

**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: Windermere Elementary School

Date: June 14, 2022

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 May 10, 2022

4.2 Synopsis of in-camera meeting of May 10, 2022 (Alan Rice)

5. PRESENTATIONS/DELEGATIONS

5.1 Glen Ewan – Scholarships and Community Foundation Endowments

5.2 Katie Niddrie – Policy 2100, School Catchment Areas and cross boundary transfer requests

6. MATTERS ARISING FROM THE MINUTES

7. STRATEGIC AND POLICY ISSUES

7.1 Policy Development

7.1.1 Third Reading

 7.1.1.1 Policy 8000

 7.1.1.2 Policy 8600 (hold for third reading)

7.1.2 Second Reading

 7.1.3.1 Policy 1300

 7.1.3.2 Policy 1200 (was unnumbered communications and media relations policy at last meeting)

7.1.3 First Reading NIL

8. OPERATIONAL ISSUES

- 8.1 Appointment of Chief Election and Deputy Chief Election Officers (Alan Rice)*
- 8.2 Child care implementation plan (Al Rice, Al Ure, Steve Jackson, Crystal MacLeod)*
- 8.3 Major capital plan report (Alan Rice)*
- 8.4 Minor capital plan report (Alan Rice)*
- 8.5 2022-2023 Annual Budget (Alan Rice)*
- 8.6 Lions Club Donation Request (Alan Rice)*
- 8.7 Windermere Valley Snowmobile Society Donation Request (Alan Rice)*

9. REPORTS

- 9.1 Budget utilization summary – May 31, 2022 (Alan Rice)*
- 9.2 Mental health update (Viveka Johnson)*
- 9.3 Restricted capital report and SSS restricted capital approval letter (Alan Rice)*
- 9.4 Environmental sustainability report (Trent Dolgopol)
- 9.5 Legacy of Learning Project (Viveka Johnson)*
- 9.6 District vice principals update (Steve Wyer)*
- 9.7 BC School Trustees Association (Jane Fearing)
- 9.8 BC School Trustees Association, Kootenay Boundary Branch (Rhonda Smith)
- 9.9 BC Public Schools Employers Association (Sandra Smaill / Jane Thurgood Sagal alt)

10. INFORMATION ITEMS

- 10.1 June 2022 calendar*

11. FORTHCOMING EVENTS

- 2022.06.15 GSS Annual Student Achievement Awards, GSS gym, 7:00 p.m.
- 2022.06.17 SSS Prom, Grad parade, Platz, 3:30 p.m.
- 2022.06.17 Retirement Event, Copper Point Resort, 6:00 p.m.
- 2022.06.18 SSS Grad Ceremony, Kimberley Civic Centre, 3:00 p.m.
- 2022.06.23 GSS Grad Ceremony, Golden Arena, 6:00 p.m.
- 2022.06.28 DTSS Grad Grand March, Downtown Invermere, 5:00 p.m.
- 2022.06.29 DTSS Grad Ceremony, Gym, 4:00 p.m.
- 2022.08.31 Towards Truth and Reconciliation: A District Day of Learning, DTSS, 8:30 a.m.
- 2022.09.06 Labour Relations Committee Meeting, Teleconference, 12:30 p.m.
- 2022.09.13 Board of Education Meeting, Lindsay Park Elementary School
 - In-Camera 6:00, p.m.
 - Regular Meeting, 7:00 p.m.

12. QUESTIONS FROM THE PUBLIC

13. ADJOURNMENT

* attachment

From: [Glen Ewan](#)
To: [Stacey Ursulescu](#); [Scott King](#)
Subject: Fwd: Scholarships and Community Foundation endowments
Date: Friday, May 6, 2022 10:31:38 AM

CAUTION: External email. DO NOT click links or open attachments unless you are confident about the source.

Good morning Stacey. Scott King has asked me to forward my request to you.

I would like to appear in person at the Board meeting on June 14 at Windermere if possible.

Below is the outline of a proposal that I would like to present to the Board and admin for their consideration to better the return on GSS Scholarships.

If you or others have questions, do not hesitate to contact me.

A Proposal for GSS Scholarship Endowments

Thanks for this chance to discuss the future of scholarships for Golden students.

As background for you, I am a fundraiser for the Golden and District Community Foundation ("GDCF"). A community foundation is a charity regulated by Canada Revenue Agency under the Income Tax Act.

GDCF has been active in our area for more than 20 years now. We have an endowment base of over 1.7 million dollars. We manage those funds and by law can only distribute the income those funds generate. The funds themselves are held in perpetuity.

Every individual endowment is for a purpose. For example we have the Whitetooth Affordable Ski Program Fund which every year allows us to add about \$12,000 to the contributions of the School Board and Kicking Horse Mountain Resort to provide skiing at no cost to Golden intermediate students at Kicking Horse.

The Columbia Basin Trust is currently holding our funds and paying 5% per year interest. We take 1% for administrative purposes. The remaining 4% is granted out in our area under the terms of the individual endowments.

We currently manage over \$400,000 in scholarships allowing us to provide about \$16,000 annually to Golden students.

I am advised that the School District holds some funds for scholarships. I do not know how the funds are managed or what the return on them may be. I can say that if the GDCF were managing them, one alternative we can offer is that the capital could be preserved forever and the income earned would likely increase from what you are receiving currently.

I believe that this could be a great opportunity for the benefit of our students. It is a model

that likely can be replicated in Invermere and Kimberley as well.

Glen

Glen Ewan

1519 Fir Crescent
Golden BC
V0A 1H6

phone or text 250-344-5658

Opportunities multiply as they are seized: Sun Tzu

May 18, 2022

To the Members of the Board of Education, SD6:

I am writing to request a change to District Practice under Policy 2100: School Catchment Areas.

I would like to request that siblings of students who attend a school outside of their catchment area be allowed to enroll without going through the process of another cross-boundary transfer request.

For example, I applied for a cross boundary transfer request for my daughter Nora to begin Kindergarten at Windermere Elementary School when she was eligible in 2018. I wanted her to attend the school where I am a teacher with a continuing contract (my reason for the transfer request). Last year, in 2021, my second daughter Juliet was eligible to attend Kindergarten and again, I had to put in a cross-boundary request for her to attend WES with Nora.

After a family as a whole (the first child) has been accepted into the school, they should be able to call that “their” school and each additional child should be allowed to enroll without waiting for additional paperwork to be accepted.

When I applied for Juliet to attend last year, I was told many times that it may not be possible for her to attend WES with her sister. This caused immense anxiety, as I very much wanted my children to attend the same school. We all know as parents and educators how important that is for families.

I have a third child, Jack, who will be eligible to attend Kindergarten in the Fall of 2023. I will have to go through this process of waiting and wondering again, with the possibility of having to move both of my older daughters (a very difficult thing for us to do logically) after they have spent years making connections at WES. The thought of this comes with great stress—what if Jack not accepted?

As per District Practice for Policy 8800: French Programming it is common practice for siblings of students who have been accepted into the Intensive French program in Grade 6 (Windermere Zone) to be automatically accepted into the program. They do not have to enter the lottery and wait for acceptance. My question is, how is it any different for me and my children? Why do I have to reapply to my chosen school/program for each of my children?

I am writing this request not only for me, but for the dozens of families I have coached through this same scenario as a staff member at WES. I teach Kindergarten and at times act as “the first line of defense” with families who are shocked, worried and aghast when they find out that their subsequent children and siblings of their students already attending WES have to apply to attend Kindergarten with their siblings and risk not attending the school they have chosen for their family.

Please consider this request with the best interest of families in mind. Anyone requesting a cross-boundary transfer has done so with careful consideration for his or her children, and most often, hope to call the given school, “their school” for the length of the children’s school years. Reasons for transfer requests are often very specific and support the well-being of the children and family as a whole. As a district, we should honor the desire to keep siblings together and for families to feel as though they can build connections with a school community without worry.

Thank you for your consideration and review of this policy,
Katie Niddrie

Request for Policy Review

Policy 2100: School Catchment Areas

Katie Niddrie

- Mother of 3— Nora (8), Juliet (6), and Jack (4)
- K/1 Teacher at WES
- Dedicated employee of SD6 since 2009
- Concerned parent and staff member hoping to make a change that will support families in their transition to Kindergarten



Current District Practice (Policy 2100)

Each student who requires a Cross Boundary Transfer must request it, regardless if their siblings are already registered at the school.



DISTRICT PRACTICE 2100
SCHOOL CATCHMENT AREAS

DISTRICT PRACTICE:

1. Student enrolment in District schools will be prioritized as follows:
 - a) A catchment area child who attended the school the previous year;
 - b) A catchment area child;
 - c) A non-catchment area child;
 - d) A non-school district child.
2. Preliminary decisions will be made as to class configurations at each school after April 30. Registrations received after that date will be considered subject to space being available.
3. Parents may register their child(ren) in their catchment area school (see section 13 of this district practice) for the following school year any time after January 1. Registration only occurs once, when the student is new to the school.
4. Students who request and are accepted into a French Immersion or Intensive French programme are considered catchment area students of the school where the program is located, regardless of place of residence as outlined in section 13 of this district practice. In some cases, this may also apply to students having special needs, where the program for the student is being provided at a particular school site.
5. Parents who wish their child(ren) to attend a school outside their catchment area are to obtain a Cross-Boundary Transfer Request form from their catchment area school. Parents are required to fill out the form, and submit it to the Principal of their catchment area school. This may occur no earlier than January 1 for placement in the following school year. The form will be date and time stamped when received. Parents will then meet with the Principal regarding their reasons for requesting a transfer, and obtain the signature of the Principal on the form. The Principal will submit the form to the District Office for consideration. The Superintendent will consider space at the receiving school, and will issue a letter to the parent confirming or denying the transfer by May 31. After receiving approval, the parent may register the child(ren) at the receiving school.

Once approved, there is no requirement to re-apply for a transfer, unless the student is again changing schools. Transfers will not be approved if they would result in the reconfiguration of a school. A parent whose request is denied will have their child(ren) placed on a waiting list, and may request a committee of Trustees from that zone to consider their particular circumstances.

DISTRICT PRACTICE 2100 SCHOOL CATCHMENT AREAS
FORM 2100 CROSS BOUNDARY TRANSFER

REFERENCES: [School Act, Section 75.1](#)

ADOPTED: April 2000

Amended: October 2003, February 2013, September 2015, June 2017, June 2020

My request:

After a family as a whole (the first child) has been accepted into a school, no additional Cross Boundary Requests should be required for siblings to attend.

A family should be able to call that “their” school and each additional child should be allowed to enroll without waiting for additional paperwork to be accepted.

Why does this matter?

- Families want to feel connected to their school community and build long term relationships with staff and students
- Cross Boundary Requests are done so with careful consideration and specific reasons that benefit both the individual child and family as a whole
- Waiting for acceptance for siblings entering Kindergarten causes undue stress for families, especially if their older children are already accepted and attending that school
- Families want to feel a sense of belonging and not have the “what ifs” lingering in the back of their minds

District Goals

- This change aligns with the RMSD Framework for Enhancing Student Learning, *Goal 2: Success For Each Learner*
- It would aid in more seamless transitions at a pivotal age for both student and parent

GOAL #1
ALL Students are Ready to Learn

STRATEGIES

- Explore early learning options for all students in all communities.
- District wide focus on wrap around supports to meet the individual learning needs of students.
- Professional learning opportunities focused on developing student and staff agency.

EXPECTED OUTCOME

- An Early Learning strategy is developed to meet the needs of each community.
- Increased capacity of School Based Team to identify and meet the needs of students.
- Staff have the capacity to help students understand and develop agency.

GOAL #2
Success for ALL Learners in Literacy and Numeracy

STRATEGIES

- Identify and implement a district wide, performance based reading assessment.
- Target Literacy supports at the middle years.
- District wide professional learning strategy focused on Literacy and Numeracy.
- Establish district support positions for Literacy and Numeracy.
- Identify and establish district wide Numeracy assessments at all levels.

EXPECTED OUTCOME

- A consistent approach to assessing reading is implemented across the district.
- Middle years students demonstrate increased achievement level in literacy.
- Increased teacher capacity in literacy and numeracy instruction and assessment.
- Teachers have access to Numeracy and Literacy supports and expertise.
- A consistent approach to Numeracy assessment is implemented across the district.

GOAL #3
Success Beyond Classroom

STRATEGIES

- Ensure that all teachers and students have access to current teaching and learnings resources about the history of Indigenous Peoples.
- Establish partnerships in each community to enhance the delivery of supports and services for students.
- Provide seamless transitions for all students at each stage of their growth and development.

EXPECTED OUTCOME

- Teachers and students have access to up to date resources regarding Indigenous Peoples providing multiple perspectives.
- Improved community partnerships strengthen the delivery of services to children and families.
- Student transition experiences are improved at all levels.



Conflict in Policies

It is common practice for siblings of students who have been accepted into the Intensive French program in Grade 6 to be automatically accepted into the program.

Siblings do not have to enter the lottery and wait for acceptance.

How is it any different for students requesting a cross boundary transfer? Why do I have to reapply to my school/program for each of my children?

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) Late registrations will be placed on the wait list in the order that they are received.
- (f) 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.

At the School Level...

Schools can easily plan for K students in their projected enrollments (regardless if they are outside of catchment area) as it would be known years in advance that Cross Boundary Transfer students have siblings

Possible New Policy Language

Taken from SD43 Coquitlam Board Policies:

Kindergarten students who have a sibling at a school outside their catchment, will be accepted at the sibling's school (provided the sibling will still be in attendance the following school year) and are requested to register for their sibling's school between Tuesday, February 1, 2022 and Friday, February 4, 2022. Therefore, Kindergarten parents/guardians do not need to fill out a Cross Catchment Application verifying sibling status.

So... why not?



DISTRICT PRACTICE 8000

SELECTION OF LIBRARY RESOURCES

Materials will have diversity of appeal, varying levels of complexity, and present points of view an inclusive worldview.

DISTRICT PRACTICE:

1. It is the practice in School District No. 6 (Rocky Mountain) ("District") to provide a range of library resources to support individual student learning needs and to foster in them an interest and a love of reading. Materials will have diversity of appeal, varying levels of complexity, and present an inclusive worldview.
2. Professional staff shall make selections based on their own knowledge and experience with literature as well as a critical review of materials. In addition, staff will utilize a professional library database to determine the appropriateness of content.
3. Selected materials having a mature rating (i.e. age 16+) shall be available in libraries upon request. Students who are under the recommended age for a book shall be advised of the rating and alternate materials shall be suggested. Any student in this situation still wishing to sign out a book with a mature rating shall be provided with a parental permission form (see [form 8000.1](#)).
4. A parent/guardian wishing to request the reconsideration of a library resource may meet with staff responsible for the library and voice the concern. If the matter is not resolved informally, then the reconsideration of a library resource form (see [form 8000.2](#)) may be completed and submitted to the principal. The principal will attempt to resolve the matter with the parent and the staff member responsible. If the matter remains unresolved, the formal reconsideration process outlined in policy and district practice 8100 shall be followed.

[FORM 8000.1 LIBRARY RESOURCES](#)
[FORM 8000.2 LIBRARY RESOURCES](#)

ADOPTED: February 8, 2022
Amended:



POLICY 1300

PRESENTATIONS/DELEGATIONS AT BOARD OF EDUCATION MEETINGS

POLICY:

The Board of Education meets on a regular basis to consider the business of the school district. While these meetings are primarily business meetings, a limited amount of time will be made available to hear presentations of an educational nature, and/or delegations wishing to speak on matters relating to the business of the Board of Education. Associated District Practice to this policy will govern the hearing of presentations and delegations at regular Board meetings.

DISTRICT PRACTICE 1300: PRESENTATIONS/DELEGATIONS AT BOARD OF EDUCATION MEETINGS

ADOPTED: November 9, 2021

AMENDED: April 12, 2022



DISTRICT PRACTICE 1300

PRESENTATIONS/DELEGATIONS AT BOARD OF EDUCATION MEETINGS

DISTRICT PRACTICE:

1. PRESENTATIONS AT REGULAR BOARD MEETINGS

Regular meetings of the Board of Education are business meetings. Some time is available for presentations, but the amount of time is limited.

- 1.1 Presentations from the public are limited to ten minutes, with a brief question period available for Trustees to ask clarifying questions at the conclusion of the presentation.
- 1.2 Scheduling of presentations is made in writing to the Executive Assistant to the Board of Education at least ten days prior to the Board meeting and must include the title of the presentation and an overview of the topic.
- 1.3 Individuals making a presentation must be present at the start of the meeting. They may leave the meeting once the presentation has concluded but are welcome to remain should they so desire.
- 1.4 All presentation and/or written materials to be provided to Trustees in conjunction with a presentation must be made available and delivered to the Executive Assistant at the school board office one week prior to the Board meeting. Ten copies are required. If the material provided must be returned following the Board meeting, this must be specified at the time it is provided.
- 1.5 Audio-visual equipment required for a presentation should be arranged through the Executive Assistant to the Board of Education. Setting-up equipment or displays must be completed by 4:30 p.m. on the day of the Board meeting.

2. DELEGATIONS AT REGULAR BOARD MEETINGS

Regular meetings of the Board of Education are business meetings. Some time is available for delegations, but the amount of time is limited.

The following guidelines will govern groups or individuals wishing to be heard as a delegation.

- 2.1 A delegation is a group or individual requesting permission to appear before the board to speak on a matter relating to the business of the Board of Education. Requests to appear as a delegation must be submitted in writing ten calendar days prior to a scheduled meeting. The request must outline the topic and purpose of the delegation.
- 2.2 Normally, a delegation representing a group previously heard on a topic will not be heard a second time unless the delegation presents, in advance, material or information not previously considered that is relevant to any decision. A motion of the Board of Education to



DISTRICT PRACTICE 1300

PRESENTATIONS/DELEGATIONS AT BOARD OF EDUCATION MEETINGS

hear the delegation must be passed by having a majority of all Trustees cast an affirmative vote.

- 2.3 Presentations from delegations are limited to five minutes with a brief question period available for Trustees to ask clarifying questions at the conclusion of the presentation.
- 2.4 All written materials, to be provided to Trustees in conjunction with a delegation, must be made available and delivered to the Executive Assistant at the school board office one week prior to the Board meeting. Ten copies of all hard copy materials are required. If the material provided must be returned following the Board meeting, this must be specified at the time it is provided.
- 2.5 Decisions of the Board of Education on requests made by a delegation are not normally made at the Board meeting at which the delegation is heard. If the Board of Education believes the matter is emergent, it may consider the matter during the new business portion of the meeting.
- 2.6 Groups wishing to be heard as a delegation must be present at the start of meeting. They may leave the meeting once their business concluded but are welcome to remain should they so desire.
- 2.7 Audio-visual equipment required for a presentation should be arranged through the Executive Assistant to the Board of Education. Setting-up equipment or displays must be completed by 4:30 p.m. on the day of the Board meeting.



POLICY 1200

COMMUNICATION PROTOCOL

POLICY:

The Board of Education “Board” believes it is in the best interest of students that the people who live in this District actively support and have confidence in their schools, and that mutual trust between the community and its schools is essential.

