective expenses were incurred.

**REGULAR MEETING: INFORMATION, RECOMMENDATION**

**DATE:** November 8, 2022  
**TO:** Board of Trustees  
**FROM:** Alan Rice, Secretary Treasurer  
**SUBJECT:** Budget Utilization Summary – October 31, 2022  
**ORIGINATOR:** Alan Rice  
**REFERENCE:** Budget Utilization Report - October

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**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 \$360,000 from prior year attributable to increase in salaries and benefits due to enrolment growth, TTOC replacement costs, District Day, Pro D and travel. Actual amounts are consistent with budgeted with a variance of 0.14% below estimated for the current year.

Administration: increase of approximately \$112,000 from prior year which is attributable to timing of expenses for dues, fee and professional services as well as increases in salaries and benefits. The Director of Early Learning and Childcare is a newly created position funded by the MOECC and will be included in the amended budget. Actual amounts are 5.78% 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: decrease of approximately \$10,000 from prior year. Primarily attributable to supplies, equipment and services. Actual amounts are consistent with budgeted with a variance of 3.11% below estimated. Moving into colder months we anticipate an increase to utilities and snow clearing.

Transportation and Housing: decrease of approximately \$57,000 from prior year. Attributable to insurance and supplies. Actual amounts are 3.84% below estimated. Maintenance on busses fluctuates throughout the year and depends on emergent issues.

**CONCLUSION**

Expenditures to date are below budget by 0.43% and greater than the prior year by \$405,000 for the same timeframe.



**RECOMMENDATION**

Continue to monitor on a monthly basis.

