



**ROCKY
MOUNTAIN**
School District #6



BOARD HIGHLIGHTS

October 2023

STRATEGIC AND POLICY ISSUES

Policies Under Review • Karen Shipka, Superintendent

The Board of Education continues to receive feedback through the [Policies Under Review](#) webpage. 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 school facilities. The deadline to provide feedback was September 28, 2023.

Policy development • Karen Shipka, Superintendent

Third reading – Policy 2900, Naming or Renaming of School Facilities

Ms. Shipka reported this was held at second reading at the last Board of Education meeting to provide additional time for input. One piece of feedback was received on policy 2900, naming or renaming of schools of school facilities. No additional changes were made. The policy 2900 received its third and final reading.

Second reading – Policy 2350, Research in Schools

Ms. Shipka reported that no feedback was received on policy 2350, research in schools. The Board of Education meeting package includes a draft form for researchers to complete to propose to complete research in schools. The Board of Education is seeking feedback on the policy and it can be submitted until October 26, 2023. To review the proposed policy and provide feedback, visit the [Policies Under Review](#) webpage.

All three readings – Policy 5550, Reporting Student Learning

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 British Columbia K-12 Student Reporting 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.

OPERATIONAL ISSUES

Third reading – Policy 4106, Confidentiality and Conflict of Interest

Feeding Futures • Sharon Collin

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.

Community Link Student Support Workers, one 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.

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

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.

REPORTS

Budget Utilization • Alan Rice

Mr. Rice presented the Board of Education a report on year-to-date operating expenditures compared to budget and prior year. 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.

Enrollment Report • Trent Dolgopol

The student enrollment count is based on the students who were registered and accounted for on September 29. The enrollment data indicates a decrease of 5 FTE from 3,548 in 2022 to 3,543.

Mental health in schools strategy • Sharon Collin

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.

REPORTS CONT'D

District Principals and Vice Principals Update • Steve Wyer

As the Board enters into a new four-year strategic cycle, the work of the district principals and vice principals 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.

The district principals and vice principals have joined forces to cultivate professional learning communities of practice in each of the communities. All DPVP travel to the communities for after school dinner sessions with teachers that connect numeracy learning, connection to the land, and Indigenous content.

The District Learning Team is instrumental in advancing the learning agenda in the School 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.

Child care programs update • Crystal MacLeod

Rocky Mountain School District continues to support the early learning and child care portfolio. 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. Moving forward, the Early Learning and Child Care Annual Report will be updated each year in the summer and presented to the Board of Education in the fall.

Golden Secondary School health hub update • Steve Wyer, Mike Archibald, and Kelsey Doolaar

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. The Health Hub at GSS has been a successful endeavour as measured against priorities of inclusion, equity, and relationship building. 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.