To develop that support and confidence, it is essential that there is open dialogue and communication among our school communities, parents, students, Indigenous and community partners, the public, the media, and others who have an interest in the education of students in this District. The Board believes that it is its responsibility to encourage all interested parties to work together for the betterment of the education of students.

The Board of Education and administration will foster an environment of two-way communication with its employees, families, partner groups, and the community to enhance awareness and understanding of the issues surrounding public education.

To achieve this, the Board will encourage, promote, and maintain open, accessible, timely and transparent communication with both its internal and external stakeholders; that is clear, accurate and supportive of the Board’s commitment to provide opportunity, equity and success for each learner. This requires not only the provision of information, but accurate and timely response to requests for information.

DISTRICT PRACTICE <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

REFERENCES: LIST AND HYPERLINK APPROPRIATE REFERENCES

ADOPTED: DATE
Amended:



1200 DISTRICT PRACTICE
COMMUNICATION PROTOCOL

DISTRICT PRACTICE:

1. GENERAL COMMUNICATION GUIDELINES

All employees and members of the Board of Education are responsible for effective and efficient communications. In conducting the business of the District, Trustees and Senior Leadership Team shall be guided by the following principles:

- people have the right to be heard in a dignified, respectful manner;
- problem definition and solutions require assembly of information
- first opportunity to solve problems should be with those charged to make decisions, with a communicated right to appeal to next decision-making level;
- when concerns about performance arise, affected persons have a right to be informed so that corrective action can be taken;
- Union concerns are dealt with by the senior leadership team who bring matters to Board of Education;
- the senior leadership team has a responsibility to keep the Board informed on important District issues; and
- Trustees solve problems as a Board entity, not as individual.

2. ROLES AND RESPONSIBILITIES

- 1.1 The Board of Education Chairperson, the Superintendent, and the Secretary Treasurer, or designates, are the official spokespersons for the District.

Chairperson of the Board

The Board Chairperson is the official spokesperson for the Board of Education with respect to all external communications on matters under consideration by the Board, as well as explaining Board positions and decisions including budget and policy decisions.

Trustees

Trustees are not to speak on behalf of the Board of Education unless authorized to do so by the Board Chairperson.

Superintendent of Schools

POLICY 1200 COMMUNICATION PROTOCOLS
FORM <INSERT HYPERLINK>

ADOPTED: DATE

Amended:



1200 DISTRICT PRACTICE
COMMUNICATION PROTOCOL

The Superintendent of Schools is the official spokesperson for the Board of Education of School District No. 6 (Rocky Mountain) with respect to administrative and day-to-day operational matters. In the absence of the Superintendent of Schools, the next most senior administrative staff member may be delegated this responsibility.

Executive Assistant/Communications Officer

Under the supervision of the Superintendent of Schools, the Executive Assistant/Communications Officer is responsible for the review, coordination, and issuance of all releases of information, including social media, with respect to the Board and its operations and the District administration.

Principals

The school principal, or designate, is the official spokesperson for the school and is responsible for providing information on school specific activities, maintaining positive communications between the school and its community, and creating communication links with their local media personnel.

Employees

Employees are responsible for referring requests for information and/or any sensitive matters to their immediate supervisor for further action and/or response.

3. COMMUNICATION TOOLS

- 3.1 The District website (www.SD6.bc.ca) will be the Board's primary means of communicating with families, partner groups and communities.
- 3.2 Other means of communication shall include but are not limited to email, other electronic/digital media, newsletters, and bulletin boards.
- 3.3 Email/staff intranet will be Board's and Senior Leadership Team's primary mean to communicate with employees.

4. RESOLVING PROBLEMS AND ISSUES

- 2.1 The Board of Education believes that problems or concerns are best resolved through a meaningful and collaborative problem solving process that begins at the level where the decision was made. Policy and district practice 9200 outline the problem-solving protocol.

POLICY 1200 COMMUNICATION PROTOCOLS
FORM <INSERT HYPERLINK>

ADOPTED: DATE
Amended:



1200 DISTRICT PRACTICE
COMMUNICATION PROTOCOL

Trustees may become aware of issues or problems in the District in a variety of ways (e.g. talking to a parent, personal observation, etc.). Trustees will not attempt to intervene to solve problems but instead will direct the concerned party to contact the appropriate level of staff authority (e.g. for a parent complaint the first step would be to contact the teacher or principal as per policy and district practice 9200).

- 2.2 Alternatively, Trustees can bring the issue to the attention of the Superintendent or other senior leadership team members, who will ensure that the appropriate District employees can address the problems. The Superintendent or senior leadership team member will report back to the Trustee about actions which result from such inquiries.
- 2.3 Trustees also bring issues to the Board of Education in order to develop policies that guide staff in resolving problems and issues.

Public Inquiries

All responses to public inquiries shall adhere to the problem-solving protocol.

Section 4 – Media releases and requests

Media Releases

- 1.1 The Board of Education Chairperson or Superintendent are responsible for all media inquiries.

The Executive Assistant/Communications Officer is responsible for issuing District-initiated releases of information as part of an ongoing communications plan. These information releases will highlight Board initiatives and provide up to date information for students, parents, community, partners, and all stakeholders with in the School District No. 6 (Rocky Mountain) jurisdiction.

Media releases issued on behalf of the Board of Trustees or Superintendent of Schools (or designate) are generated and administered by the **Executive Assistant/Communications Officer**. Request to issue media releases by a Trustee is to be done through the Board Chairperson. Prior to issuance, the media release shall be approved by either the Board Chairperson or Superintendent of Schools.

All requests for and/or proposed media releases by District administration staff of School District

POLICY 1200 COMMUNICATION PROTOCOLS
FORM <INSERT HYPERLINK>

ADOPTED: DATE
Amended:



1200 DISTRICT PRACTICE
COMMUNICATION PROTOCOL

No. 6 (Rocky Mountain) are submitted to the **Executive Assistant/Communications Officer** for review prior to issuance. When applicable, the **Executive Assistant/Communications Officer** may suggest alterative language or format to ensure that documentation is consistent with Board messaging and standards.

Media releases concerning school-specific news or events are prepared at the school level by the principal or designate. Prior to issuance, the media release shall be submitted to the **Executive Assistant/Communications Officer**. The **Executive Assistant/Communications Officer**, in consultation with the Superintendent, may suggest alterative language of format to ensure that documentation is consistent with Board messaging and standards.

The Superintendent may at any time delegate approval authority to Superintendent designate or the **Executive Assistant/Communications Officer** with respect to the approval of media releases.

Once the appropriate approval has been provided, the **Executive Assistant/Communications Officer** shall be responsible for issuance of the media release.

Media Requests

All media requests for administrative or political response on Board matters and/or interviews shall be directed to the **Executive Assistant/Communications Officer**. The Manager of Corporate Services/**Executive Assistant/Communications Officer** does not act as a spokesperson for the Board, unless directed to do so by the Director of Education. The **Executive Assistant/Communications Officer** shall obtain further information with respect to the information and/or response being sought and direct the matter to the appropriate individual for response.

Whenever possible, media requests received directly by individual trustees or board staff are responded to following consultation with the **Superintendent, Superintendent designate or Executive Assistant/Communications Officer**, fellow staff and/or Board Trustees to ensure that the response is reflective of the position of the school board. Any personal opinions must be clearly identified as such and further, that such opinions are not necessary those of the school board.

Section 5 – Social Media

The Board recognizes the social media is an essential tool to communicate to our school communities and families in a timely and relevant way.

POLICY 1200 COMMUNICATION PROTOCOLS
FORM <INSERT HYPERLINK>

ADOPTED: DATE
Amended:



1200 DISTRICT PRACTICE
COMMUNICATION PROTOCOL

Currently, the District uses Twitter, Facebook, YouTube, and LinkedIn. Executive Assistant/Communications Officer in collaboration with Technology Services and will work together to create social media content calendar. The Executive Assistant/Communications Officer will create original content and/or collect content from other branches, schools, and students. Ideally content will be created in advance of publication however, at times, social media will be used as a tool to communicate relevant information quickly.

Any other account or page on social networking sites bearing the Board or District's name or likeness is not an official account managed by the District.

Some of the District's schools, programs and classes also have social media sites. Those sites are managed at the school level.

The use of all social media sites managed by the Board and/or the employees is guided by existing policies and district practice. These include:

Policy and district practice 2700, acceptable use of digital technology

Policy and district practice 2750, use of social media

Availability

The District monitors and periodically updates our accounts most often during regular business hours (8:30 a.m. to 4:30 p.m., Monday to Friday).

On occasion, we may update content outside of our regular business hours to report on events that occur during evenings or weekends, or to report important information. Any messages or questions we receive outside of our regular business hours will be reviewed at the beginning of the next business/school day. The Board will read and follow as many replies and direct messages as possible, however, we may not be able to reply individually to all messages received. If a topic or issues is urgent, followers should contact the Board through other communication channels listed on the Board website.

Following

The Board will follow official accounts of various stakeholder organizations that we believe are relevant to the work we do. The Board does not follow students, or parents of students (unless their work is relevant to ours). Following an account does not imply endorsement of any kind. Comments and posts expressed by followers on Board social media pages do not necessarily reflect the opinions and/or positions of the Board, its employees or Board of Trustees. The Board is not liable for content posted by any user or subscriber in any forum, message board or social media area. The Board will

POLICY 1200 COMMUNICATION PROTOCOLS
FORM <INSERT HYPERLINK>

ADOPTED: DATE
Amended:



1200 DISTRICT PRACTICE
COMMUNICATION PROTOCOL

report any posts deemed to be offensive, defamatory or inappropriate and will remove any followers that violate these terms.

Sharing

We will like and share information from other users or accounts that may be of value to our community. Likes and shares should not be interpreted as an endorsement of the originator or of any organization.

Comments/Feedback

The Board welcomes comments, suggestions and questions about the content we post on social media channels. We ask, however, that you follow the general rules of respectful civil discourse. You are fully responsible for everything that you post, and we would like to remind you that all posted comments are in the public domain. To protect your own privacy and the privacy of others, please do not include personal information such as your phone number, home address, or email address in the body of your comment.

The Board will report any posts deemed to be offensive, defamatory or inappropriate, and will remove any followers that violate these terms. We will not tolerate comments that are offensive to an individual or an organization, rude in tone, or abusive. We do not discriminate against any views, but we reserve the right to refuse, edit or remove any of the following:

- comments contrary to the principles of the Canadian Charter of Rights and Freedoms;
- comments that violate any School District No. 6 (Rocky Mountain) policy;
- racist, hateful, slanderous, abusive, and/or obscene messages;
- solicitations, advertisements, or spam;
- comments that encourage or suggest illegal activity or cyber bullying; and
- messages where the sender is not the author (nor the copyright holder, if applicable), and/or posted anonymously or by robot accounts.

Please be respectful and make sure your comments are relevant. If you have any questions about our commenting and service standards, or how we apply them, please contact us.

POLICY 1200 COMMUNICATION PROTOCOLS
FORM <INSERT HYPERLINK>

ADOPTED: DATE
Amended:

REGULAR MEETING: INFORMATION, RECOMMENDATION

DATE: June 14, 2022
TO: Board of Trustees
FROM: Alan Rice, Secretary Treasurer
SUBJECT: Election 2022
ORIGINATOR: Alan Rice
REFERENCE: Appointment of CEO.Deputy.22



ISSUE

Under the School Act, the Board of School Education is required to appoint chief election and deputy chief election officers.

BACKGROUND

The regional districts, districts of municipalities have agreed to administer the elections on behalf of SD6 as outlined in the reference document.

CONCLUSION

The respective Chief Election Officers have indicated they will administer the election process, if required, on behalf of the school district.

RECOMMENDATION

That the Board of Education of School District No. 6 (Rocky Mountain) appoint the Election Officials for the 2022 School Trustee Elections as outlined in the reference document.



**SCHOOL DISTRICT NO. 6 (ROCKY MOUNTAIN)
APPOINTMENT OF ELECTION OFFICERS**

M/S /

THAT The Board of Education of School District No. 6 (Rocky Mountain) appoint the following Election Officials for the 2022 School Trustee Elections:

<u>Trustee Electoral Area</u>	<u>Chief Election Officer</u>	<u>Deputy Election Officer(s)</u>
Trustee Electoral Area 1 (Town of Golden and Electoral Area A of the Columbia Shuswap Regional District)	Jennifer Sham Deputy Manager Corporate Administration Columbia Shuswap Regional District	Collen Goodey/Crystal Robichaud Executive Assistant/Legislative Clerk Columbia Shuswap Regional District
Trustee Electoral Area 2 (City of Kimberley and Electoral Area E of the Regional District of East Kootenay)	Maryse Leroux Corporate Officer City of Kimberley	Vicki Lucas Executive Assistant City of Kimberley
Trustee Electoral Area 3 (District of Invermere)	Kindry Luyendyk Corporate Officer District of Invermere	Andrew Young Chief Administrative Officer District of Invermere
Trustee Electoral Area 4 (Village of Canal Flats and Electoral Area F of the Regional District of East Kootenay)	Tina Hlushak Corporate Officer Regional District of East Kootenay	Nikki Bradshaw Deputy Corporate Officer Regional District of East Kootenay
Trustee Electoral Area 5 (Village of Radium Hot Springs and Electoral Area G of the Regional District of East Kootenay)	Tina Hlushak Corporate Officer Regional District of East Kootenay	Nikki Bradshaw Deputy Corporate Officer Regional District of East Kootenay

I hereby certify this to be a true copy of the Election Officer Appointment Resolution adopted by the Board of Education of School District No. 6 (Rocky Mountain) at its Regular Meeting held on Tuesday, June 14, 2022.

Certified Correct:

Alan Rice, Secretary Treasurer

DATE: June 1, 2022
TO: Board of Trustees
FROM: Karen Shipka, Superintendent of Schools
SUBJECT: Child Care Implementation Plan
ORIGINATOR: Crystal MacLeod, Steve Jackson, Al Ure, Al Rice
REFERENCE: [ChildCareBC New Spaces Fund, Canada-British Columbia Canada-Wide](#)



[Early Learning and Child Care Agreement](#)

ISSUE

The Ministry of Education and Child Care (MOECC) continues to offer funding for Districts who participate in provincial pilot projects including Strengthening Early Years to Kindergarten Transitions (SEY2KT), Changing Results for Young Children (CR4YC), JUSTB4, and the Seamless Day.

The MOECC continues to encourage districts to provide childcare in the form of after-school care programming in schools. Additionally, districts are being given the opportunity to create new daycare spaces on school grounds by accessing New Spaces Funds (NSF). These funds can be used either to renovate existing buildings or to construct new buildings.

The District is planning to offer up to 8 child care opportunities over the next 5 years.

BACKGROUND

At the April Board Meeting, the Trustees approved the District to submit an Expression of Interest to the MOECC to continue with the SEY2KT project in Invermere, to continue the CR4YC project in Kimberley and expand this work to Invermere, and to start a JUSTB4 program in Golden.

In May, the District engaged our third-party partners in a conversation as to whether there would be interest in expanding their current child care offering to add after-school care in SD6 schools.

The District also made inquiries to see what opportunities were available from the New Spaces Fund grant program to build additional childcare facilities on school grounds that would add additional infant/toddler spaces and spaces for 3-5 year old children.



CURRENT SITUATION

JUSTB4

On May 19, the District received confirmation from the MOECC to offer all of the programs requested in the Expression of Interest including a JUSTB4 site in Golden. The JUSTB4 site will require the District to hire an Early Childhood Educator (ECE) as a school district employee and the District will need to license the StrongStart room at Alexander Park before being able to operate this program.

After School Care

The District has worked over the past month with the following third-party partners:

1. Summit Community Services will begin licensing space in McKim and Lindsay Park to offer after-school programming beginning in September 2022. (They already offer the Bee Hive after-school program at Marysville.)
2. Eva Joseph Learning and Cultural Society will begin licensing space at Windermere Elementary to offer after-school programming beginning in September 2022.
3. Windermere Valley Child Care Society will begin licensing space at Edgewater Elementary and Eileen Madson to offer after-school programming beginning in September 2022.
4. Mountain Child is hoping to begin licensing space in Alexander Park to offer after-school programming beginning in September 2022. They are currently experiencing staffing challenges resulting in the need to close their childcare facility for the summer but are hoping to regroup for the fall. The District will reconnect with this partner at the end of June.
5. Currently there is no daycare operator in the Nicholson area so the District will look at opportunities to run after school programming in Nicholson Elementary School.

New Childcare Facilities - New Spaces Fund (NSF)

The MOECC announced on May 31 the application process for the 2022-23 New Spaces Funds are now available for Districts. As a result of this opportunity provided by the New Spaces Fund with the goal to improve access to early learning and childcare for children throughout our District we have developed a multi-year plan where we would seek funding for the construction and/or renovations to existing buildings to provide new childcare centers throughout the District. The District will be applying for 8 new childcare centers located on our property or near the following locations:

- Marysville Elementary
- Eileen Madsen Primary
- Nicholson Elementary
- Edgewater Elementary
- Windermere Elementary
- Lindsay Park Elementary
- Radium Elementary
- McKim Middle School



FINANCIAL IMPLICATIONS

JUSTB4

The provincial pilot projects come with funding that cover all of the costs needed for districts to participate with the exception of JUSTB4. JUSTB4 requires the District to hire a certified ECE as a District employee and the \$25,000 will cover their wages. However, if the District decides to operate JUSTB4 with more than 10 students per day the District would need to hire an ECEA and families would be charged a cost-recovery fee to pay for the ECEA wages.

AFTER SCHOOL CARE

There would be no cost to the District to offer after-school care programs as third-party providers will be responsible for the operation of these programs. The District would charge third-party providers rent on a cost-recovery basis to have these programs operate inside of schools.

NEW CHILDCARE FACILITIES - NEW SPACES FUND

The MOECC provides successful applicants 100% of eligible project costs including costs incurred before the approval of the application. The eligible costs include direct construction costs that relate to the development and implementation of the project(s). Consulting services including project management, design/engineering and other project related professional fees. It also includes costs of capital purchases essential to the project implementation, including items such as office equipment, appliances, tables, chairs, large instructional equipment such as sand tables and outdoor play equipment. Some of the ineligible project costs include non-capital items such as toys, consumables (food, art supplies, etc.), books, games, small appliances mortgage, rent or lease payments, insurance and a variety of items used for daily operations.

CONCLUSION

The District will continue with SEY2KT in Invermere and CR4YC in Kimberley. CR4YC will also expand in the 2022-23 year to include Invermere. The District will engage in the hiring of an ECE and the licensing of the StrongStart room in Alexander Park to provide JUSTB4.

The District will support our third-party providers in securing licensing for after-school care programs and will assist in the advertising and promotion of these programs.

The District will prepare funding applications for the New Spaces Fund to construct new Childcare Centers for all eight locations identified in this report. Design and construction will commence as soon as possible once we have been awarded funding.

RECOMMENDATION

It is recommended that the Board of Education support the child care implementation plan which includes seeking funding and the construction of new childcare centers throughout our school district.

POSSIBLE MOTION

The Board of Education support the Child Care implementation plan as presented.



