

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

Location: Virtual meeting at Kimberley, Golden and Invermere locations

Date: 2021-06-08

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 11, 2021

4.2 Synopsis of In-Camera Meeting of May 11, 2021

5. PRESENTATIONS

Nil

6. MATTERS ARISING FROM THE MINUTES

7. STRATEGIC AND POLICY ISSUES

7.1 Policy Development

7.1.1 Third Reading

7.1.2 Second Reading

7.1.3 First Reading

7.1.3.1 Policy 9400, District Parent Advisory Council (Karen Shipka) *

8. OPERATIONAL ISSUES

8.1 2021 - 2022 Annual Budget, Third Reading (Dale Culler) *

8.2 2021 - 2022 Capital Bylaw; Ministry Response to Capital Plan (Dale Culler) *

8.3 2022 – 2023 Five Year Major Capital Plan (Steve Jackson) *

8.4 2021 – 2022 Calendar Amendment - RSA Date Change (Steve Wyer)*

8.5 Wage Rate: Unqualified Youth Care Worker (Amanda Garand) *

8.6 Correspondence Julie Brown (Karen Shipka) *

9. REPORTS

9.1 Budget Utilization Summary April and May 2021 (Dale Culler) *

9.2 Board/Authority Authorized Courses (Steve Wyer) *

9.3 BC School Trustees Association (Jane Fearing)

- 9.4 BC School Trustees Association, Kootenay Boundary Branch (Jane Thurgood Sagal)
- 9.5 BC Public Schools Employers Association (Sandra Smaill)

10. INFORMATION ITEMS

- 10.1 Correspondence
- 10.2 June and September 2021 Calendar *

11. FORTHCOMING EVENTS

- 2021.09.07 Labour Relations Committee Meeting, Teleconference, 8:30 a.m.
- 2021.09.14 Board of Education Meeting, McKim Middle School
 - In-Camera 6:00, p.m.
 - Regular Meeting, 7:00 p.m.

12. QUESTIONS FROM THE PUBLIC

13. ADJOURNMENT

* attachment



POLICY NO. 9400

**DISTRICT PARENT ADVISORY
COUNCIL**

POLICY:

The Board of Education believes that parents are partners in the education system and that parental involvement promotes a positive learning environment. Therefore, the Board supports the establishment of a District Parent Advisory Council (DPAC) which may advise the Board on matters relating to education in the School District.

[Section 8.4 and 8.5](#) of the *School Act* outline the legislated opportunity for parents to form an advisory council.

DPACs are comprised of elected parent representatives from Parent Advisory Council (PAC). They serve as an umbrella organization for the PACs in their school district. The DPAC is governed by its own [Constitution and Bylaws](#). DPACs are NOT required to register as a non-profit or under the BC Societies Act.

DPACs support and encourage PACs and parents in accessing the school system at all levels by providing regular forums for the exchange of ideas and information to ensure that public education serves the best interests of all students.

The business of the DPAC shall be unbiased in respect of race, colour, religion, politics, family status, gender, sexual orientation or physical or mental ability. The DPAC is not a forum for the discussion of individual school personnel, parents, or other individual members of the school community.

DISTRICT PRACTICE <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

REFERENCES:
[SCHOOL ACT 8.4,8.5, DPAC CONSTITUTION AND BYLAWS](#)

ADOPTED: DATE
Amended:



DISTRICT PRACTICE 9400

DISTRICT PARENT ADVISORY COUNCIL

DISTRICT PRACTICE:

1. Establishment and Dissolution
 - 1.1. Elected Officers of a school parent advisory council may make application to the Board for the establishment of a district parent advisory council. Upon receipt of an application, the Board shall establish a district parent advisory council.
 - 1.2. The District Parent Advisory Council (DPAC) shall establish a constitution and bylaws and file a copy with the Board.
 - 1.3. The District Parent Advisory Council shall make bylaws governing its meetings and the business and conduct of its affairs, including bylaws governing the dissolution of the council.
 - 1.4. The District Parent Advisory Council shall provide copies of all meeting agendas and minutes to the Board through the Secretary Treasurer of the District.
2. Membership shall be composed of:
 - 2.1. DPAC elected officers.
 - 2.2. One representative elected by each school parent advisory council.
 - 2.3. The superintendent or his/her designate.
3. The function of the District Parent Advisory Council will be to:
 - 3.1. Promote the interests of education throughout the District.
 - 3.2. Make recommendations to the Board on district-wide matters relating to the education and well-being of students.
 - 3.3. Provide a means of communication between various school parent advisory councils to assist with and coordinate activities common to these groups.
 - 3.4. Provide for DPAC communications: email and website using an independent no fee platform such as Google.
4. The District Parent Advisory Council will not involve itself in discussion of individual school district personnel, students or parents.
5. A representative from the District Parent Advisory Council shall be provided a place on the regular Board meeting agenda upon request.
6. The roles, duties and responsibilities of elected DPAC representatives vary but generally, DPAC representatives:
 - 6.1. Act as a liaison between the PAC and DPAC by attending DPAC meetings