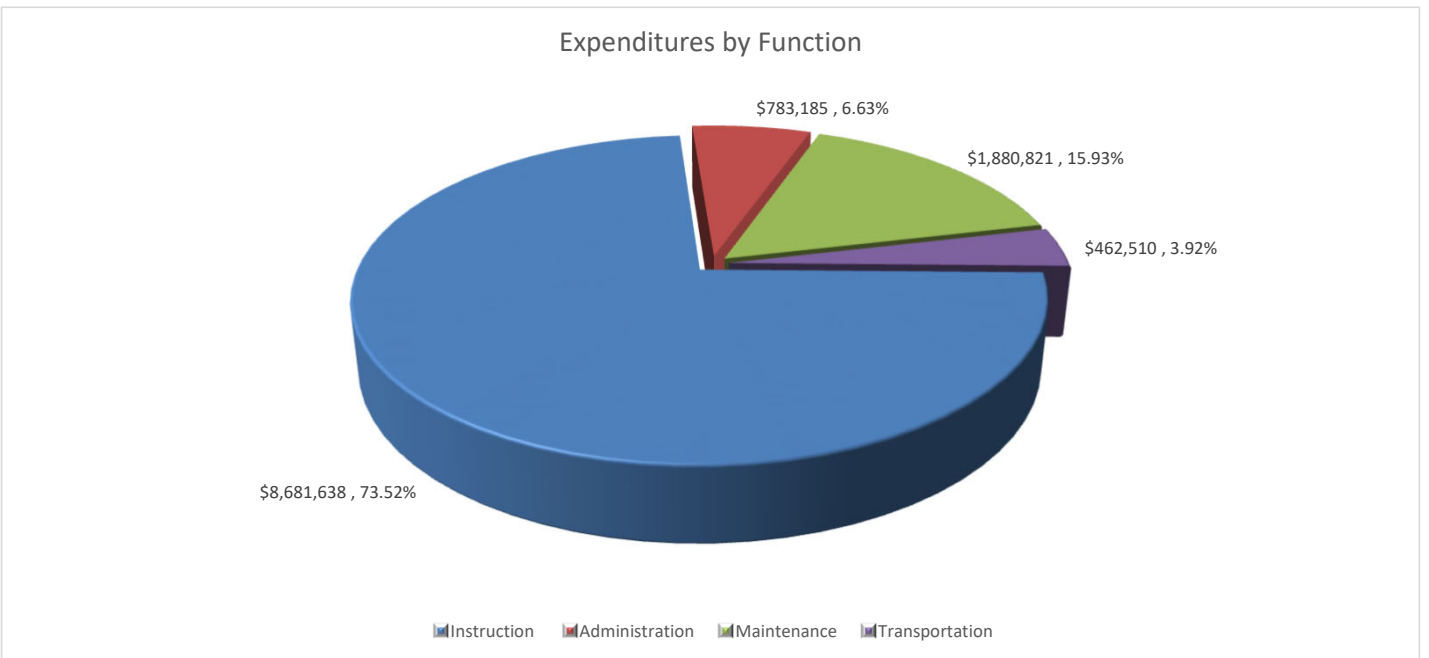
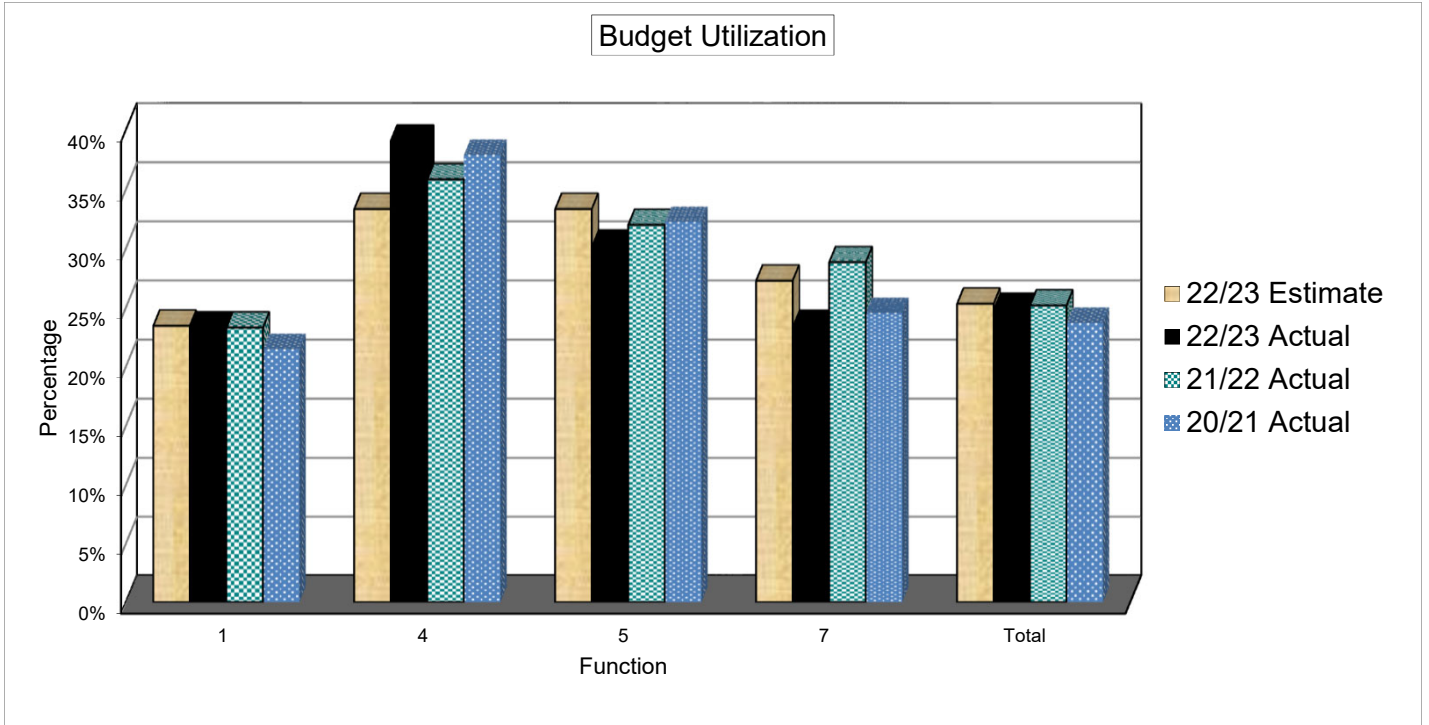
**STRATEGIC ALIGNMNET**