DATE: June 14, 2022
TO: Board of Trustees
FROM: Karen Shipka, Superintendent of Schools
SUBJECT: 2023-24 Five-Year Capital Plan Submission – Major Capital Program
ORIGINATOR: Alan Rice, Secretary Treasurer, Al Ure, Director of Operations and Steve Jackson, Director of Operations
REFERENCE: Ministry of Education – Capital Plan Instructions for 2023/24



ISSUE

This report informs the Board of Trustees regarding the Ministry of Education Capital Plan Instructions as well as a significant recommendation for our 2023-24 capital plan.

BACKGROUND

The School Act provides that the Minister of Education may require a Board of Education to prepare and submit a capital plan. Five year Capital Plans have been established as the appropriate time period for Government capital planning purposes. The Ministry of Education utilizes a web-based Capital Asset Planning System (CAPS) which school districts must use for their annual Five-Year Capital Plan Submissions. The CAPS enables the Ministry to issue separate "Call for Submissions" for Major Capital programs and Minor Capital programs, with different capital project request submission deadlines. The deadlines this year are as follows:

- Major Capital Programs (SMP, EXP, REP, RDP) – June 30, 2022
- Minor Capital Programs (SEP, CNCP, PEP, BUS) – September 30, 2022

CURRENT SITUATION

Eileen Madson Primary school is currently overcapacity and requires three portable classrooms to house all the students. Last year the School District purchased approximately 5 acres adjacent and directly south of Eileen Madson Primary School.

The Board of Education Capital Committee met May 16th to discuss capital planning. The current site for Eileen Madson Primary has limited street access creating traffic congestion with staff and parent vehicles and bus traffic.



CONCLUSION

The capital committee reviewed their recommendation from last year which was to construct a new school on the new property. A new school will improve traffic safety and will provide a school that is better positioned to meet the future educational needs in Invermere at the same time creating new space for future childcare. Therefore, the committee validated their recommendation made last year and continue to support the construction of a new school.

RECOMMENDATION

The Board of Education Capital Committee recommends that The Board of Education approve the 2023-24 Five Year Capital Plan submission for the major capital program.

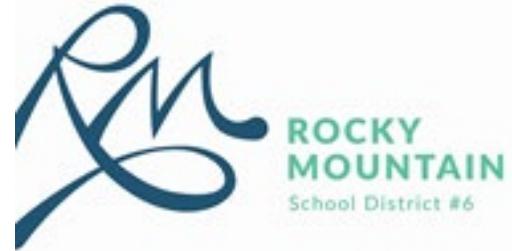
POSSIBLE MOTION:

The Board of Education approve the 2034-24 Five Year Capital Plan submission for the major capital program as presented.



School District No. 6 (Rocky Mountain)

2023/24 - 5 Year Major Capital Plan Summary



DATE: June 14, 2022

TO: Board of Trustees

FROM: Karen Shipka, Superintendent of Schools

SUBJECT: 2023-24 Five-Year Capital Plan Submission – Minor Capital Program

ORIGINATOR: Alan Rice, Secretary Treasurer, Al Ure, Director of Operations and Steve Jackson, Director of Operations

REFERENCE: Ministry of Education – Capital Plan Instructions for 2023/24

ISSUE

This report informs the Board of Trustees regarding the Ministry of Education Capital Plan Instructions. The 2023/24 Five Year Minor capital plan is due September 30, 2022.

BACKGROUND

The School Act provides that the Minister of Education may require a Board of Education to prepare and submit a capital plan. Five year Capital Plans have been established as the appropriate time period for Government capital planning purposes. This year The Ministry of Education utilizes a web-based Capital Asset Planning System (CAPS) which school districts must use for their annual Five-Year Capital Plan Submissions. The CAPS enables the Ministry to issue separate "Call for Submissions" for Major Capital programs and Minor Capital programs, with different capital project request submission deadlines. The deadlines this year are as follows:

- Major Capital Programs (SMP, EXP, REP, RDP) – June 30, 2022
- Minor Capital Programs (SEP, CNCP, PEP, BUS) – September 30, 2022

CURRENT SITUATION

The Board of Education Capital Committee met May 16th to discuss capital planning for the Major and Minor Capital Program. Recommended projects for the Five Year Minor Capital Program were discussed. These projects and their relative construction budgets are listed on the capital plan summary.

RECOMMENDATION

The Board of Education Capital Committee recommends that The Board of Education approve the 2023/24 Five Year Capital Plan – Minor Capital Program submission.

POSSIBLE MOTION:

The Board of Education approve the 2023-24 Five Year Capital Plan submission for the minor capital program as presented.



School District No. 6 (Rocky Mountain)

023/24 - Five Year Capital Plan Summary - Minor Capital Program

7-Jun-22

DATE: June 14, 2022

TO: Board of Trustees

FROM: Alan Rice, Secretary Treasurer

SUBJECT: Annual Budget – June 30, 2022

ORIGINATOR: Alan Rice, Secretary Treasurer

REFERENCE: 22-23_annual_budget_v11 (for Approval); 2022-23 Enrolment by School;
Operating Surplus Planning; Local Capital Planning



ISSUE

In accordance with section 113 of the School Act the Minister is requiring Annual Budgets to be prepared, adopted by bylaw and submitted by June 30, 2022.

BACKGROUND

The ministry requires school boards to account fully for how they manage and spend the government's education funding. School District Financial Reporting provides school boards with a financial reporting framework. It also works with all boards to provide them with instructions and direction on budgeting, accounting and the reporting of the funds they receive from both the ministry and other sources. Under Section 113, each year the Board must adopt an annual budget for that fiscal year.

CURRENT SITUATION

As a part of the 2022/23 collaborative budget process, we met with all principals and senior management to review staffing and discretionary spending. We have responded to our increase in enrollment from standard schools. The budget review process also aimed to ensure the alignment of budget allocations with the FESL, district operational plans and school plans for student success.

School District No. 6 (Rocky Mountain) is estimating to receive 87.0% of its operating revenue from provincial Ministry of Education (MOE) and other grants, 8.9% from tuition, 3.8% from local capital reserves and 0.3% from other sources. The proposed operating budget for 2022/23 is allocated to be spent on salaries and benefits 81.78%; services and supplies 7.30%; student transportation, PD and travel, rentals and leases, dues and fees and insurance 8.95%; and utilities 1.97%.

Mr. Rice presented the Amended Annual Budget in detail to the Finance and Audit committee. They are recommending that the Board consider all three readings of the 2022/2023 Annual Budget as presented.



- Statement 2 – Revenue and Expense (original signatures required once finalized)
- Statement 4 – Change in Net Financial Assets (Debt)
- Schedule 1 – Schedule of Changes in Accumulated Surplus (Deficit) by Fund
- Schedule 2 – Operating Revenue and Expense
- Schedule 2A – Schedule of Operating Revenue by Source
- Schedule 2B – Schedule of Operating Expense by Object
- Schedule 2C – Operating Expense by Function, Program and Object
- Schedule 3 – Special Purpose Revenue and Expense
- Schedule 3A – Changes in Special Purpose Funds
- Schedule 4 – Capital Revenue and Expense

RECOMMENDATION

That the Board of Education of School District No.6 (Rocky Mountain) approve first, second and third and final reading of the 2022-2023 Annual Budget Bylaw in the amount of \$58,211,186 for fiscal year 2022-2023.

STRATEGIC ALIGNMNET

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



SCHOOL DISTRICT NO. 6 (ROCKY MOUNTAIN)
FUNDING ALLOCATIONS
SCHOOL ENROLMENT DATA - 2022/23 ANNUAL BUDGET

					<u>Estimated Enrolment</u> <u>22/23</u>	<u>Actual Enrolment</u> <u>21/22</u>	<u>Change</u>
Secondary:	K-3	4-7	K-7	8-10	11-12		
100 DTSS				316.0000	170.0000	486.0000	440.6250 45.3750
110 GSS				222.5000	119.0000	341.5000	296.2500 45.2500
120 SSS				354.0000	183.0000	537.0000	494.5000 42.5000
Subtotal	-	-	-	892.5000	472.0000	1,364.5000	1,231.3750 133.1250
K - 7 Schools:							
317 EES				124.0000		124.0000	-
335 MMES				69.0000		69.0000	70.0000 (1.0000)
344 NES				103.0000		103.0000	102.0000 1.0000
353 WES				153.0000		153.0000	150.0000 3.0000
Subtotal	-	-	-	449.0000	-	449.0000	446.0000 3.0000
4 - 7 Schools:							
210 MMS				404.0000		404.0000	426.0000 (22.0000)
326 JALES				237.0000		237.0000	243.0000 (6.0000)
329 LGES				228.0000		228.0000	227.0000 1.0000
Subtotal	-	-	-	869.0000	-	869.0000	896.0000 (27.0000)
K - 3 Schools:							
302 APES	201.0000					201.0000	219.0000 (18.0000)
320 EMPS	233.0000					233.0000	227.0000 6.0000
332 LPES	167.0000					167.0000	160.0000 7.0000
338 MES	160.0000					160.0000	175.0000 (15.0000)
Subtotal	761.0000	-	-	-	-	761.0000	781.0000 (20.0000)
Alternate Schools:							
401 GAS				2.0000	13.0000	15.0000	18.0000 (3.0000)
402 KAS				4.0000	19.0000	23.0000	22.0000 1.0000
403 IOD				1.0000	19.0000	20.0000	35.0000 (15.0000)
Subtotal	-	-	-	7.0000	51.0000	58.0000	75.0000 (17.0000)
RMDL & CE Schools:							
404 Con Ed				-	-	0.1250	0.1250 - 0.1250
422 RMDL				22.0000	10.7500	4.9375	37.6875 37.6875 -
Subtotal	-	-	-	22.0000	10.7500	5.0625	37.8125 37.6875 0.1250
Total	761.0000	869.0000	471.0000	910.2500	528.0625	3,539.3125	3,467.0625 72.2500
21/22	781.0000	896.0000	468.0000	829.2500	492.8125		3,467.0625
Change	(20.0000)	(27.0000)	3.0000	81.0000	35.2500		72.2500

Annual Budget

School District No. 06 (Rocky Mountain)

June 30, 2023

School District No. 06 (Rocky Mountain)

June 30, 2023

Table of Contents

Bylaw	1
Annual Budget - Revenue and Expense - Statement 2	2
Annual Budget - Changes in Net Financial Assets (Debt) - Statement 4	4
Annual Budget - Operating Revenue and Expense - Schedule 2	5
Schedule 2A - Annual Budget - Schedule of Operating Revenue by Source	6
Schedule 2B - Annual Budget - Schedule of Operating Expense by Object	7
Schedule 2C - Annual Budget - Operating Expense by Function, Program and Object	8
Annual Budget - Special Purpose Revenue and Expense - Schedule 3	10
Schedule 3A - Annual Budget - Changes in Special Purpose Funds	11
Annual Budget - Capital Revenue and Expense - Schedule 4	13

*NOTE - Statement 1, Statement 3, Statement 5, Schedule 1 and Schedules 4A - 4D are used for Financial Statement reporting only.

ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 06 (ROCKY MOUNTAIN) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2022/2023 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education Policies respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 06 (Rocky Mountain) Annual Budget Bylaw for fiscal year 2022/2023.
3. The attached Statement 2 showing the estimated revenue and expense for the 2022/2023 fiscal year and the total budget bylaw amount of \$58,211,186 for the 2022/2023 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2022/2023.

READ A FIRST TIME THE 14th DAY OF JUNE, 2022;

READ A SECOND TIME THE 14th DAY OF JUNE, 2022;

READ A THIRD TIME, PASSED AND ADOPTED THE 14th DAY OF JUNE, 2022;

Chairperson of the Board

(Corporate Seal)

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 06 (Rocky Mountain) Annual Budget Bylaw 2022/2023, adopted by the Board the 14th DAY OF JUNE, 2022.

Secretary Treasurer

School District No. 06 (Rocky Mountain)

Statement 2

Annual Budget - Revenue and Expense

Year Ended June 30, 2023

	2023 Annual Budget	2022 Amended Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	3,539,313	3,482,563
Adult	2,500	3,500
Total Ministry Operating Grant Funded FTE's	3,541,813	3,486,063
Revenues	\$	\$
Provincial Grants		
Ministry of Education	47,385,602	47,761,984
Tuition	4,451,850	4,194,290
Other Revenue	1,198,320	1,046,236
Rentals and Leases	47,140	47,140
Investment Income	106,700	109,100
Amortization of Deferred Capital Revenue	1,991,138	1,928,035
Total Revenue	55,180,750	55,086,785
Expenses		
Instruction	42,721,349	42,667,992
District Administration	2,009,771	1,903,354
Operations and Maintenance	9,379,681	9,072,992
Transportation and Housing	2,275,259	2,171,247
Debt Services	17,600	10,400
Total Expense	56,403,660	55,825,985
Net Revenue (Expense)	(1,222,910)	(739,200)
Budgeted Allocation (Retirement) of Surplus (Deficit)	368,545	207,717
Budgeted Surplus (Deficit), for the year	(854,365)	(531,483)
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(854,365)	(531,483)
Budgeted Surplus (Deficit), for the year	(854,365)	(531,483)

School District No. 06 (Rocky Mountain)

Statement 2

Annual Budget - Revenue and Expense

Year Ended June 30, 2023

Budget Bylaw Amount	2023 Annual Budget	2022 Amended Annual Budget
Operating - Total Expense	47,450,039	46,796,796
Special Purpose Funds - Total Expense	5,506,742	5,751,481
Special Purpose Funds - Tangible Capital Assets Purchased	201,176	309,097
Capital Fund - Total Expense	3,446,879	3,277,708
Capital Fund - Tangible Capital Assets Purchased from Local Capital	1,606,350	814,489
Total Budget Bylaw Amount	58,211,186	56,949,571

Approved by the Board

Signature _____ Person of the Board _____

Signature _____ Superintendent _____

Signature _____ County Treasurer _____

DRAFT

Date S

Date S

School District No. 06 (Rocky Mountain)

Statement 4

Annual Budget - Changes in Net Financial Assets (Debt)

Year Ended June 30, 2023

	2023 Annual Budget	2022 Amended Annual Budget
	\$	\$
Surplus (Deficit) for the year	(1,222,910)	(739,200)
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(201,176)	(309,097)
From Local Capital	(1,606,350)	(814,489)
From Deferred Capital Revenue	(2,508,877)	(2,539,795)
Assets Acquired by Lease	(180,000)	(441,520)
Total Acquisition of Tangible Capital Assets	(4,496,403)	(4,104,901)
Amortization of Tangible Capital Assets	3,429,279	3,267,308
Total Effect of change in Tangible Capital Assets	(1,067,124)	(837,593)
Acquisitions of Prepaid Expenses	(50,000)	(50,000)
Use of Prepaid Expenses	50,000	50,000
	-	-
(Increase) Decrease in Net Financial Assets (Debt)	(2,290,034)	(1,576,793)

School District No. 06 (Rocky Mountain)

Schedule 2

Annual Budget - Operating Revenue and Expense

Year Ended June 30, 2023

	2023 Annual Budget	2022 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	42,687,184	42,511,633
Tuition	4,451,850	4,194,290
Other Revenue	193,320	192,936
Rentals and Leases	47,140	47,140
Investment Income	100,000	95,000
Total Revenue	47,479,494	47,040,999
Expenses		
Instruction	37,248,774	36,961,065
District Administration	2,002,271	1,897,754
Operations and Maintenance	6,224,717	6,085,272
Transportation and Housing	1,974,277	1,852,705
Total Expense	47,450,039	46,796,796
Net Revenue (Expense)	29,455	244,203
Budgeted Prior Year Surplus Appropriation	368,545	207,717
Net Transfers (to) from other funds		
Other	(398,000)	(451,920)
Total Net Transfers	(398,000)	(451,920)
Budgeted Surplus (Deficit), for the year	-	-

School District No. 06 (Rocky Mountain)

Schedule 2A

Annual Budget - Schedule of Operating Revenue by Source

Year Ended June 30, 2023

	2023 Annual Budget	2022 Amended Annual Budget
	\$	\$
Provincial Grants - Ministry of Education		
Operating Grant, Ministry of Education	41,653,009	41,988,413
ISC/LEA Recovery	(109,320)	(108,936)
Other Ministry of Education Grants		
Pay Equity	207,823	207,823
Student Transportation Fund	369,399	369,399
Support Staff Benefits Grant	45,759	44,902
FSA Scorer Grant	8,187	8,187
Early Learning Framework Implementation	-	1,845
Projected enrolment increase	512,327	
Total Provincial Grants - Ministry of Education	42,687,184	42,511,633
Tuition		
International and Out of Province Students	4,451,850	4,194,290
Total Tuition	4,451,850	4,194,290
Other Revenues		
Funding from First Nations	109,320	108,936
Miscellaneous		
Artists in Education	7,200	7,200
Donations	9,000	9,000
Other	67,800	67,800
Total Other Revenue	193,320	192,936
Rentals and Leases	47,140	47,140
Investment Income	100,000	95,000
Total Operating Revenue	47,479,494	47,040,999

School District No. 06 (Rocky Mountain)

Schedule 2B

Annual Budget - Schedule of Operating Expense by Object

Year Ended June 30, 2023

	2023 Annual Budget	2022 Amended Annual Budget
	\$	\$
Salaries		
Teachers	14,813,964	15,260,438
Principals and Vice Principals	3,585,141	3,304,839
Educational Assistants	3,023,361	3,126,577
Support Staff	4,155,474	4,155,474
Other Professionals	4,099,498	4,071,142
Substitutes	1,775,747	1,753,930
Total Salaries	31,453,185	31,672,400
Employee Benefits	7,350,567	7,234,390
Total Salaries and Benefits	38,803,752	38,906,790
Services and Supplies		
Services	1,251,604	1,153,695
Student Transportation	473,300	413,460
Professional Development and Travel	844,862	705,178
Rentals and Leases	106,421	29,000
Dues and Fees	2,674,150	2,496,414
Insurance	147,500	147,500
Supplies	2,210,750	2,044,759
Utilities	937,700	900,000
Total Services and Supplies	8,646,287	7,890,006
Total Operating Expense	47,450,039	46,796,796

School District No. 06 (Rocky Mountain)

Schedule 2C

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2023

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	13,520,984	900,497	176,961	666,194	274,695	1,358,072	16,897,403
1.03 Career Programs							-
1.07 Library Services	145,337			134,262			279,599
1.08 Counselling	358,938						358,938
1.10 Special Education	776,820	119,735	2,803,928	13,065	570,343	202,175	4,486,066
1.30 English Language Learning	11,885						11,885
1.31 Indigenous Education		119,735	42,472		654,295	3,000	819,502
1.41 School Administration		2,438,349		295,044		28,000	2,761,393
1.61 Continuing Education		6,825					6,825
1.62 International and Out of Province Students				45,727	553,428		599,155
Total Function 1	14,813,964	3,585,141	3,023,361	1,154,292	2,052,761	1,591,247	26,220,766
4 District Administration							
4.11 Educational Administration					215,555		215,555
4.40 School District Governance					125,950		125,950
4.41 Business Administration					911,373		911,373
Total Function 4	-	-	-	-	1,252,878	-	1,252,878
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration					256,369	2,000	258,369
5.50 Maintenance Operations				2,189,896	331,303	107,500	2,628,699
5.52 Maintenance of Grounds				80,557		15,000	95,557
5.56 Utilities							-
Total Function 5	-	-	-	2,270,453	587,672	124,500	2,982,625
7 Transportation and Housing							
7.41 Transportation and Housing Administration					93,496		93,496
7.70 Student Transportation				730,729	112,691	60,000	903,420
Total Function 7	-	-	-	730,729	206,187	60,000	996,916
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	14,813,964	3,585,141	3,023,361	4,155,474	4,099,498	1,775,747	31,453,185

School District No. 06 (Rocky Mountain)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2023

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2023 Annual Budget	2022 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	16,897,403	3,911,232	20,808,635	1,484,804	22,293,439	22,067,313
1.03 Career Programs	-		-	500	500	1,500
1.07 Library Services	279,599	72,324	351,923	100,614	452,537	465,723
1.08 Counselling	358,938	82,985	441,923	7,850	449,773	437,752
1.10 Special Education	4,486,066	1,146,083	5,632,149	179,290	5,811,439	6,057,225
1.30 English Language Learning	11,885	2,748	14,633	300	14,933	1,186
1.31 Indigenous Education	819,502	213,914	1,033,416	143,905	1,177,321	1,238,667
1.41 School Administration	2,761,393	580,572	3,341,965	102,673	3,444,638	3,347,473
1.61 Continuing Education	6,825	1,375	8,200	-	8,200	8,200
1.62 International and Out of Province Students	599,155	87,334	686,489	2,909,505	3,595,994	3,336,026
Total Function 1	26,220,766	6,098,567	32,319,333	4,929,441	37,248,774	36,961,065
4 District Administration						
4.11 Educational Administration	215,555	51,426	266,981	32,650	299,631	290,131
4.40 School District Governance	125,950	6,000	131,950	129,640	261,590	217,390
4.41 Business Administration	911,373	201,890	1,113,263	327,787	1,441,050	1,390,233
Total Function 4	1,252,878	259,316	1,512,194	490,077	2,002,271	1,897,754
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	258,369	63,035	321,404	141,023	462,427	471,960
5.50 Maintenance Operations	2,628,699	655,535	3,284,234	1,088,894	4,373,128	4,290,470
5.52 Maintenance of Grounds	95,557	23,885	119,442	156,900	276,342	249,842
5.56 Utilities	-		-	1,112,820	1,112,820	1,073,000
Total Function 5	2,982,625	742,455	3,725,080	2,499,637	6,224,717	6,085,272
7 Transportation and Housing						
7.41 Transportation and Housing Administration	93,496	22,005	115,501	15,630	131,131	140,209
7.70 Student Transportation	903,420	228,224	1,131,644	711,502	1,843,146	1,712,496
Total Function 7	996,916	250,229	1,247,145	727,132	1,974,277	1,852,705
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	31,453,185	7,350,567	38,803,752	8,646,287	47,450,039	46,796,796

School District No. 06 (Rocky Mountain)

Schedule 3

Annual Budget - Special Purpose Revenue and Expense

Year Ended June 30, 2023

	2023 Annual Budget	2022 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	4,698,418	5,202,978
Other Revenue	1,005,000	853,300
Investment Income	4,500	4,300
Total Revenue	5,707,918	6,060,578
Expenses		
Instruction	5,472,575	5,706,927
District Administration	7,500	5,600
Operations and Maintenance	16,667	16,667
Transportation and Housing	10,000	22,287
Total Expense	5,506,742	5,751,481
Net Revenue (Expense)	201,176	309,097
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(201,176)	(309,097)
Total Net Transfers	(201,176)	(309,097)
Budgeted Surplus (Deficit), for the year	-	-

School District No. 06 (Rocky Mountain)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2023

	Annual Facility Grant	Learning Improvement Fund	Special Education Equipment	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year			22,000	83,500	900,000	35,000	55,000	-	-
Add: Restricted Grants									
Provincial Grants - Ministry of Education	195,843	141,776				96,000	22,050	87,476	399,482
Other				5,000	1,020,000				
Investment Income				2,500	2,000				
	195,843	141,776	-	7,500	1,022,000	96,000	22,050	87,476	399,482
Less: Allocated to Revenue	195,843	141,776	22,000	7,500	1,002,000	131,000	77,050	87,476	399,482
Deferred Revenue, end of year	-	-	-	83,500	920,000	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education	195,843	141,776	22,000			131,000	77,050	87,476	399,482
Other Revenue				5,000	1,000,000				
Investment Income				2,500	2,000				
	195,843	141,776	22,000	7,500	1,002,000	131,000	77,050	87,476	399,482
Expenses									
Salaries									
Teachers								34,284	119,247
Educational Assistants				113,705					
Support Staff									51,379
Other Professionals									172,252
Substitutes							41,200		
	-	113,705	-	-	-	-	41,200	34,284	342,878
Employee Benefits			28,071				1,905	7,976	51,104
Services and Supplies	16,667			7,500	1,002,000	131,000	33,945	45,216	5,500
	16,667	141,776	-	7,500	1,002,000	131,000	77,050	87,476	399,482
Net Revenue (Expense) before Interfund Transfers	179,176	-	22,000	-	-	-	-	-	-
Interfund Transfers									
Tangible Capital Assets Purchased	(179,176)		(22,000)						
	(179,176)	-	(22,000)	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 06 (Rocky Mountain)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2023

	Classroom Enhancement Fund - Overhead	Classroom Enhancement Fund - Staffing	First Nation Student Transportation	Mental Health in Schools	Changing Results for Young Children	TOTAL
	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	-	-	10,000	-	20,000	1,125,500
Add: Restricted Grants						
Provincial Grants - Ministry of Education	193,470	3,420,321	-			4,556,418
Other						1,025,000
Investment Income						4,500
	193,470	3,420,321	-	-	-	5,585,918
Less: Allocated to Revenue	193,470	3,420,321	10,000	-	20,000	5,707,918
Deferred Revenue, end of year	-	-	-	-	-	1,003,500
Revenues						
Provincial Grants - Ministry of Education	193,470	3,420,321	10,000		20,000	4,698,418
Other Revenue						1,005,000
Investment Income						4,500
	193,470	3,420,321	10,000	-	20,000	5,707,918
Expenses						
Salaries						
Teachers		2,774,776				2,928,307
Educational Assistants						113,705
Support Staff						51,379
Other Professionals	44,580					216,832
Substitutes	101,097				20,000	162,297
	145,677	2,774,776	-	-	20,000	3,472,520
Employee Benefits	26,511	645,545				761,112
Services and Supplies	21,282	-	10,000			1,273,110
	193,470	3,420,321	10,000	-	20,000	5,506,742
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	201,176
Interfund Transfers						
Tangible Capital Assets Purchased						(201,176)
	-	-	-	-	-	(201,176)
Net Revenue (Expense)	-	-	-	-	-	-

School District No. 06 (Rocky Mountain)

Annual Budget - Capital Revenue and Expense

Year Ended June 30, 2023

Schedule 4

	2023 Annual Budget			2022 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Provincial Grants				
Ministry of Education			-	47,373
Investment Income		2,200	2,200	9,800
Amortization of Deferred Capital Revenue	1,991,138		1,991,138	1,928,035
Total Revenue	1,991,138	2,200	1,993,338	1,985,208
Expenses				
Amortization of Tangible Capital Assets				
Operations and Maintenance	3,138,297		3,138,297	2,971,053
Transportation and Housing	290,982		290,982	296,255
Debt Services				
Capital Lease Interest		17,600	17,600	10,400
Total Expense	3,429,279	17,600	3,446,879	3,277,708
Net Revenue (Expense)	(1,438,141)	(15,400)	(1,453,541)	(1,292,500)
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	201,176		201,176	309,097
Capital Lease Payment		398,000	398,000	451,920
Total Net Transfers	201,176	398,000	599,176	761,017
Other Adjustments to Fund Balances				
Tangible Capital Assets Purchased from Local Capital	1,606,350	(1,606,350)		-
Principal Payment				
Capital Lease	380,400	(380,400)		-
Total Other Adjustments to Fund Balances	1,986,750	(1,986,750)		-
Budgeted Surplus (Deficit), for the year	749,785	(1,604,150)	(854,365)	(531,483)

APPENDIX A: MULTI-YEAR OPERATING SURPLUS PLANNING AND REPORTING TEMPLATE (in 000's)

Schedule of Accumulated Operating Surplus	Opening Balance	Planned Use	Actual Use	Additions	Closing Balance	Planned	Planned	Planned	Expected Balance	Reference Strategic Goal Restricted Surplus Linked to/Comments
	July 1	Current School	Current School		June 30	Next Year	Year 2	Year 3		
					\$ -				\$ -	
Internally Restricted Due to the Nature of Constraints on the Funds					\$ -				\$ -	
School surpluses	\$ 509	\$ (60)		\$ 21	\$ 470				\$ 470	
Projects	\$ 60	\$ (60)		\$ -	\$ -				\$ -	
					\$ -				\$ -	
	\$ 569	\$ (120)	\$ -	\$ 21	\$ 470	\$ -	\$ -	\$ -	\$ 470	
% of Operating Budget	\$ 47,000	1.2%			1.0%				1.0%	
Internally Restricted for Anticipated Unusual Expenses identified by the Board					\$ -				\$ -	
None noted					\$ -				\$ -	
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
% of Operating Budget	\$ 47,000	0.0%			0.0%				0.0%	
Internally Restricted for Operations Spanning Multiple School Years					\$ -				\$ -	
Next Year's Operating Budget	\$ 20	\$ (20)			\$ -				\$ -	
	\$ 20	\$ (20)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
% of Operating Budget	\$ 47,000	0.0%			0.0%				0.0%	
Internally Restricted for Future Capital Share					\$ -				\$ -	
% of Operating Budget	\$ 47,000	0.0%			0.0%				0.0%	
Internally Restricted Operating Fund	\$ 589	\$ (140)	\$ -	\$ 21	\$ 470	\$ -	\$ -	\$ -	\$ 470	
Unrestricted Operating Surplus	\$ 916	\$ (400)			\$ 516				\$ 516	
% of Operating Budget	\$ 47,000	1.9%			1.1%				1.1%	
Total Operating Fund Surplus	\$ 1,505	\$ (540)	\$ -	\$ 21	\$ 986	\$ -	\$ -	\$ -	\$ 986	
% of Operating Budget	\$ 47,000	3.2%			2.1%				2.1%	

MULTI-YEAR LOCAL CAPITAL SURPLUS PLANNING AND REPORTING TEMPLATE (in 000's)

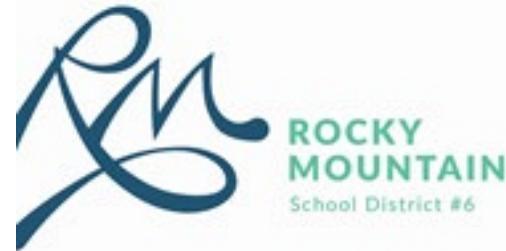
Local Capital	Prior Year	Current Year	Planned for Year 1	Planned for Year 2	Planned for Year 3	Reference Strategic Goal Restricted Surplus Linked to/Comments
Opening Balance	\$ 2,411	\$ 1,922	\$ 482	\$ 169	\$ 126	
Total Sale of Property	\$ -	\$ -	\$ -	\$ -	\$ -	
Transfer from Operating	\$ 452	\$ 965	\$ 750	\$ 750	\$ 750	Cover allocation of capital leases, Ops equipment and IT replenishment
Investment Income	\$ 10	\$ 14	\$ 2	\$ 2	\$ 2	
Uses of Local Capital						
Operations Capital Projects	\$ 365	\$ 741	\$ 220	\$ 100	\$ 100	Kimberley Bus Garage/Electric charging, Selkirk Secondary Roof, maintenance vans (1 per year - not able to purchase in 2022, Board office wheel chair accessible)
School Use	\$ -	\$ 166				Furniture and equipment
Capital lease payment	\$ 442	\$ 383	\$ 380	\$ 380	\$ 380	IT replacement for schools
Capital lease interest	\$ 10	\$ 15	\$ 15	\$ 15	\$ 15	Interest on capital leases
ERP System	\$ 134	\$ 370	\$ 150			Replace SDS as system requires upgrading from DOS based
Rezone/Site prep Invermere		\$ 57				
IT		\$ 687	\$ 300	\$ 300	\$ 300	District IT (servers, WAN, security)
Detail						
Total Assets Purchased	\$ 951	\$ 2,419	\$ 1,065	\$ 795	\$ 795	
Closing Balance	\$ 1,922	\$ 482	\$ 169	\$ 126	\$ 83	

Schools	\$ 240	\$ 230
IT	\$ 744	\$ 110
ERP/District	\$ 397	\$ 22
Vehicles/Machinery	\$ 34	\$ 60
Sites	\$ 117	\$ 60
Kimberley Bus Barn	\$ 390	\$ -

\$ 1,922	\$ 482
----------	--------

REGULAR BOARD MEETING-OPERATIONAL ISSUES

DATE: June 7, 2022
TO: Board of Education
FROM: Karen Shipka, Superintendent of Schools
SUBJECT: Donation Request – Lake Windermere District Lions Club
ORIGINATOR: Alan Rice, Secretary Treasurer and Al Ure, Director of Operations
REFERENCE: Letter from Lake Windermere District Lions Club



BACKGROUND

Windermere Operations department has an old 1997 Hustler sports field grass mower which hasn't been used for more than 10 years. It is surplus and is not required for school district operations. Policy 2400 Acquisition and Disposal of Property and its related District practice sets out the procedure for disposal of surplus property. Whereas "the Board of Education reserves the right to dispose of an asset by donation".

CURRENT SITUATION

The Lake Windermere District Lions Club has requested that we donate the old mower to the Lions club for use at the Lions campground (see attached request from the Lions Club).

FINANCIAL IMPLICATIONS

There is no financial cost to the School District.

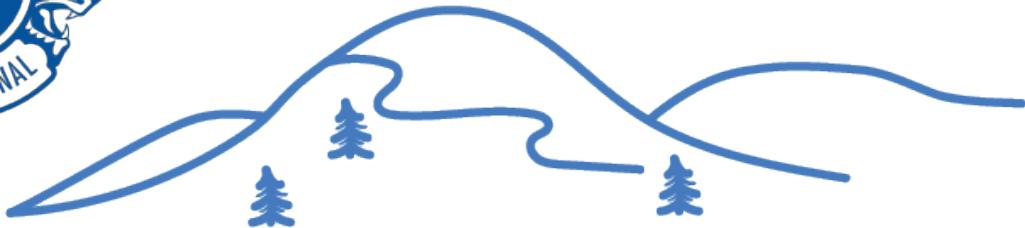
RECOMMENDATION

It is recommended that The Board of Education of School District No. 6 (Rocky Mountain) donate the old Hustler mower to the Windermere District Lions Club.





Lake Windermere District Lions Campground



The Lake Windermere District Lions Club would like to request that SD6 donate the Hustler mower , currently at the Invermere Bus Shop to the Lions Campground.

Your donation will help us to maintain the grass at the Campground for many years in the future.

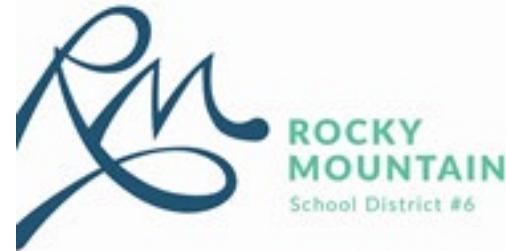
Once completed, our Campground will bring in more than \$1,000,000 in economic activity annually to the Columbia Valley – we will also be able to give back \$100K+ annually to the Communities that we serve (Brisco – Canal Flats).

Among our many donations are annual scholarships that we provide to DTSS.

Best regards: Raylene Oram (President LWD Lions Club)

REGULAR BOARD MEETING-OPERATIONAL ISSUES

DATE: June 7, 2022
TO: Board of Education
FROM: Karen Shipka, Superintendent of Schools
SUBJECT: Donation Request – Windermere Valley Snowmobile Society
ORIGINATOR: Alan Rice, Secretary Treasurer and Al Ure, Director of Operations
REFERENCE: Letter from Windermere Valley Snowmobile Society



BACKGROUND

The Operations department has an old bus which is not in operation and will be required to be towed away for disposal at a nominal cost. Policy 2400 Acquisition and Disposal of Property and its related District practice sets out the procedure for disposal of surplus property. Whereas "the Board of Education reserves the right to dispose of an asset by donation".

CURRENT SITUATION

The Windermere Valley Snowmobile Society has requested that we donate the bus for their use as storage for their club (refer to attached letter).

FINANCIAL IMPLICATIONS

There is no financial cost to the School District.

RECOMMENDATION

It is recommended that The Board of Education of School District No. 6 (Rocky Mountain) donate the salvage bus to the Windermere Valley Snowmobile Society.



Rob Chemelli
937 Swansea RD
Invermere BC
V0A1K3

To whom it my concern;
School District #6

My name is Rob Chemelli I am the director of the Windermere Valley Snowmobile Society.
I am writing this letter of request for the donation of bus 0062A for the purpose of a storage unit for our
groomer parts. I understand the bus has a bad cam shaft and low compression and does not run.
We are a nonprofit society and are going to use to bus until we can get enough money to build a
permanent structure.

Thank you for considering our request.

Rob Chemelli

REGULAR MEETING: INFORMATION, RECOMMENDATION

DATE: June 14, 2022
TO: Board of Trustees
FROM: Alan Rice, Secretary Treasurer
SUBJECT: Budget Utilization Summary – May 31, 2022
ORIGINATOR: Alan Rice
REFERENCE: Budget Utilization Summary - May



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:

- Below budget by approximately \$962,000 or 2.59%.
 - Below budget for salaries and benefits by approximately \$642,000 or 1.96% due to replacements and benefit costs.
 - Below budget for services by approximately \$149,000 or 4.29% primarily due to travel and transportation.
 - Below budget for supplies by approximately \$171,000 or 16.25%.
- Overall increase in spending of approximately \$4,200,000 or 14.74% compared to prior year for the same timeframe.
 - Increase of approximately \$2,262,000 or 8.50% from prior year for salaries and benefits primarily for teaching and support staff and related replacement costs.
 - Increase of approximately \$1,921,000 or 177.54% from prior year for services primarily related to the homestay fees associated with the International program.
 - Increase of approximately \$15,000 or 1.98% from prior year for supplies.



Administration:

- Above budget by approximately \$29,000 or 1.54%.
 - Over budget by approximately \$27,000 or 1.84% for salaries and benefits.
 - Above budget by approximately \$16,000 or 4.61% for services primarily attributable to an increase in professional and contracted services, and dues and fees but partially offset a reduction in travel.
 - Below budget by approximately \$15,000 or 40.75% for supplies.
- Overall increase in spending of approximately \$102,000 or 6.12% compared to prior year for the same timeframe.
 - Increase of approximately \$21,000 or 1.52% from prior year for salaries and benefits primarily for exempt staff spread across all administration departments.
 - Increase of approximately \$81,000 or 31.84% from prior year for services primarily for travel and consulting services.
 - Decrease of approximately \$600 or 3.11% from prior year for supplies.