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

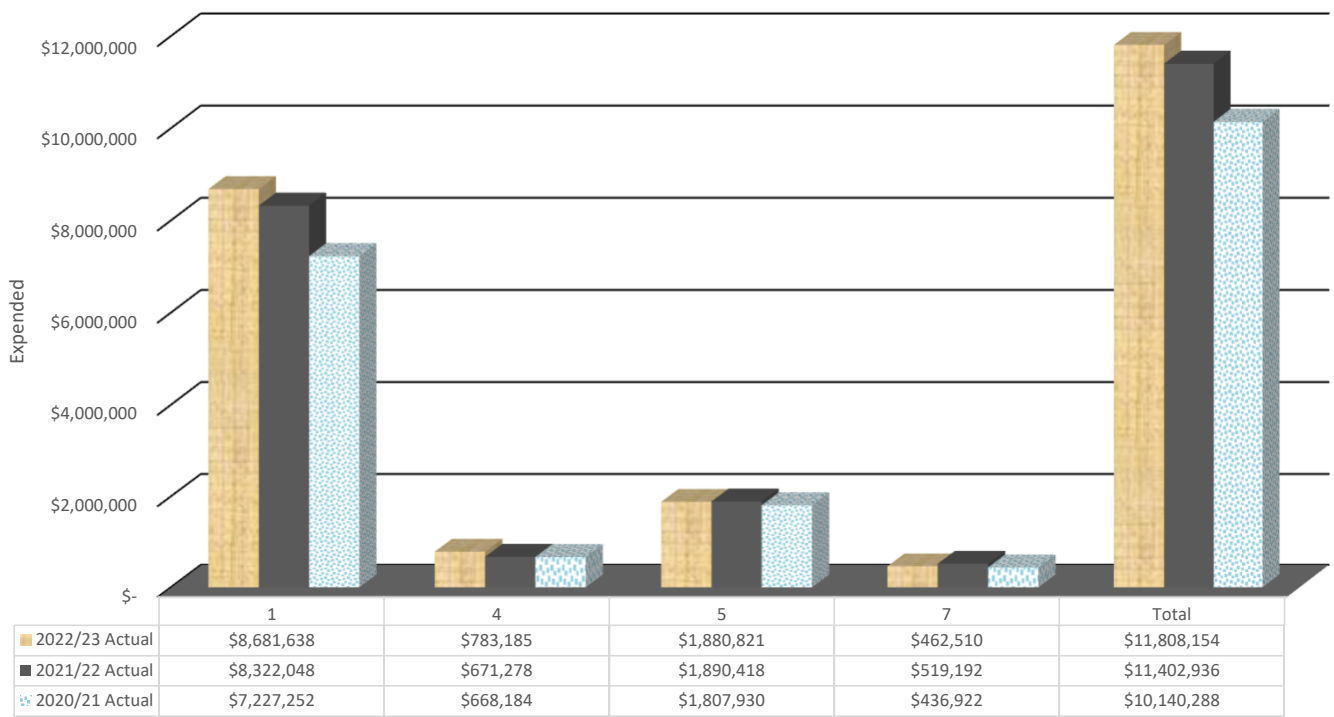


**ROCKY MOUNTAIN SCHOOL DISTRICT No. 6**  
**BUDGET UTILIZATION SUMMARY**  
**October 31, 2022**

<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	\$ 8,681,638	23.31%	23.45%	23.30%
Administration	4	12	\$ 2,002,266	\$ 783,185	39.11%	33.33%	35.84%
Maintenance	5	12	\$ 6,224,699	\$ 1,880,821	30.22%	33.33%	31.99%
Transportation	7	11	\$ 1,974,262	\$ 462,510	23.43%	27.27%	28.83%
<b>Total</b>			<b>\$ 47,449,761</b>	<b>\$ 11,808,154</b>	<b>24.89%</b>	<b>25.32%</b>	<b>25.17%</b>



### 3 Year Actual Expenditure Comparison



**DATE:** November 8, 2022  
**TO:** Board of Trustees  
**FROM:** Karen Shipka, Superintendent of Schools  
**SUBJECT:** Rocky Mountain Alternate Program Update  
**ORIGINATOR:** Steve Wyer, Assistant Superintendent

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## ISSUE

The Board will receive an update related to the unified Rocky Mountain Alternative program.