Operations and Maintenance:

- Below budget by approximately \$113,000 or 1.86%.
 - Below budget by approximately \$167,000 or 4.51% for salaries and benefits primarily for support staff.
 - Below budget by approximately \$67,000 or 6.92% for services primarily attributable to professional and contracted services, and travel.
 - Above budget by approximately \$121,000 or 8.61% for supplies.
- Overall increase in spending of approximately \$267,000 or 5.13% compared to the prior year for the same timeframe.
 - Increase of approximately \$47,000 or 1.47% from prior year for salaries and benefits.
 - Increase of approximately \$46,000 or 5.93% from prior year for services primarily attributable to the tech department for deferred projects.
 - Increase of approximately \$174,000 or 14.06% from prior year for supplies primarily attributable to reallocation of costs to the COVID special purpose funds, and increases in utilities.

Transportation and Housing:

- Under budget by approximately \$1,300 or 0.07%.
 - Above budget by approximately \$24,000 or 1.9% for salaries and benefits primarily for support staff.
 - Below budget by approximately \$33,000 or 21.18% for services primarily attributable to a reduction in extracurricular bus trips due to COVID.
 - Above budget by approximately \$8,000 or 1.73% for supplies primarily attributed to engine repairs for buses.



- Overall increase in spending of approximately \$8,000 or 0.45% compared to the prior year for the same timeframe.
 - Increase of approximately \$57,000 or 5.19% from prior year for salaries and benefits.
 - Decrease of approximately \$31,000 or 22.30% from prior year for services primarily attributable to insurance and services.
 - Decrease of approximately \$34,000 or 7.55% from prior year for supplies.

CONCLUSION

Expenditures to date are in line with budgeted and greater than the prior year for the same timeframe.

RECOMMENDATION

Continue to monitor on a monthly basis.

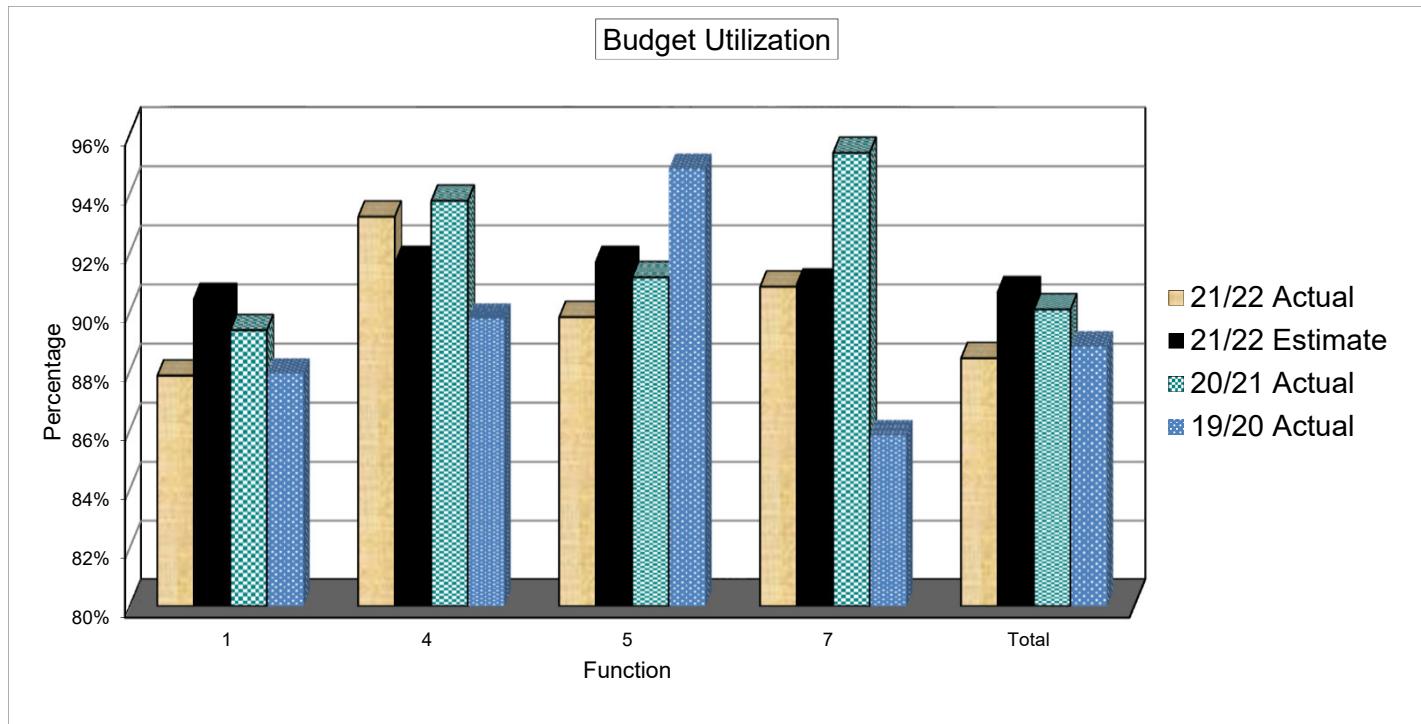
STRATEGIC ALIGNMENT

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



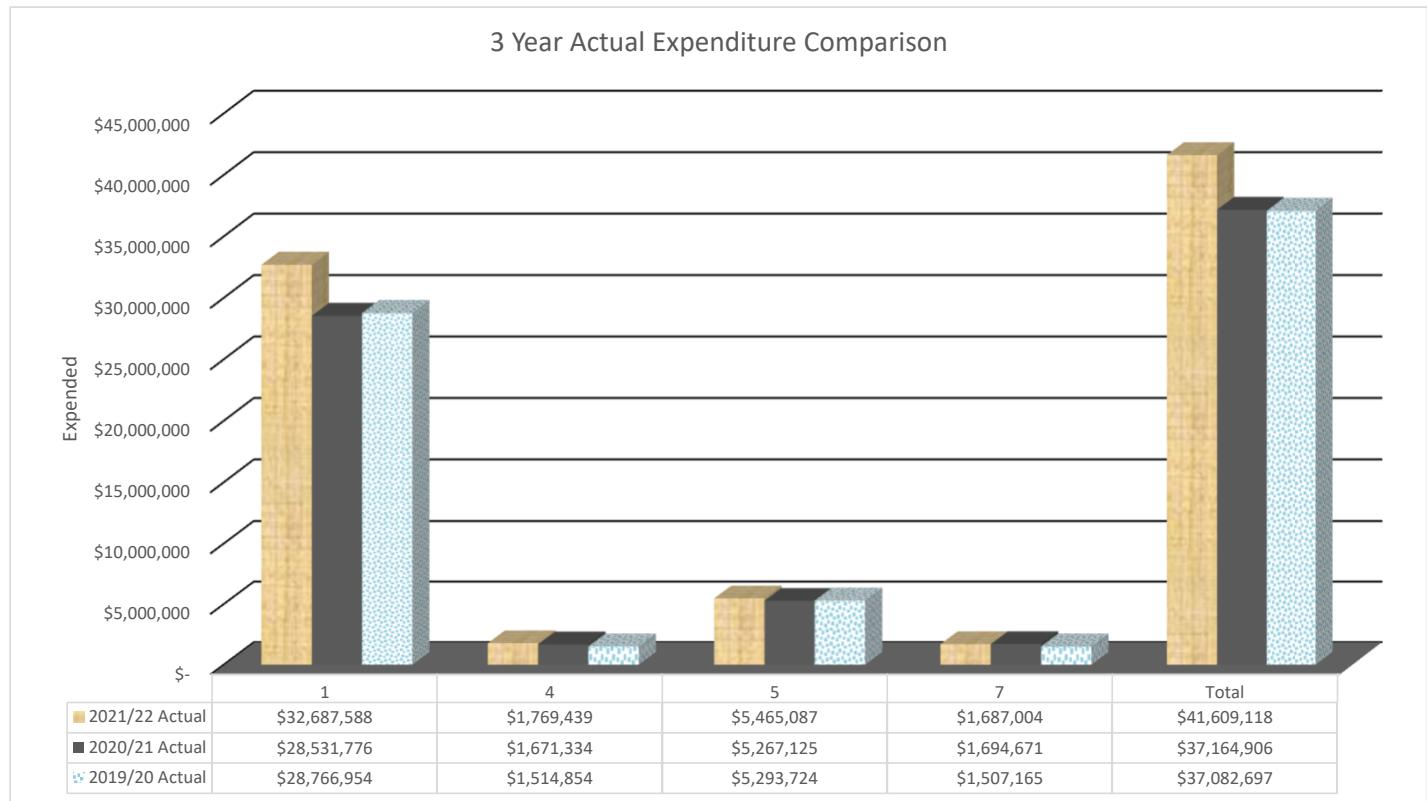
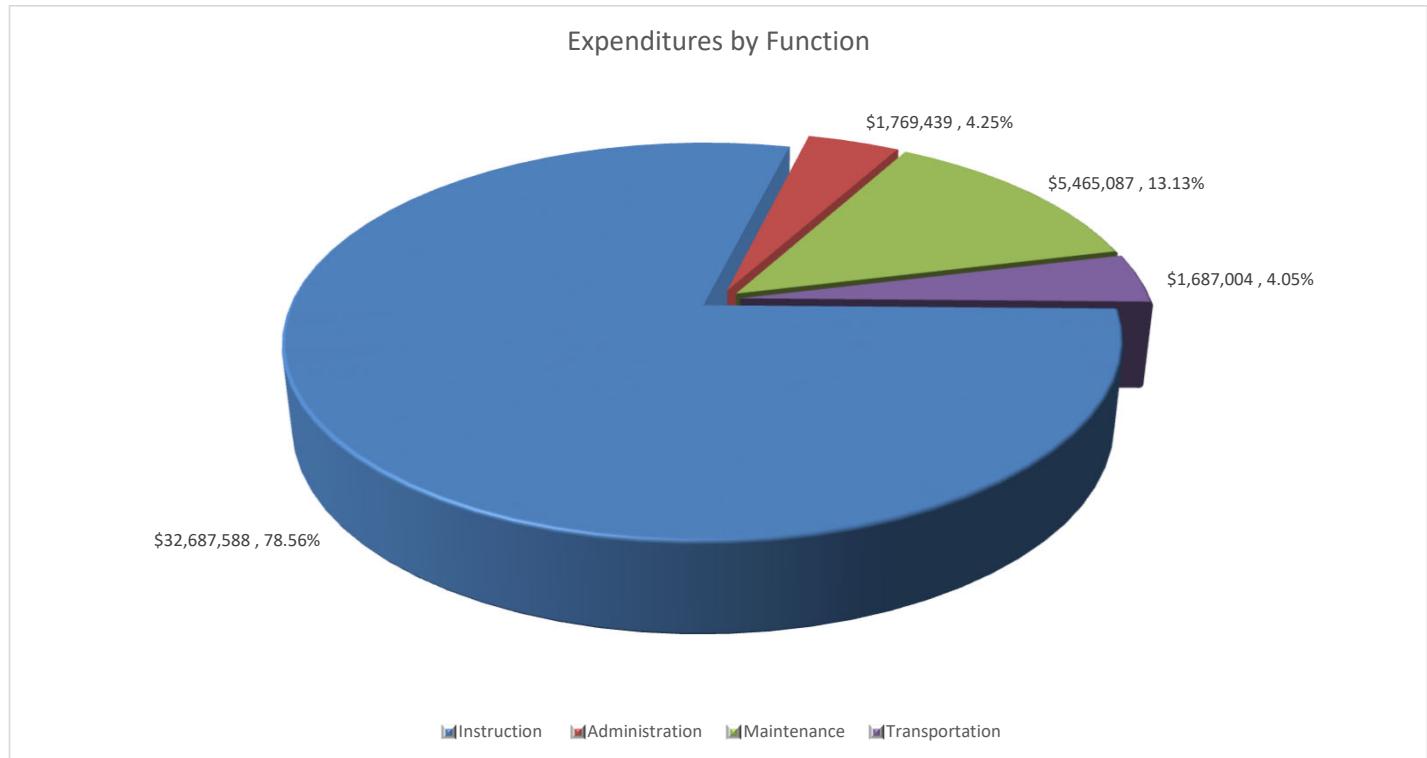
ROCKY MOUNTAIN SCHOOL DISTRICT No. 6
BUDGET UTILIZATION SUMMARY
May 31, 2022

<u>FUNCTION</u>	<u>#</u>	<u>MONTHS</u>	<u>BUDGET</u>	<u>EXPENDED</u>	<u>ACTUAL</u>	<u>ESTIMATE</u>	<u>2020/21 ACTUAL</u>
Instruction	1	10	\$ 37,215,336	\$ 32,687,588	87.83%	90.42%	89.37%
Administration	4	12	\$ 1,898,256	\$ 1,769,439	93.21%	91.67%	93.75%
Maintenance	5	12	\$ 6,085,275	\$ 5,465,087	89.81%	91.67%	91.16%
Transportation	7	11	\$ 1,857,106	\$ 1,687,004	90.84%	90.91%	95.37%
Total			\$ 47,055,973	\$ 41,609,118	88.42%	90.65%	90.07%

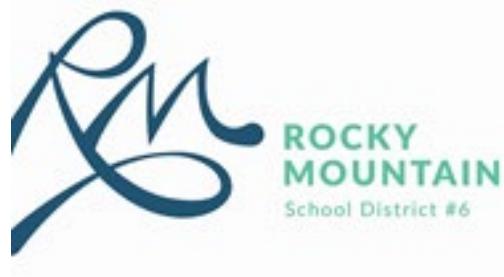


BUDGET ADJUSTMENTS:

	<u>APPROVED</u>	<u>AMENDED</u>	<u>EXISTING</u>	<u>DIFFERENCE</u>
Function 1	\$ 35,716,684	\$ -	\$ 37,215,336	\$ 1,498,652
Function 4	\$ 1,872,894	\$ -	\$ 1,898,256	\$ 25,362
Function 5	\$ 5,910,097	\$ -	\$ 6,085,275	\$ 175,178
Function 7	\$ 1,800,850	\$ -	\$ 1,857,106	\$ 56,256
Local Cap.	\$ 3,290,146	\$ -	\$ 3,351,241	\$ 61,095
TOTAL	\$ 48,590,671	\$ -	\$ 50,407,214	\$ 1,816,543



DATE: June 14, 2022
TO: Board of Trustees
FROM: Karen Shipka, Superintendent of Schools:
ORIGINATOR: Viveka Johnson



REFERENCE:

Pathway to Hope: [BCMentalHealthRoadmap_2019.pdf \(gov.bc.ca\)](https://gov.bc.ca/gov/bc/2019/06/14/mental-health-roadmap-2019.pdf)

Mental Health in Schools Strategy:

<https://www2.gov.bc.ca/assets/gov/erase/documents/mental-health-wellness/mhis-strategy.pdf>

Key Principles and Strategies for K-12 Mental Health Promotion in Schools: [Key Principles and Strategies for K-12 Mental Health Promotion \(gov.bc.ca\)](https://gov.bc.ca/gov/bc/2019/06/14/mental-health-roadmap-2019.pdf)

Community Includes Nutrition and Knowledge: [CLINK](#)

Interior Health Healthy Schools Link: [Healthy Schools](#)

ISSUE

The Board of Education receive an update on the mental health strategies underway in schools resulting from grant dollars provided by the Ministry of Education and Child Care (MOECC).

BACKGROUND

The MOECC's Mental Health in Schools Strategy was released in the fall of 2020 outlines a vision and pathway for mental wellness promotion in our school system. It embeds positive mental health and wellness programs and services for students in all areas that include school culture, leadership, curriculum and learning environments.

The MOECC has provided grant funding to better support mental health needs of students and staff. The funding was intended to promote mental health, well-being and to provide additional supports to students, families and staff. The funding was used to mitigate the mental health impacts of covid-19 and the pandemic response measures and to support the recovery in alignment with existing strategic plans and initiatives.

CURRENT SITUATION

As a District, we are focusing on building staff capacity, increasing direct supports in schools and ensuring our buildings have adequate resources. The bulk of the funding has gone into staffing by providing increased supports in schools with more counselling time, speech language pathologist time (early prevention) and youth care worker support across the district.



We have offered several training opportunities to a variety of staff including:

- Rainbows Training (grief and loss counselling),
- Adolescent Mental Health conference where 15 students and our secondary schools, counsellors/AB ED support workers attended the virtual conference,
- EASE (Every Day Anxiety Strategies for Educators),
- VTRA (Violent Threat Risk Assessment),
- Trauma Informed Schools, Mental Health Literacy, and
- Crisis Prevention Institute training (CPI).

We trained 28 educators in Mental Health First Aid across the district in January and will continue to focus on building capacity in schools moving forward, as this work is a shared responsibility by all staff who work with students.

The District's SOGI (Sexual Orientation and Gender Identity) committee has representation from every school and includes administration, teachers, support staff and trustees the committee meets monthly and hosts guest speakers (ex. Out In Schools, TransParent). Equity and Inclusion supports are key to mental wellness as studies have shown that our marginalized populations are at higher risk for addictions, mental illness and suicide. A critical component of supporting mental wellness in our system is having all students/staff seeing themselves reflected in our resources, and in our schools.

The District provided funding for resources at all schools for projects and books that support SOGI inclusive materials. Through celebrating diversity most of our schools currently have inclusion or GSA (Gender and Sexuality Alliance) clubs. On June 2nd, SD 6 hosted a GSA mini conference that was initiated by students for students. In October, six of our educators attend the virtual SOGI summit who then presented to the District SOGI committee about what they learned. Every year we have been supporting different members of the SOGI committee to attend the summit.

Ensuring that our students and families basic need are being met through our CLINK (Community: Learning Includes Nutrition and Knowledge) by addressing food and basic need security issues are ongoing. Here, we have, CLINK funding but also community partnerships and local grants that support these goals. With Ukrainian families arriving in our communities, we are working closely with schools and CBAL (Columbia Basin Alliance for Literacy) to ensure a smooth transition, through a trauma informed lens, while supporting English Language Learning.

Through our partnership with Interior Health and Health Promoting Schools funding we have been focusing on school transitions and building leadership capacity with secondary school students to act as mentors/ambassadors for students new to their school.

The MOECC funding also supports Lifespeak, a resource any staff member can access that is a mental health and wellbeing platform that provides expert education and advice on issues that affect employees' daily lives and is available 24/7. Lastly, we have structured on-going meetings with our community agencies and partners around understanding each other's roles and how we can support our communities and students more effectively.

FINANCIAL IMPLICATIONS

None

CONCLUSION

The social and emotional wellbeing of students and staff are the backbone to educational success. The MOECC acknowledges this through the distribution of grant funding to support districts. The impacts of the global



pandemic have yet to be realized and it is critically important to build staff capacity so that they are knowledgeable and skilled in dealing with unknown circumstances.

The targeted funding has been allocated in a variety of ways to meet the current and emerging needs of staff and students. Learning doesn't take place if we are not able to emotionally regulate or cope with high levels of on-going stress. We are hopeful that the MOECC will continue to support the district through allocation of targeted funding.

STRATEGIC ALIGNMENT: Equity and Inclusion/Success for Each Learner



DATE: June 14, 2022

TO: Board of Trustees

FROM: Alan Rice, Secretary Treasurer

SUBJECT: Lady Grey Elementary School – Restricted Capital

ORIGINATOR: Al Ure, Steve Jackson

REFERENCE: SD06_Selkirk Secondary School_Minister-Restricted Capital Approval Letter_Final
2022.05.31



ISSUE

That the Board receive an update on the request to the Ministry to use Restricted Capital for the repairs of the flood damage at Lady Grey Elementary School (LGES).

BACKGROUND

On January 25, 2022 the Secretary Treasurer requested the use of Restricted Capital to cover the shortfall of the repairs for the flood damage at LGES. The Ministry did not agree with the assessment of the Secretary Treasurer and rejected the request.

CURRENT SITUATION

The Secretary Treasurer requested clarification with respect to the interpretation of the decision of Ministry staff. Through these discussions it was determined there were other projects which would be more suitable for a Restricted Capital request. The result of the discussions allowed for a roof repair at Selkirk Secondary School (SSS) to be approved out of Restricted Capital.

FINANCIAL IMPLICATIONS

The roof repair at SSS was budgeted to be spent from the Annual Facility Grant (AFG). With the abovementioned approval from Restricted Capital, there will be \$470,000 of available AFG which can be used to cover the costs associated with the LGES flood. In addition, \$345,000 - 395,000 will be available to complete projects which have been delayed to future years. The plan would be to allocate this money equally across the three zones of the district.

CONCLUSION

The district team is satisfied with the outcome of this process.



DATE: June 14, 2022
TO: Board of Trustees
FROM: Karen Shipka, Superintendent of Schools
SUBJECT: Environmental Sustainability Report
ORIGINATOR: Trent Dolgopol
REFERENCE: District/school feedback collated
Climate Change Accountability Reports



ISSUE

The Board of Education receive the Environmental Sustainability Report as information.

BACKGROUND

Rocky Mountain School District has a role in educating students about environmental sustainability and modeling practices that support reductions to our “carbon footprint” and to educate students to be stewards of the environment.

CURRENT SITUATION

Schools across the District are engaged in a variety of initiatives that support learning and promote environmentally friendly practices. These initiatives and learning opportunities are both curricular and extra-curricular in nature. Educating and engaging students in these types of activities helps to raise environmental awareness and teaches students that they too have a role to play in protecting the planet. Each school submitted a list of activities that have been underway this year. See Appendix 1 for details.

Additionally, our Operations Department strives to reduce our carbon footprint by identifying and acting on opportunities to reduce our dependency on fossil fuels. Each year we submit a Climate Change Accountability Report (formerly Carbon Neutral Action Report) to the Ministry of Education. When climate change initiatives were first announced in 2007, we were emitting 2405 tons of carbon dioxide. In 2020, we emitted 1305 tons of carbon dioxide for a 44% reduction since 2007.

See Appendices 2 for our past seven years of Climate Change Accountability Reports (2015-2021).

FINANCIAL IMPLICATIONS

Schools utilize their operating budget and in some cases partner with community groups or receive grants to support school-based learning and initiatives.

The Operations Department accesses operating funds as well as grants and special purpose funds to plan for and implement improvements.



CONCLUSION

Rocky Mountain School District provides many great learning opportunities which support on-going development and understanding of the importance of environmental sustainability. From an operational perspective we continue to investigate and implement initiatives that reduce our carbon footprint.



School Reports

School initiatives and learning that support reductions to our “carbon foot-print” and/or understanding of climate change and environmental sustainability.

David Thompson Secondary School

General

- Using technology to replace paper consumption (classes on Teams, editing/submitting). Some teachers are paperless
- Paper recycling
- Collecting donated water bottles for students, rather than disposable cups or purchased drinks

In-class

- Composition 10 thematic unit on Humans and the Environment
- Composition 11 unit using resources on climate change
- English 12 use several climate related non-fiction resources, including poems
- Several students choose climate related topics during debates in English classes
- Food waste reducing strategies in Foods, increasing plant-based ingredients to recipes, recycling containers
- Child Development & Caregiving discusses the environmental impacts of choices (formula vs. breast feeding, disposable vs cloth diapers, organic vs conventional baby food)
- We offer Physical Geography 12. Climate change (and other environmental issues), resource management, energy/alternative energy, water resources, sustainability. Students tracked their carbon footprint and Wildsight in the class
- New course – Power Technology: includes units on alternative power, including hydro, wind, solar and geothermal
- Current events topics in Social Studies are often climate/environment related

Extra-Curricular

- Climate Club – began early in the year, teaming with Wildsight (Lake Windermere Ambassadors). Some projects include:
 - Letter writing campaign to local government leaders, with some replies
 - ‘Greened’ up the school with collecting plants and maintaining plants. Applied for and received a grant from PAC to assist with initiatives
 - Meet weekly to discuss sustainability issues and ways to help – adult mentors from out of the school assist
 - Grant for gray-water system to water plants
 - Went to J Alfred Laird Elementary and Windermere Elementary Schools to try to get a climate club going there
 - Cleaned up the community of litter after the snow melted – Earth Day
 - Collaborating with our Culinary Arts program to move away from disposable dishes/cutlery
 - Contributed content for the Summit Youth magazine

- Looking at how DTSS can better manage waste and forge closer connections with Groundswell Community Greenhouse

Chef training

- Sort food waste for composting
- Recycling
- Purchase ethically sourced fish
- Purchase biodegradable single use items such as bamboo cutlery, plates, and cups
- Wash to reuse containers
- Lights are on timers
- Reuse bench flour, plastic bread bags and butter foil to reduce our ecological footprint

Edgewater Elementary School

Current

- Curriculum/Education and Awareness regarding climate change, conservation of water, energy, and raw materials
 - Reduce-reuse-recycle enhancement throughout school
 - Earth Day – community garbage clean-up (both Radium/Edgewater)
 - Discussion and Education within classrooms. Ie. climate change & global warming, oil spill/pipeline discussions, environment damage, boycott of certain products (plastics, Nestle – whenever possible, top 10 boycott list, etc.), Rain Forest conservation (Gr 4-5), etc.
- Recycling strategies & other behavior changing education/training
 - Recycling program (paper/containers)
 - Recycle Friday's (paper from all rooms)
 - White Board marker recycling
 - Bottles/cans/juice box recycling
 - Additional recycling containers purchased
 - True / Earth – PAC fundraiser (environmental friendly products)
 - PAC provided cups, bowls and utensils for hot lunches, classroom use, etc. minimal waste as we no longer use disposable cutlery and plates
 - Primary/Intermediate Green Initiatives within classroom (each class working on lessons/ideas) 'WILD BC' science presentations
 - Germination Tables being used regularly (ie. K class growing Mother's Day plants)
 - Lights off initiative (mostly in office spare rooms)
 - Purchase and encourage the purchase of sustainable and organic food and beverages
 - BC Fruits & Vegetable Program
 - Adjustments to snacks
 - Discussion about possible composting idea (off campus/green container in PAC kitchen)
 - EAGLE feathers for green actions (turning off lights, home programs adopted, picking up garbage, etc)
 - Green Day (Spirit Day)

- Greentips through newsletters or websites
 - Waste-free lunches (PAC – no disposable plates, cups and cutlery)
 - Newsletter tips (glass cups for milk program, plates/bowls for hot lunches, re-use suggestions, etc.)

Possible initiatives planned for 2022-2023

- Continue Green Networking – community garden partnership (Community Edgewater), Wild BC, CBEEN
- Increase usage and involvement of students with Germination Table
- “Green Team” or committee for next year
- Compost bucket – Enhance student awareness
- Green TIPS – Webpage

J Alfred Laird Elementary School

- Three classes working on food sustainability through a gardening project in conjunction with the Mount Nelson Community Garden and Groundswell. Students are learning sustainable and permaculture gardening practices while planning, planting, and caring for 3 donated garden beds. They will also be visiting local organic farms to learn about their work in producing food for the valley. Classes will be donating their produce to the local Food Bank, and will be learning to harvest seeds, which will in turn be donated to the Columbia Valley Seed Bank
- Formed a student-led EnviroClub in conjunction with students from DTSS. We are working on projects such as recycling and re-purposing to minimize our impact on local landfill
- We do regular school-yard and community clean-ups
- We are also raising money to plant additional trees in the Laird naturalized area as well as in the community
- Laird is also holding an EnviroFair in June, in which students share research and projects they have been working on aimed at minimizing our impact on the environment and adopting positive practices. Several community agencies will also have booths at the EnviroFair. Our goal is to educate each other on ways that we can reduce our footprint and live more harmoniously with Mother Earth

Lady Grey Elementary School

- We have a Grade 4/5 class participating in Beyond Recycling (through Wild Sight)
- On April 22nd, our school participated in community garbage pickup
- A couple of classes have been exploring community planning

Lindsay Park Elementary School

- Have a recycle program
- Will be reinstating composting again next year
- Did a Clean Air project in 2020 with McKim
- Is a designated Green School through countless hours of projects and activities to achieve this designation
- Do countless walking fieldtrips to connect to the land and learn about the place we are from

Golden Secondary School

- Earth Day Assembly – Pow Canada and Hot Planet, Cool Athletes

- Grade 9 Science – Know Your Watershed Program with WildSight
- Earth Science – Earth resources project. Looking at sustainability, products and their impact on the environment (electric vehicles, etc)

Martin Morigeau Elementary School

- The grade 5/6/7 class has participated in Beyond Recycling (About – Beyond Recycling), a whole school recycling challenge and growing in the greenhouse and the garden
- Every class is growing vegetables starting in our green house or the garden, which will be harvested for students to enjoy. In addition, teachers are using their garden/greenhouse projects to incorporate math, science and literacy as part of their year-end assessment
- All classes participated in paper recycling and a one week recycling challenge that included composting
- Our K-1 and 3-4-5 classes, staff, and any other students who would like to participate, saved appropriate compost to feed the farm animals across from our school instead of throwing in the garbage. Students were taught about what is safe for the animals to eat, etc.
- Field trips focused on environmental impact have been:
 - School wide—The Northern Lights Wolf Sanctuary, learning about conservation of habitats
 - Local walking trips (no transportation pollution) to Pictographs, learning about stewardship of the land and respect for sacred areas
 - Gr. 3-7 Canal Flats Wetlands learning about indigenous plants and berries and how they can be used, what impact they have as part of the local ecosystem
 - Gr. 3-5 daily morning walk in the community to watch the evolution of the seasons, connect with nature as a way to start the day feeling grounded, and learning about the plants and animals on the way.

Marysville Elementary School

- Staff work with kids on recycling options within the classroom
- Composting – we just bought two incinerating composters
- We have a garden (we use the compost in the garden) and a strong focus on outdoor education including sustainability and environmental stewardship

McKim Middle School

- School garden and a teacher that facilitates gardening club on Mondays after school
- Compost program where students from 1 class go around and collect waste and put it into the compost bin in the fenced garden area
- The Active School Travel Project at McKim Middle School is focused on improving safety for students who are already riding or walking, while also increasing the number of students using active transportation to commute and on field trips. The project involves data collection from families and students that will be correlated to the City of Kimberley's Active Transportation Network Plan. There are also school-wide events and in-class opportunities to help make Kimberley's roads and trails more accessible in ways that are both equitable and sustainable for present and future generations

Nicholson Elementary School

- Recycling, which includes paper, plastic and plastic bottles
- We ask all students to bring in a water bottle to fill during the day

- Garbage clean-up of the school yard and Nicholson frontage road on Earth Day
- The Grade 4/5/6 class participated in the program Beyond Recycling, a facilitator from CBEEN has been coming in once a week since January

Selkirk Secondary School

- Know Your Watershed program – watershed education and Student Action Projects around water conservation, education, and understanding water systems (natural and man-made)
- Outdoor Education – reclamation and re-wilding field work (invasive species pulls and native plant planting), trail building, low impact activities to build appreciation for our intact natural world)
- Recycling Program
- School-wide garbage clean-up- on a regular basis, not just April
- Print reduction – use of TEAMS; online platforms
- Science and Social Studies class-based projects covering climate change
 - Geography 12 – Geo-Inquiry Project on Climate Change Adaptation and Mitigation
 - Social Studies 8 and 9 classes – Geography unit with a focus on climate change
 - Implementation of Science for Citizens class with a strong environmental focus
 - Sustainability as a focus in Social Justice 12
- Composting program
- Battery Recycling Program- same as above
- Students calculate their ecological footprint and goal setting to help reduce this
- A unit on climate/environmental justice through the lens of social justice
- Offering and encouraging action/passion projects focused on moving from awareness to positive action (SJ12 Action Project)
- Enhancing environmental and connection to local spaces through place-based teaching to address climate change (Humanities and SJ 12)
- Using outdoor learning resources including outdoor learning walking guide, seating pads, tarps, clipboards, backpacks, etc. acquired through PLT and humanities department to offer a range of cross curricular getting outside FOR learning initiatives
- Taking in Pro-D learning sessions focused on outdoor learning from CBEEN

Windermere Elementary School

- Students collect food waste daily and have a small electric composter for this purpose. We partner with local greenhouses who pick up the compost for their agricultural needs
- Hot lunch and Breakfast Club – goal is zero plastic or paper waste due to disposable plates and cutlery. Families send their children with reusable items
- Outdoor learning in Winderland – natural materials used

Eileen Madson Primary School

- Encouraged students to bring litter-less lunches
- Spent much time in the outdoors and talking of environmental stewardship
- Organized an Invermere wide cleanup of garbage
- Worked to streamline drop off and pick up to avoid idling and encouraged walking and biking

Operations Report

I have attached the last seven years of Climate Change reports that we send to the Ministry. You will find a listing of projects that we completed every year to reduce our carbon foot print. Also when Climate change initiatives were first announced on 2007 we were emitting 1500 tons of carbon dioxide and in 2020 we emitted 1305 tons of carbon dioxide this is a **44% reduction** ((2405-1336)/2405)x100= 44%)

The province's goals are indicated below:

B.C.'s climate change targets

Using 2007 as the baseline, B.C. is committed to greenhouse gas (GHG) reductions of:

- 16% by 2025
- 40% by 2030
- 60% by 2040
- 80% by 2050

Beginning in 2007, School District Number 6 (Rocky Mountain) has been striving to reduce our carbon footprint. Each year we identify and act on opportunities to reduce our dependency on fossil fuels. Over the past 15 years we have implemented boiler upgrades, HVAC control upgrades, lighting upgrades, window replacements and building envelope improvements focusing on improving thermal properties of our building envelopes—all with one thing in mind: to reduce emissions and do our part to address global warming and reduce our carbon footprint. Since 2007 our district has been able to reduce greenhouse gasses from 2405 metric tonnes to 1305 metric tonnes in 2021, which is a 44% improvement! Projects to reduce energy consumption and greenhouse gas emissions implemented in 2020 and 2021 included:

- Lady Grey Elementary School lighting upgraded with LED high efficiency light fixtures, complete with dimming controls
- Marysville Elementary School boilers were upgraded with three high efficiency condensing boilers
- Nicholson Elementary School received a building envelope upgrade which included installation of new high efficiency windows, new exterior doors, new continuous exterior thermal insulation, new air barrier and siding
- Open Doors Alternate Education Learning Center HVAC system upgraded with a new high efficiency furnace and heat pump
- Marysville Elementary HVAC building automation controls upgraded to improve performance
- Windermere Elementary HVAC building automation controls upgraded to improve performance
- JA Laird Elementary HVAC building automation controls were upgraded to improve performance
- Edgewater Elementary HVAC building automation controls were upgraded to improve performance
- Upgraded a maintenance building's roof insulation during a re-roofing project
- Increased roofing insulation at Kimberley Operations maintenance building
- Upgrade building envelope (new exterior insulation and cladding) at the Kimberley Operations office building

Important note:

Our carbon footprint in 2021 increased due to increased ventilation (outside air) we provided to protect students and staff from COVID-19. We are confident that our carbon reduction will continue to reduce once ventilation rates are set back at normal levels.

Over the course of the next 5 years, we have several additional considerations which have the potential for the School District to continue to reduce greenhouse gas emissions and contribute to our carbon neutral targets. Some projects planned include:

- During the summer of 2022 Selkirk Secondary will undergo an interior lighting upgrade to install high efficiency LED light fixtures complete with dimming and occupancy controls
- During the summer of 2022 Eileen Madson Primary School will undergo an HVAC upgrade complete with energy control upgrades to the DDC
- Commencing in the summer of 2022 Open Doors Alternate School will undergo a building envelope upgrade to improve the thermal efficiency of the envelope (walls and roof).
- Design is underway for boiler replacement at Kimberley Operations building.
- DDC control upgrades and installations on various buildings
- Gymnasium occupancy control of ventilation systems
- Building envelope upgrades at various buildings

As one can see, School District 6 is committed to British Columbia's carbon neutral targets, However, a critical missing piece for us is the electrification of our school busses and fleet vehicles. With our provincial carbon neutral goals approaching rapidly, and our School District carbon reduction goals, we have determined now is the time to act. Presently we have 1 electric buss in service in Golden and a second bus arriving in June for Invermere. Additionally another bus has been ordered for our Kimberley area.

School District No. 6 (Rocky Mountain) is dedicated to British Columbia's success in meeting our carbon neutral targets are proud of our accomplishments to reduce our carbon footprint.



School District No. 6 (Rocky Mountain)

2015 Carbon Neutral Action Report

Executive Summary

Rocky Mountain School District continues to focus on greenhouse gas emission reduction. The main source of the energy and greenhouse gas savings throughout the School District is the result of implementing building energy retrofit projects, and changes to the operation of buildings and vehicles. The School District's focus on environmental stewardship has been a key driver for success in reducing greenhouse gas emissions. This focus has led to the prioritization of staffing resources, and capital projects, as well as education programs focussing on energy reduction and environmental stewardship.

On-going benchmarking of energy performance of buildings, vehicles, and other energy consumption continues. Our Operations Department continually monitors energy consumption and focuses on energy reduction initiatives which ultimately reduce carbon emissions.

Paul Carriere
Superintendent of Schools



2015 Greenhouse Gas Emissions

A total of 1394 tonnes of greenhouse gas emissions were emitted by the school district during the 2015 calendar year, from all sources covered by the Greenhouse Gas Reduction Targets Act.

SD6 GHG Emissions and Offsets for 2015 (TCO2E)	
GHG Emissions created in calendar year 2015 (from SMARTTool Homepage)	
Total Emissions	1896
Total Emissions for Offsets	1328
Adjustments to GHG Emissions Reported in Previous Years (from SMARTTool Homepage)	
Total Emissions	0
Total Emissions for Offsets	0
Credit owing from PCT at end of 2014 reporting year:	
Credit Owing	0
Total Emissions for Offsets for the 2013 Reporting Year (from Offset Invoice):	1394



Rocky Mountain School District No. 6

Quest for Quality

Emissions Reduction Activities

Actions Taken by the Rocky Mountain School District to Reduce Greenhouse Gas Emissions in 2015

Projects to reduce energy consumption and greenhouse gas emissions implemented in 2015 included:

- As a result of the information gathered during a HVAC audit of Selkirk Secondary School in 2014, a DDC boiler and pump upgrade was installed in the summer of 2015 which has enhanced human comfort control and has improved operational efficiency.
- During 2015 schools continued to promote practices such as recycling, composting, operating greenhouses, and planting trees.