## BACKGROUND

In the spring of 2022, with support of the Board, the District took the decision to bring the three alternate programs in Kimberley, Golden, and Invermere under a single name and under the leadership of a single principal. This move is supported by the need to bring consistency to all aspects of the alternate learning experience and to the supports and processes in each of the three programs. Prior to this decision, significant differences existed between all aspects of all three programs.

## CURRENT SITUATION

Under the leadership of Lisa Tenta, Principal, the newly unified alternate program will evolve to align practices, experiences and success for each learner. As such, it is a good time to update the Board on some of the intended developments - immediate, mid, and long term – towards this end.

Immediate and Short Term – *completed or actioned*

- Transfer the leadership of the alternate programs from three secondary principals to one Alternate Program Principal
- Align the referral criteria for transfer into any one of the alternate programs in Kimberley, Golden, or Invermere
- Bring staff together to share and collaborate about alternate programming
- Outline the communication pathways between employees and parents in the alternate programs
- Complete the 1701 process and staffing

Mid Term – *within a 3 month window*

- Consolidate administrative staffing to a single person
- Consolidate file retention practices under a single program
- Name the program
- Gather resources and sharing practices between programs
- Schedule common professional learning between programs



### Long Term – *prior to Fall 2023*

- Collaborate with all staff across programs to develop a shared mission, vision, and values
- Connect formal trades opportunities with students in the alternate programs
- Determine ways to create cross participation opportunities for students with the local secondary school

### **FINANCIAL IMPLICATIONS**

The cost of taking this decision was to remove .35FTE leadership allocation to alternate from the secondary schools in Kimberley, Golden, and Invermere and allocate this money to the single principal of Rocky Mountain Alternate. In each case, the secondary schools were able to reabsorb the leadership FTE into their operating budgets and this freed principals to focus on learning in their buildings with greater acuity.

Prior to this decision, the amount of leadership allocated to the alternate programs was the minimal amount required to provide oversight to the programs. The District contributed an additional amount of .15FTE leadership to the model for an amount of about \$20,000. This investment ensures leadership the time and attention required to realize goals for the program.

### **CONCLUSION**

Bringing the School District No. 6 alternate learning programs under a single program with single leadership will provide consistency for parents and students in our entire system regardless of location. Additionally, the power of alternate staff working together is realized through the creation of a single staff team.

### **KEY MESSAGES**

1. In 2022 the three alternate programs in Rocky Mountain joined to become a single alternate program.
2. The alternate programs are led by Lisa Tenta, the principal, and are no longer administered through the secondary schools.
3. This unification is designed to align alternate programming for consistency across the district.
4. Through this alignment, the District will offer additional programs and create more positive outcomes for students.
5. During this first year, the leadership work has been separated into short, medium, and long term objectives.





**DATE:** November 8, 2022  
**TO:** Board of Trustees  
**FROM:** Karen Shipka, Superintendent of Schools  
**SUBJECT:** Strategic Cycle Update  
**ORIGINATOR:** Steve Wyer, Assistant Superintendent  
**REFERENCE:** [Strategic Plan 2022-2023](#), [Strategic Planning Cycle Model](#)

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## ISSUE

The Board will receive an information update to the objectives of the District's Operational Planning as they pertain to Board strategic priorities. This update is intended to inform planning for the next strategic cycle beginning in Fall 2023.

## BACKGROUND

In Fall 2020 the Board of Education set a mission, vision, and values for the learning organization of School District No. 6. In line with the Framework For Enhancing Student Learning, the Board further set three strategic priorities to direct the operational planning of the District. They are:

1. Equity and Inclusion
2. Success for Each Learner
3. Excellence in Teaching and Leadership

Using available evidence of learning, the leadership team began to work to set measurable goals, including actionable objectives, in support of these three priorities.

The organization is currently in the third and final year of the 2020-2023 strategic cycle. For each of the first two years, the leadership team and the Board of Education have used available information about student growth to adjust strategic objective in years one and two. As objectives have been accomplished, and as they evolve, so too has the operational planning.