Plans to Continue Reducing Greenhouse Gas Emissions 2016 – 2017

Reducing energy consumption and greenhouse gas emissions will continue to be an important focus for the Rocky Mountain School District. Projects planned for the next three to five years show the potential for the School District to save energy costs, while significantly reducing greenhouse gas emissions and contributing becoming carbon neutral. Some projects planned for the next three to five years include:

- Upgrade exterior lighting to LED fixtures
- Boiler upgrades at a two (2) elementary schools.
- DDC control upgrades and installations on various buildings.
- Gymnasium occupancy control of ventilation systems.
- Interior Lighting upgrades to LED and installation of occupancy controls throughout the District.
- Increased roofing insulation and wall insulation with cladding and roof upgrades at a number of buildings.
- Student and employee behavioural change education projects.



School District No. 6 (Rocky Mountain)

2016 Carbon Neutral Action Report

Executive Summary

Rocky Mountain School District continues to focus on greenhouse gas emission reduction. The main source of the energy and greenhouse gas savings throughout the School District is the result of implementing building energy retrofit projects, and changes to the operation of buildings and vehicles. The School District's focus on environmental stewardship has been a key driver for success in reducing greenhouse gas emissions. This focus has led to the prioritization of staffing resources, and capital projects, as well as education programs focussing on energy reduction and environmental stewardship.

On-going benchmarking of energy performance of buildings, vehicles, and other energy consumption continues. Our Operations Department continually monitors energy consumption and focuses on energy reduction initiatives which ultimately reduce carbon emissions.

A handwritten signature in blue ink that appears to read 'Paul Carriere'.

Paul Carriere
Superintendent of Schools



Rocky Mountain School District No. 6

Quest for Quality

2016 Greenhouse Gas Emissions

A total of 1323 tonnes of greenhouse gas emissions were emitted by the School District during the 2016 calendar year, from all sources covered by the Greenhouse Gas Reduction Targets Act.

SD6 GHG Emissions and Offsets for 2016 (TCO2E)	
GHG Emissions created in calendar year 2016 (from SMARTTool Homepage)	
Total Emissions	1884
Total Emissions for Offsets	1323
Adjustments to GHG Emissions Reported in Previous Years (from SMARTTool Homepage)	
Total Emissions	0
Total Emissions for Offsets	0
Credit owing from PCT at end of 2015 reporting year:	
Credit Owing	0
Total Emissions for Offsets for the 2016 Reporting Year (from Offset Invoice):	1323



Rocky Mountain School District No. 6

Quest for Quality

Emissions Reduction Activities

Actions Taken by the Rocky Mountain School District to Reduce Greenhouse Gas Emissions in 2016

Projects to reduce energy consumption and greenhouse gas emissions implemented in 2016 included:

- At David Thompson Secondary School the computerized HVAC controls were upgraded to improve scheduling abilities which has enhanced human comfort control and has improved operational efficiency.
- During 2016 a Lighting Engineering firm was commissioned to audit interior and exterior lighting at all School District facilities. As a result of the audit, a plan was developed to upgrade exterior lighting with LED fixtures at all facilities. A pilot project was also established at one Elementary School to upgrade interior lighting to LED fixtures.

Plans to Continue Reducing Greenhouse Gas Emissions 2017 – 2018

Reducing energy consumption and greenhouse gas emissions will continue to be an important focus for the Rocky Mountain School District. Projects planned for the next three to five years show the potential for the School District to save energy costs, while significantly reducing greenhouse gas emissions and contributing to becoming carbon neutral. Some projects planned for the next three to five years include:

- Upgrade exterior lighting at three high schools to LED fixtures
- Upgrade all interior lighting fixtures to LED complete with dimmers and occupancy controls at one elementary school.
- Boiler upgrades at one (1) high school and at two (2) elementary schools.
- DDC control upgrades and installations on various buildings.
- Gymnasium occupancy control of ventilation systems.
- Increased roofing insulation and wall insulation with cladding and roof upgrades at a number of buildings.
- Investigation into the viability of fuel switching from propane fired heating plants to electricity.
- Student and employee behavioural change education projects.



School District No. 6 (Rocky Mountain)

2017 Carbon Neutral Action Report

Executive Summary

Rocky Mountain School District continues to focus on greenhouse gas emission reduction. The main source of the energy and greenhouse gas savings throughout the School District is the result of implementing building energy retrofit projects, and changes to the operation of buildings and vehicles. The School District's focus on environmental stewardship has been a key driver for success in reducing greenhouse gas emissions. This focus has led to the prioritization of staffing resources, and capital projects, as well as education programs focussing on energy reduction and environmental stewardship.

On-going benchmarking of energy performance of buildings, vehicles, and other energy consumption continues. Our Operations Department continually monitors energy consumption and focuses on energy reduction initiatives which ultimately reduce carbon emissions.

A handwritten signature in black ink, appearing to read 'Paul Carriere'.

Paul Carriere
Superintendent of Schools



Rocky Mountain School District No. 6

Quest for Quality

2017 Greenhouse Gas Emissions

A total of 1576 tonnes of greenhouse gas emissions were emitted by the School District during the 2017 calendar year, from all sources covered by the Greenhouse Gas Reduction Targets Act.

SD6 GHG Emissions and Offsets for 2016 (TCO2E)	
GHG Emissions created in calendar year 2017 (from SMARTTool Homepage)	
Total Emissions	2124
Total Emissions for Offsets	1576
Adjustments to GHG Emissions Reported in Previous Years (from SMARTTool Homepage)	
Total Emissions	0
Total Emissions for Offsets	0
Credit owing from PCT at end of 2015 reporting year:	
Credit Owing	0
Total Emissions for Offsets for the 2017 Reporting Year (from Offset Invoice):	1576



Emissions Reduction Activities

Actions Taken by the Rocky Mountain School District to Reduce Greenhouse Gas Emissions in 2017

Projects to reduce energy consumption and greenhouse gas emissions implemented in 2017 included:

- Golden Secondary, David Thompson Secondary and Selkirk Secondary schools all exterior lights were upgraded to LED high efficient lighting.
- Two new energy reduction projects were investigated and included in the Board of Education's five year capital plan, (building envelope upgrade and boiler upgrade project), and the plan was submitted June of 2017.

Plans to Continue Reducing Greenhouse Gas Emissions 2018 – 2023

Reducing energy consumption and greenhouse gas emissions will continue to be an important focus for the Rocky Mountain School District. Projects planned for the next three to five years show the potential for the School District to save energy costs, while significantly reducing greenhouse gas emissions and contributing to becoming carbon neutral. Some projects planned for the next three to five years include:

- Summer 2018 upgrade interior lighting to LED fixtures complete with dimmers and occupancy controls at two Elementary Schools
- Summer/Fall 2018 replace building envelope and upgrade thermal exterior insulation at a Elementary School
- Summer 2018 boiler upgrades at one (1) high school.
- Designs for boiler replacements at (2) Elementary Schools
- DDC control upgrades and installations on various buildings.
- Gymnasium occupancy control of ventilation systems.
- Increased roofing insulation and wall insulation with cladding and roof upgrades at a number of buildings.
- Investigation into the viability of fuel switching from propane fired heating plants to electricity.
- Student and employee behavioural change education projects.



School District No. 6 (Rocky Mountain)

2018 Carbon Neutral Action Report

Executive Summary

Rocky Mountain School District continues to focus on greenhouse gas emission reduction. The main source of the energy and greenhouse gas savings throughout the School District is the result of implementing building energy retrofit projects, and changes to the operation of buildings and vehicles. The School District's focus on environmental stewardship has been a key driver for success in reducing greenhouse gas emissions. This focus has led to the prioritization of staffing resources, and capital projects, as well as education programs focussing on energy reduction and environmental stewardship.

On-going benchmarking of energy performance of buildings, vehicles, and other energy consumption continues. Our Operations Department continually monitors energy consumption and focuses on energy reduction initiatives which ultimately reduce carbon emissions.

A handwritten signature in blue ink that reads "Paul Carriere".

Paul Carriere
Superintendent of Schools



2018 Greenhouse Gas Emissions

A total of 1506 tonnes of greenhouse gas emissions were emitted by the School District during the 2018 calendar year, from all sources covered by the Greenhouse Gas Reduction Targets Act.

SD6 GHG Emissions and Offsets for 2018 (TCO2E)	
GHG Emissions created in calendar year 2018 (from SMARTTool Homepage)	
Total Emissions	2047
Total Emissions for Offsets	1506
Adjustments to GHG Emissions Reported in Previous Years (from SMARTTool Homepage)	
Total Emissions	0
Total Emissions for Offsets	0
Credit owing from PCT at end of 2015 reporting year:	
Credit Owing	0
Total Emissions for Offsets for the 2017 Reporting Year (from Offset Invoice):	1506



Emissions Reduction Activities

Actions Taken by the Rocky Mountain School District to Reduce Greenhouse Gas Emissions in 2018

Projects to reduce energy consumption and greenhouse gas emissions implemented in 2018 included:

- District Administration Building lighting was upgraded with LED high efficient light fixtures complete with dimming controls.
- JA Laird Elementary School was upgraded with LED high efficient light fixtures complete with dimming controls.
- Windermere Elementary School received a building envelope upgrade which included installation of new high efficient windows, new exterior doors, new continuous exterior thermal insulation, new air barrier and siding.

Plans to Continue Reducing Greenhouse Gas Emissions 2019 – 2024

Reducing energy consumption and greenhouse gas emissions will continue to be an important focus for the Rocky Mountain School District. Projects planned for the next five years show the potential for the School District to save energy costs, while significantly reducing greenhouse gas emissions and contributing to becoming carbon neutral. Some projects planned for the five years include:

- Summer 2019 upgrade interior lighting at two High Schools with LED high efficient light fixtures complete with dimming and occupancy controls.
- Summer/Fall 2019 replace building envelope and upgrade thermal exterior insulation at a Elementary School
- Installation of new heat pump and high efficient furnace at an Alternate Education School.
- Design at 3 schools for additional building envelope upgrades to improve thermal efficiency.
- Designs for boiler replacements at (2) Elementary Schools.
- Design to install heat pump for the main heating loop at a High School.
- DDC control upgrades and installations on various buildings.
- Gymnasium occupancy control of ventilation systems.
- Increased roofing insulation and wall insulation with cladding and roof upgrades at a number of buildings.
- Investigation into the viability of fuel switching from propane fired heating plants to electricity.
- Student and employee behavioural change education projects.



School District No. 6 (Rocky Mountain)

2019 Carbon Neutral Action Report

Executive Summary

Rocky Mountain School District continues to focus on greenhouse gas emission reduction. The main source of the energy and greenhouse gas savings throughout the School District is the result of implementing building energy retrofit projects, and changes to the operation of buildings and vehicles. The School District's focus on environmental stewardship has been a key driver for success in reducing greenhouse gas emissions. This focus has led to the prioritization of staffing resources, and capital projects, as well as education programs focussing on energy reduction and environmental stewardship.

On-going benchmarking of energy performance of buildings, vehicles, and other energy consumption continues. Our Operations Department continually monitors energy consumption and focuses on energy reduction initiatives which ultimately reduce carbon emissions.

A handwritten signature in blue ink that reads "Paul Carriere".

Paul Carriere
Superintendent of Schools



2019 Greenhouse Gas Emissions

This Carbon Neutral report for the period January 1, 2019 to December 31, 2019 summarizes our emissions profile, the total offsets to reach net-zero emissions, the actions we have taken in 2019 to reduce our greenhouse gas emissions and our plans to continue reducing emissions in 2020 and beyond.

School District No. 6 (Rocky Mountain)	
GHG Emissions and Offsets for 2019 (TCO2E)	
GHG Emissions created in calendar year 2019	
Total Emissions	2022
Total BioCO2	24.7
Total Emissions for Offsets	1506
Adjustments to GHG Emissions Reported in Previous Years	
Total Emissions	0
Total Emissions for Offsets	0
Credit owing from PCT at end of 2018 reporting year:	
Credit Owing	0
Total Emissions for Offsets for the 2019 Reporting Year (from Offset Invoice):	1506
Offset Investment (\$25 per tCO2e)	\$37,650.00



Emissions Reduction Activities

Actions Taken by the Rocky Mountain School District to Reduce Greenhouse Gas Emissions in 2019

Projects to reduce energy consumption and greenhouse gas emissions implemented in 2019 included:

- Golden Secondary School lighting upgraded with LED high efficiency light fixtures complete with dimming controls.
- David Thompson Secondary School upgraded with LED high efficiency light fixtures complete with dimming controls.
- Edgewater Elementary School received a building envelope upgrade which included installation of new high efficiency windows, new exterior doors, new continuous exterior thermal insulation, new air barrier and siding.
- A surplus learning center building demolished, eliminating the need to heat the building and the site was reclaimed back as sports field.

Plans to Continue Reducing Greenhouse Gas Emissions 2020 – 2025

Reducing energy consumption and greenhouse gas emissions will continue to be an important focus for the Rocky Mountain School District. Projects planned for the next five years show the potential for the School District to save energy costs, while significantly reducing greenhouse gas emissions and contributing to becoming carbon neutral. Some projects planned for the five years include:

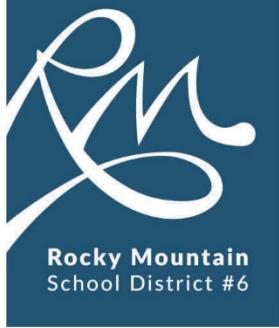
- A new electric school bus has been ordered, delivery is expected in December of 2020.
- Summer 2020 upgrade interior lighting at one Elementary school with LED high efficiency light fixtures complete with dimming and occupancy controls.
- Summer/Fall 2020 replace building envelope and upgrade thermal exterior insulation at an Elementary School
- Summer 2020 installation of new heat pump and high efficiency furnace at an Alternate Education School.
- Summer 2020 installation of new high efficiency boilers at an Elementary School.
- Summer 2020 HVAC Controls Upgrades (DDC) at two Elementary Schools.
- Design at 2 schools for additional building envelope upgrades to improve thermal efficiency.
- Designs for boiler replacements at an Elementary School.
- DDC control upgrades and installations on various buildings.
- Gymnasium occupancy control of ventilation systems.



- Increased roofing insulation and wall insulation with cladding and roof upgrades at a number of buildings.
- Investigation into the viability of fuel switching from propane fired heating plants to electricity.
- Student and employee behavioural change education projects.

Retirement of Offsets

In accordance with the requirements of the *Climate Change Accountability Act* and Carbon Neutral Government Regulation, School District No. 6 (Rocky Mountain) (**the Organization**) is responsible for arranging for the retirement of the offsets obligation reported above for the 2019 calendar year, together with any adjustments reported for past calendar years (if applicable). The Organization hereby agrees that, in exchange for the Ministry of Environment and Climate Change Strategy (**the Ministry**) ensuring that these offsets are retired on the Organization's behalf, the Organization will pay within 30 days, the associated invoice to be issued by the Ministry in an amount equal to \$25 per tonne of offsets retired on its behalf plus GST.



P.O. Box 430 Invermere, B.C., Canada, V0A 1K0
250-342-9243 • Fax 250-342-6966
Karen Shipka|Superintendent|karen.shipka@sd6.bc.ca
Robin Myers Executive Assistant |robin.myers@sd6.bc.ca

2020 PSO Climate Action Accountability Report

School District No. 6 (Rocky Mountain)

Executive Summary

This Climate Change Accountability Report for the period January 1, 2020 to December 31, 2020 summarizes our emissions profile, the total offsets to reach net-zero emissions, the actions we have taken in 2020 to reduce our greenhouse gas emissions and our plans to continue reducing emissions in 2021 and beyond.

Rocky Mountain School District continues to focus on reducing greenhouse gas emissions. The main source of the energy and greenhouse gas savings throughout our School District is the result of implementing energy retrofit projects, as well as operational adjustments in the use of our buildings and vehicles. The School District's focus on environmental stewardship has been a key driver for success in reducing greenhouse gas emissions. This focus has led to the prioritization of staffing resources, and capital projects, and education programs emphasizing energy reduction and environmental stewardship. On-going benchmarking of energy performance of buildings, vehicles, and other energy consumption continues. Our Operations Department continually monitors energy consumption and focuses on energy reduction initiatives, which ultimately reduce carbon emissions.

Karen Shipka
Superintendent of Schools



2020 Greenhouse Gas Emissions

School District No. 6 (Rocky Mountain) GHG Emissions and Offsets for 2020 (tCO2E)	
GHG Emissions created in calendar year 2020	
Total Emissions (tCO2e)	1334
Total BioCO2	1.41
Total Emissions for Offsets (tCO2e)	1332
Adjustments to GHG Emissions Reported in Prior Years	
Total Offset Adjustment (tCO2e)	0
Grand Total Offsets for the 2020 Reporting Year	
Grand Total Offsets (tCO2e) to be Retired for 2020 Reporting Year (from Offset Invoice):	1336
Offset Investment (\$25 per tCO2e)	\$33,400.00

Emissions Reduction Activities

Actions Taken by the Rocky Mountain School District to Reduce Greenhouse Gas Emissions in 2020

Projects to reduce energy consumption and greenhouse gas emissions implemented in 2020 included:

- Lady Grey Elementary School lighting upgraded with LED high efficiency light fixtures complete with dimming controls.
- Marysville Elementary School boilers were upgraded with three high efficiency condensing boilers.
- Nicholson Elementary School received a building envelope upgrade which included installation of new high efficiency windows, new exterior doors, new continuous exterior thermal insulation, new air barrier and siding.
- Open Doors Alternate Education Learning Center HVAC system upgraded with a new high efficiency furnace and heat pump.
- Marysville Elementary HVAC building automation controls upgraded to improve performance.
- Windermere Elementary HVAC building automation controls upgraded to improve performance.
- Upgraded a maintenance building's roof insulation during a re-roofing project.

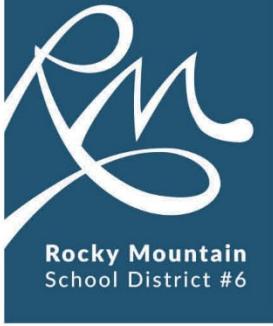
Plans to Continue Reducing Greenhouse Gas Emissions 2021 – 2026

Reducing energy consumption and greenhouse gas emissions will continue to be an important focus for the Rocky Mountain School District. Projects planned for the next five years show the potential for the School District to save energy costs, while significantly reducing greenhouse gas emissions and contributing to becoming carbon neutral. Some projects planned for the five years include:

- A new electric school bus is going into operation June 2021,
- Summer 2021 four Elementary schools will undergo an interior lighting upgrade to install high efficiency LED light fixtures complete with dimming and occupancy controls.
- Summer 2021 new high efficiency boilers will be installed at an Elementary school.
- Summer 2021 two elementary schools will undergo HVAC control upgrades.
- Designs for boiler replacements at other Elementary schools.
- DDC control upgrades and installations on various buildings.
- Gymnasium occupancy control of ventilation systems.
- Increased roofing insulation and wall insulation with cladding and roof upgrades at a number of buildings.
- Investigation into the viability of fuel switching from propane fired heating plants to electricity.
- Student and employee behavioural change education projects.