## CURRENT SITUATION

Much growth has taken place according to the Board's plans for students in School District No. 6. This report will update available information about student growth and provide insight into the planning direction for the 2024-2028 strategic cycle. This report is a very high level view of the commitments in the current plans and the deliverables on those commitments. These deliverables are measured by indicators of student and system growth.



## Equity and Inclusion

### Year 1 Goals

- Remove Barriers to Equity
  - All Learning Environments are Inclusive
  - Student, Parent, and Partner Engagement
1. In response to the strategy to hire a district leader in Indigenous education and equity, a district VP was recruited and Jenna Jasek was hired.
  2. In response to the strategy to provide district wide learning in Truth and Reconciliation and about Calls to Action, the District implemented the *4 Seasons of Truth and Reconciliation* learning for all leadership in the organization.
  3. In response to the strategy to embed First Peoples' content and principles into learning, the district has begun the Indigenous Education Resource Review Team to support staff in this work.
  4. In response to the commitment to appropriately support student need as well as to engage partners and rights holders, the District has implemented the *Indigenous Student Management System* which enhancing the District's understanding of the types and frequency of supports for Indigenous learners.

### Year 2 Goals

- Commitment to Truth and Reconciliation
  - Remove Barriers to Learning
  - All Learning Environments are Inclusive
1. In response to the strategy to provide district wide learning in Truth and Reconciliation and about Calls to Action, the District implemented the *4 Seasons of Truth and Reconciliation* learning for all staff in the organization.
  2. In response to improving grade to grade transitions, the Student Support Services Team are working with Principals to plan meaningful transitions at key points within our system and determining which models are most effective.
  3. In response to the commitment to deliver social emotional learning strategies in each classroom, classes in the district, the district is piloting the *Mental Health Literacy* program at elementary levels and the *Mental Health Literacy for Adolescents* program at secondary levels.
  4. In response to the importance of School Based Team processes at each site, each school now has a functioning School Based Team meeting routinely and producing documented interventions for students.

## Student Indicators

### Indigenous 6 Year Dogwood Completion Rates

2019	2020	2021	2022
70%	71%	76%	83%

### Gap Between Indigenous and Non-Indigenous Completion Rates

2019	2020	2021	2022
22%	17%	15%	6%



## Success for Each Learner

### Year 1 Goals

- All Students are Ready to Learn
  - Success for All Learners in Literacy and Numeracy
  - Success Beyond Classrooms
1. In response to building early learning opportunities in all communities, the District has begun the *Just B 4* pilot as well as begun before and after school care in many communities.
  2. To provide a district wide learning opportunity for literacy and numeracy, all schools have named literacy and numeracy lead staff to act as distributed leaders and facilitators for school based learning.
  3. To ensure teachers have access to resources to integrate Indigenous content, the district has begun the District Indigenous Resource Review Team.
  4. In response to developing leadership capacity in literacy and numeracy by hiring District VPs, the District has recruited and hired Kristin Insull for numeracy and Darren Danyluk for literacy.
  5. To provide seamless transitions in the early years, the District implemented an engagement strategy to bring Early Childhood Educators together with Kindergarten teachers.

### Year 2 Goals

- Supported Student Success Throughout Each Learner's Journey – Early Learning to High School, and Beyond.
  - Improve Literacy Achievement
  - Improve Numeracy Achievement
1. In response to the need for performance based literacy and numeracy assessments, the numeracy assessment is implemented Fall 2022 and the literacy assessment is in the pilot phase.
  2. Numeracy and Literacy Learning Teams are established for teachers in order to respond to the commitment to build communities of practice in literacy and numeracy
  3. In response to alignment with the BC Curriculum and the new reporting order, the District has struck an implementation team for reporting in SD 6.
  4. In response to intermediate and secondary schools using effective literacy supports, all school plans include a strategic inquiry that supports reading comprehension strategy for students.

### Student Indicators

#### Literacy

District and Provincial Measures Reading and Writing

Reading K-3 has remained the same in the first two years of the plan. 69% on track using PM Benchmarks Assessment.