Retirement of Offsets

In accordance with the requirements of the *Climate Change Accountability Act* and Carbon Neutral Government Regulation, School District No. 6 (Rocky Mountain) (**the Organization**) is responsible for arranging for the retirement of the offsets obligation reported above for the 2020 calendar year, together with any adjustments reported for past calendar years (if applicable). The Organization hereby agrees that, in exchange for the Ministry of Environment and Climate Change Strategy (**the Ministry**) ensuring that these offsets are retired on the Organization's behalf, the Organization will pay within 30 days, the associated invoice to be issued by the Ministry in an amount equal to \$25 per tonne of offsets retired on its behalf plus GST.



P.O. Box 430 Invermere, B.C., Canada, V0A 1K0
250-342-9243 • Fax 250-342-6966
Karen Shipka|Superintendent | karen.shipka@sd6.bc.ca
Robin Myers Executive Assistant | robin.myers@sd6.bc.ca

2021 PSO Climate Change Accountability Report

School District No. 6 (Rocky Mountain)

Executive Summary

This Climate Change Accountability Report for the period January 1, 2021 to December 31, 2021 summarizes our emissions profile, the total offsets to reach net-zero emissions, the actions we have taken in 2021 to reduce our greenhouse gas emissions and our plans to continue reducing emissions in 2021 and beyond.

Rocky Mountain School District continues to focus on reducing greenhouse gas emissions. The main source of the energy and greenhouse gas savings throughout our School District is the result of implementing energy retrofit projects, and operational adjustments in the use of our buildings and vehicles. The School District's focus on environmental stewardship has been a key driver for success in reducing greenhouse gas emissions. This focus has led to the prioritization of staffing resources, and capital projects, as well as education programs focusing on energy reduction and environmental stewardship. On-going benchmarking of energy performance of buildings, vehicles, and other energy consumption continues. Our Operations Department continually monitors energy consumption and focuses on energy reduction initiatives, which ultimately reduce carbon emissions.

Karen Shipka
Superintendent of Schools



2021 Greenhouse Gas Emissions

School District No. 6 (Rocky Mountain) GHG Emissions and Offsets for 2021 (tCO2E)	
GHG Emissions created in calendar year 2021	
Total Emissions (tCO2e)	1305
Total BioCO2	1.41
Total Emissions for Offsets (tCO2e)	1303
Adjustments to GHG Emissions Reported in Prior Years	
Total Offset Adjustment (tCO2e)	0
Grand Total Offsets for the 2021 Reporting Year	
Grand Total Offsets (tCO2e) to be Retired for 2020 Reporting Year (from Offset Invoice):	1305
Offset Investment (\$25 per tCO2e)	\$32,625.00

Emissions Reduction Activities

Actions Taken by the Rocky Mountain School District to Reduce Greenhouse Gas Emissions in 2021

Projects to reduce energy consumption and greenhouse gas emissions implemented in 2021 included:

- A new electric school bus went into operation in Golden in 2021.
- Alexander Park Elementary School lighting upgraded with LED high efficiency light fixtures complete with dimming controls.
- Windermere Elementary School lighting upgraded with LED high efficiency light fixtures complete with dimming controls.
- Marysville Elementary School lighting upgraded with LED high efficiency light fixtures complete with dimming controls.
- New high efficiency boilers were installed at Blarchmont Elementary School.
- David Thompson Secondary School received a HVAC control upgrade.
- Edgewater Elementary School received a HVAC control upgrade.
- Kimberley Maintenance Building received a thermal energy efficiency envelope upgrade.

- Selkirk Secondary Band and Drama room received an upgrade to the HVAC system.
- J. Alfred Laird Elementary School received a HVAC control upgrade.

Plans to Continue Reducing Greenhouse Gas Emissions 2022 – 2027

Reducing energy consumption and greenhouse gas emissions will continue to be an important focus for the Rocky Mountain School District. Projects planned for the next five years show the potential for the School District to save energy costs, while significantly reducing greenhouse gas emissions and contributing to becoming carbon neutral. Some projects planned for the five years include:

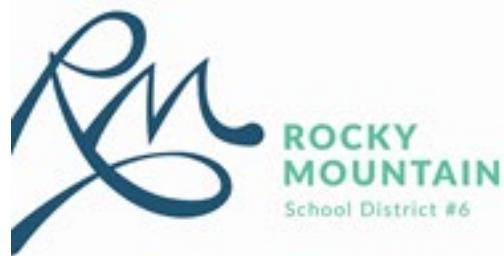
- A new electric school bus is going into operation September 2022,
- Summer 2022 one high school will be undergoing an interior lighting upgrade to install high efficiency LED light fixtures complete with dimming and occupancy controls.
- Summer 2022 one elementary school will undergo HVAC upgrade complete with energy control upgrades to the DDC.
- A school will undergo a thermal energy efficiency building envelope upgrade.
- Designs for boiler replacements at Elementary other schools.
- One Elementary School will undergo a HVAC replacement.
- One Elementary School will be upgraded with LED high efficiency light. Fixtures complete with dimming controls.
- Gymnasium occupancy control of ventilation systems.
- Increased roofing insulation and wall insulation with cladding and roof upgrades at a number of buildings.
- Investigation into the viability of fuel switching from propane fired heating plants to electricity.
- Student and employee behavioral change education projects.

Retirement of Offsets

In accordance with the requirements of the *Climate Change Accountability Act* and Carbon Neutral Government Regulation, School District No. 6 (Rocky Mountain) (**the Organization**) is responsible for arranging for the retirement of the offsets obligation reported above for the 2021 calendar year, together with any adjustments reported for past calendar years (if applicable). The Organization hereby agrees that, in exchange for the Ministry of Environment and Climate Change Strategy (**the Ministry**) ensuring that these offsets are retired on the Organization's behalf, the Organization will pay within 30 days, the associated invoice to be issued by the Ministry in an amount equal to \$25 per tonne of offsets retired on its behalf plus GST.

TYPE BOARD MEETING - SECTION

DATE: June 14, 2022
TO: Board of Trustees
FROM: Karen Shipka, Superintendent of Schools
SUBJECT: Legacy of Learning Project
ORIGINATOR: Viveka Johnson, Director of Learning
REFERENCE: [Project Website](#), [ARTiculate Magazine](#)



ISSUE

CBIRH is interested in continuing the partnership with School District 6, Rocky Mountain, to continue the development of the Legacy of Learning project.

BACKGROUND

The Columbia Basin Institute of Regional History (CBIRH) is a non-profit society dedicated to furthering the preservation, documentation and presentation of the Columbia River Basin's human and natural history. Last year, the district provided \$5000 towards the project. The CBIRH strives to deliver services without bias, in the spirit of openness and inclusiveness. The CBIRH takes a collaborative approach to preserving and presenting the documented heritage of our region without judgement, and with the aim of bringing people together to appreciate and celebrate both the unique and shared strands of the Basin's history.

CURRENT SITUATION

The Legacy of Learning Project is a collaboration between the Institute and School Districts 5 and 6, that continues to evolve while documenting, preserving, and showcasing school history in the Columbia Valley. Last year, SD6 submitted several photos to be digitized and archived. Eighteen yearbooks, from the Kimberley schools have been digitized and uploaded onto the [project website](#).

The [ARTiculate Magazine](#) Spring/Summer 2022 edition article showcasing the Legacy of Learning Project, including our partnership, was completed by CHIRH staff. They are currently working with Windermere Historical Society and the Golden Museum, to access to additional SD 6 historical material. CHIRH is also in discussion with the Kimberley Museum about uploading their collection of graduation photos.

Over the past year, locating materials from the northern part of the district arose; in the upcoming year the plan would be to start working from the southern end.

The Institute sees this as an expansive partnership, and hope that it will have the opportunity to continue to build out this project to its full potential.

FINANCIAL IMPLICATIONS

- \$5000 contribution for continued development, and display of resource



IMPLICATIONS

This project will require the district to locate and provide artifacts, photographs to the institute to ensure continued success. The project also requires a staff member to act as a liaison with the Institute. Ideally it would best to have one person responsible in each of the communities due to the district's size.

CONCLUSION

The Legacy of Learning project will continue grow and provide rich story of the history of education in the Columbia Valley. Through careful consultation, development, and feedback, the CBIRH will create a valuable resource that will benefit the communities, SD 6 students now and into the future that captures the roots of education history in the Columbia Valley.

RECOMMENDATION

That the board continue to support the partnership with CBIRH to further the Legacy of Learning project.

POSSIBLE MOTION

The Board of Education supports the continued partnership with the Columbia Basin Institute of Regional History to further the Legacy of Learning project.



DATE: June 14, 2022
TO: Board of Trustees
FROM: Karen Shipka, Superintendent of Schools
SUBJECT: District VP Update
ORIGINATOR: Steve Wyer, Assistant Superintendent
REFERENCE: [3 Year Strategic Plan](#)



ISSUE

The Board of Education will receive a summary report on the work of District Vice Principals.

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.

CURRENT SITUATION

Please see the details of the work of the District Vice Principals in the descriptions below. This month the team has been reviewing district assessment information following the Spring Assessment Cycle. This is a time to celebrate growth for students throughout the year. The spring assessment data also serves to reaffirm our strategic direction and reward all staff for their hard work and perseverance during another difficult year. This month, each DVP has chosen a story of success from an area of their work with schools. The summary of those stories form part of the update for May.

Barb Carriere – District VP Literacy

In May/June of 2021, the JA Laird staff came together to examine the following questions about their students' writing:

- What are we doing well?
- What are the areas needing improvement?
- What patterns or trends do we notice?
- What surprises are there?



- What other questions might we have?

I was asked, as the district vice-principal of literacy, to join with the Laird team in creating a culture of collective efficacy by providing co-planned professional learning sessions focused on implementing a school-wide approach to Writer's Workshop. I endeavored to:

- ❖ pose rich questions to provoke professional dialogic conversations and thoughtful reflections
- ❖ be flexible – to listen, observe and be responsive to evolving needs and questions
- ❖ provide professional reading in the pursuit of improved writing pedagogy

When it comes to teaching writing well, "*the teacher has high expectations for herself or himself, and in turn has high expectations for the kids. And nothing stops them*" explained Donald Graves in an interview based on his observations of exemplary writing classrooms. In other words, if we expect more, both we and our students achieve more.

And what we pay attention to often improves, which held true as Terriann Hayes, principal of JA Laird reports: "In October, 28% of our students achieved a 3 or 4 on their District Wide Write. This May, 51% of our students achieved a 3 or 4 (and 82% achieved a 2.5 or higher) and we had a 5% growth in student engagement. This is a terrific success story for these writers!"

Kristin Insull – District VP Numeracy

At the beginning of the school year, I began my role in numeracy leadership with school leaders and staff. Part of the District's strategy was to gain a better understanding of the learning growth and need between students who write the numeracy FSA in grade 7 and the students writing the Grade 10 Numeracy Assessment. Developing an assessment tool for students in grades 8-9, was an identified need. To be reliable, this assessment needed to have curricular alignment with the BC curriculum and the format of the Grade 10 Numeracy Assessment. Over the course of the year, I brought lead teachers and principals together to design, tinker, and formally pilot a grade 8/9 numeracy assessment. I am proud to say that we have achieved this goal and have successfully piloted this assessment in all of the secondary schools. The results are that we have some good pilot information and the confidence to plan for full implementation in the coming school year.

Janna Jasek – District VP for Indigenous Learning and Equity

Some exciting news from the Indigenous department. Our spring data indicated that 88 percent of Indigenous students are on track in numeracy based on the SNAP assessment. There is only a 5 percent gap between Indigenous and non-Indigenous students emerging in numeracy. It is also important to note that numerous families are still struggling due to historical or current trauma, yet our Indigenous students are showing growth. Indicating that even though there are challenges in their life, they are still ready to learn at school. In the District-Wide Write (DW), Indigenous students showed growth to be on track for writing. In the fall, 20 percent of Indigenous students were emerging, whereas only 10 percent were emerging in the spring. That is a 10 percent jump. There was also growth displayed with students in movement in 2.5 to 4 in the assessment.

When looking at a specific school where students are attending live on reserve, only 7 percent of Indigenous students were emerging. Six percent of non-Indigenous students were emerging. That is a one percent gap. The data indicate gaps are closing. With the hard work educators are putting into students and a change in



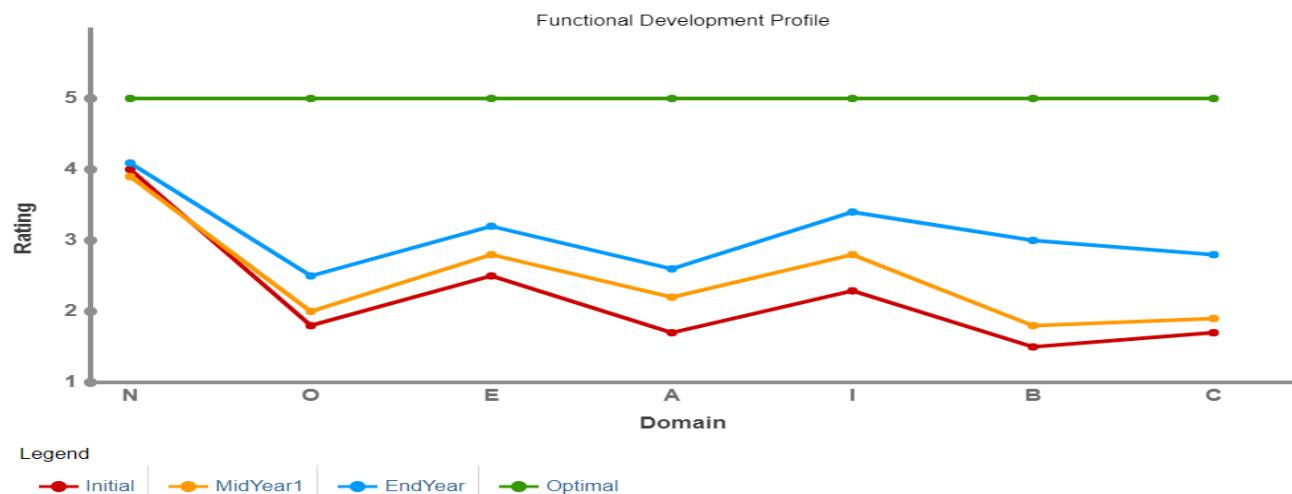
understanding of Indigenous perspectives, I hope to continue closing this gap and seeing more of our Indigenous students' progress, be successful in school and strive for higher-level careers.

Crystal McLeod – District VP Early Learning

On June 1, 2022, the District hosted a Ready, Set, Learn event in the field of the Blarchmont Learning Centre in Kimberley. This community event had 15 pre-school program and service providers set up tables with information to distribute to families. SD6 sat side-by-side with our early years' partners to give out RSL bags and answer any questions families had about school. We had 73 families attend (225 total people) and 51 of those families had pre-school children 3-4 years of age while the other 22 families had children entering Kindergarten this September. That is an increase of 240% more families with 3-4 year olds in attendance than the last RSL event in 2019.

Kari Mason – District VP Student Support Services

With my support, five schools implemented Trauma Informed Practice with intensive intervention that involved regular outside agency collaboration, targeted intervention, training in Non-Violent Crisis Intervention and de-escalation strategies and direct work with families resulting in a strong team approach for our most complex students. Below is the measured profile of student growth through the HeART



collaborative assessment tool, measured at three points in one year. While these results are still working towards optimal, huge gains are evident and observed within the classroom and school including parent and staff reports.

This clearly represents the impact of this ongoing work and improved practice, embedding social emotional learning within a trauma informed framework.



KEY MESSAGES

- **Students have made growth in numeracy and number sense** – From 45% (Fall) to 62% (Spring) fully proficient and 93% of all students are on track for learning K-7
 - *33% growth in proficiency on the SNAP assessment of number sense.*
 - *58% growth in proficiency for Indigenous students of whom 88% were proficient in number sense at grade level.*
- **Student growth in writing continues.** 88% (Fall) to 96% (Spring) of students on track in writing K-9
 - *Students show growth on all scale points*
 - *Indigenous students show 10% growth out of emerging scale point – 20% to 10%.*
 - *Indigenous achievement gap closes to 4%*
- **Intermediate Student growth in reading but remains key literacy focus** – From 70% (Fall) to 76% (Spring) on track for learning.
 - *Overall growth of 6% of students out of emerging category grades 4-7*
 - *76% of students developing or better grades 4-7*
 - *Huge growth of Indigenous students between fall and spring 69% on track from 39% on track.*
 - *14% achievement gap between non-Indigenous and Indigenous readers grade 4-7*
- **Primary Student growth in reading but remains a key literacy focus** - 65% (Fall) to 71% (Spring) on track for learning.
 - *14% growth in proficiency for all students*
 - *30% of primary readers still below where they should be at Spring*
 - *Indigenous achievement gap of 12%*

CONCLUSION

The DVP have demonstrated expertise and ability to work alongside principals and staff to further advance both the district strategic plan and school success plans. They have provided guidance, strategy and support which has resulted in some very important gains in the learning journey for students. The stories shared are a small sample of the impact that the DVP have had across the district.

STRATEGIC ALIGNMENT

- Establish a district level Indigenous Education Vice Principal position to support capacity building of staff and relationship building with Indigenous Partners.
- Explore early learning options for all students in all communities.
- Identify and establish district wide Numeracy assessments at all levels.
- Establish district support positions for Literacy and Numeracy.
- Provide seamless transitions for all students at each stage of their growth and development



June 2022

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14 Board of Education meeting, Windermere Elementary School In camera 6:00 p.m. Regular 7:00 p.m.	15 GSS Annual Student Achievement Awards GSS Gym 7:00 p.m.	16	17 SSS Prom, Grad parade, Platz 3:30 p.m. SD6 Retirement Event Copper Point, 6:00 p.m.	18 SSS Grad Ceremony, Kimberley Civic Centre 3:00 p.m.
19	20	21	22	23 GSS Grad Ceremony Golden Arena, 6:00 p.m.	24	25
26	27	28 DTSS Grad Grand March Downtown Invermere 5:00 p.m.	29 DTSS Grad Ceremony Gym, 4:00 p.m. <i>Last Day of School for Students</i>	30 Administrative Day for Teachers	2022-2023 August 31, 2022 Towards Truth and Reconciliation: A District Day of Learning Invermere, 8:30 a.m. September 6, 2022 Labour Relations Committee Meeting, Teleconference, 12:30 p.m. September 13, 2022 Board of Education Meeting Lindsay Park Elementary School In camera 6:00 p.m. Regular 7:00 p.m.	

More Calendars from WinCalendar: [July](#), [August](#), [September](#)