Reading 4-7 has seen growth between 2021 and 2022.

Grade 4-7 Benchmarks **2021 52% on track**                      **2022 74% students on track**



Student writing on the district assessment has remained strong at 93% on track in 2021 to 94% on track in 2022.

**Grade 10 Provincial Literacy Assessment**

2019	64% proficient
22020	73% proficient
2021	78% proficient

**Numeracy**

District and Provincial Measures Numeracy

K-7 numeracy improved on the district wide SNAP assessment during this strategic cycle  
 50% proficient in 2021   62% proficient in 2022.

**Grade 10 Provincial Literacy Assessment**

2019	13% proficient
2020	27% proficient
2021	31% proficient

**Excellence in Teaching and Leadership**

**Year 1 Goals**

- Develop a Coordinated Approach to Professional Learning
- Building Leadership Through a Culture of Collaboration
- Engagement Through Innovative Practices

1. In response to the commitment to collaborative leadership, the district hosts monthly, in person, district leadership team meetings that focus on building leadership capacity.
2. In response to supporting instructional leadership capacity, the District has removed teaching assignments from the roles of principals to free them up to collaborate with their teams.
3. Instructional rounds are happening in all schools to provide opportunities for teachers to talk about learning
4. In response to the objective of offering opportunities for internal succession, the District is running its year of the Aspiring Leaders program with 9 participants.

**Year 2 Goals**

- Build the Capacity of School Based Leaders to Lead Instructional Rounds and a Culture of Learning
- Close the Achievement Gap Between Indigenous and Non-Indigenous Learners
- Improved Assessment Literacy

1. All school leaders are leading data analysis with their teams twice per year as a commitment to closing achievement gaps.
2. To close the achievement gap for Indigenous Learners, the district has implemented a central digital information system to track type and frequency of student supports.



3. In response to the commitment to develop the use of the new Proficiency Standards, the District join a ministry pilot as well as convened a District Reporting Team.
4. In support of buildign cultures of learning, literacy and numeracy lead teachers meet routinely through the year to distribute and share innovative practices.

### **System Indicators**

1. Three members of the current District Leadership Team were hired after participating in Aspiring Leaders.
2. Before the Early Child Educator and Kindergarten Teacher collaboration project began, a scan of these partners showed 89% of them felt that there was no connection between car providers and the schools. Following the yearlong project, 89% percent of participants reported feeling a strengthened connection between community care providers and schools.
3. The achievement gap at Dogwood Completion over a four year period is closing. The current gap of 6% is the lowest gap ever achieved in SD 6.

### **CONCLUSION**

The 2020-2023 strategic plan is in its final year. This report provides an update of some key data points and deliverables to use in considering priorities for the upcoming 2024-2028 cycle.

### **KEY MESSAGES**

1. The current strategic plan of the Board of Education is in its final year.
2. Work is beginning to set priorities for the next 4 year strategic cycle
3. Engagement opportunities to hear from all educational partners will form part of the strategic planning process
4. The strategic plan is informed by evidence of learning and system improvement
5. Completion rates are improving for all students
6. Completion rates have steadily increased for Indigenous Learners
7. The gap between Indigenous and Non-Indigenous Learners has been closing over a four year period



## November 2022

November 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11 Remembrance Day No School	12
13	14	15	16	17	18 Board Working Session Invermere, 6pm	19 Board Working Session Invermere, 8:30 a.m.
20	21	22	23	24	25	26
27	28	29 Policy Committee Time: TBD	30			

## December 2022

December 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 BCSTA Academy, Vancouver	2 BCSTA Academy, Vancouver	3 BCSTA Academy, Vancouver
4	5	6 Labour Relations Committee Time: TBD	7	8	9	10
11	12	13 Board of Education Meeting, Video Conference from 3 Zone Offices 6:00 pm In-Camera 7:00 pm Regular	14	15	16	17
18	19 Winter Break	20 Winter Break	21 Winter Break	22 Winter Break	23 Winter Break	24
25	26 Winter Break	27 Winter Break	28 Winter Break	29 Winter Break	30 Winter Break	31