POLICY No. 9400 District Parent Advisory Council
FORM <INSERT HYPERLINK>

ADOPTED: DATE
Amended:



DISTRICT PRACTICE 9400

DISTRICT PARENT ADVISORY COUNCIL

- 6.2. Communicate and obtain information to and from PAC
- 6.3. Bring forward issues that may be common to more than one school.

7. Communication Protocol

School District 6 respects the rights of parents to assure that education decisions are made in the best interest of students. DPAC as an advisory council has opportunity to provide advice to District Administration through representation on various committees. DPAC members represent the voice of parents from across SD6.

- 7.1. When issues are brought forward to DPAC the Chair will communicate in writing and identify the concern to the Superintendent or designate. The Superintendent or designate will respond in writing within 10 business days.

POLICY No. 9400 District Parent Advisory Council
FORM <INSERT HYPERLINK>

ADOPTED: DATE
Amended:

DATE: June 8, 2021

TO: Board of Trustees

FROM: Karen Shipka, Superintendent of Schools

SUBJECT: Annual Budget - June 30, 2022

ORIGINATOR: Dale Culler, Secretary Treasurer

REFERENCE: Annual Budget School District No.6 June 30, 2022

ISSUE

For 2021/22, Boards must prepare an annual budget and have it adopted by bylaw on or before June 30, 2021 as per section 113 of the School Act (Adoption of Budget), and submitted to the Ministry by this date.

BACKGROUND

The ministry requires school boards to account fully for how they manage and spend the government's education funding. Boards are required to prepare a balanced budget where board revenues plus any appropriated surpluses fully fund the following

- annual operating expenses and special purpose fund (SPF) expenses,
- annual capital fund expenses and tangible capital asset acquisitions
- planned reduction of unfunded liability for employee future benefits, and
- any planned reduction of prior years' deficits.

CURRENT SITUATION

As a part of the 2021/22 collaborative budget process, we met with principals and senior management to review staffing and discretionary spending. We have responded to our change in enrollment and worked to ensure the alignment of budget allocations with the District Strategic Plan, district operational plans and school plans for student success.

Subsequent to our initial draft budget we have had additional meetings with principals and senior management to review and make the final adjustments. The budget has been entered into the Ministry template and updated with the capital plan information, Ministry funding data and year-end projections.

RECOMMENDATION

That the Board of Education of School District No.6 (Rocky Mountain) approves third and final reading of the 2021-2022 Annual Budget Bylaw for the fiscal year ending June 30, 2022.

STRATEGIC ALIGNMNET

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

Annual Budget

School District No. 06 (Rocky Mountain)

June 30, 2022

School District No. 06 (Rocky Mountain)

June 30, 2022

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*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 2021/2022 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. Board has complied with the provisions of the Act 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 2021/2022.
3. The attached Statement 2 showing the estimated revenue and expense for the 2021/2022 fiscal year and the total budget bylaw amount of \$54,231,996 for the 2021/2022 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 2021/2022.

READ A FIRST TIME THE 11th DAY OF MAY, 2021;

READ A SECOND TIME THE 11th DAY OF MAY, 2021;

READ A THIRD TIME, PASSED AND ADOPTED THE _____ DAY OF _____, 2021;

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 2021/2022, adopted by the Board the _____ DAY OF _____, 2021.

Secretary Treasurer

School District No. 06 (Rocky Mountain)

Statement 2

Annual Budget - Revenue and Expense

Year Ended June 30, 2022

	2022 Annual Budget	2021 Amended Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	3,363,375	3,303,438
Adult	0.750	0.750
Total Ministry Operating Grant Funded FTE's	<u>3,364,125</u>	<u>3,304,188</u>
Revenues	\$	\$
Provincial Grants		
Ministry of Education	45,627,335	46,747,847
Tuition	4,181,350	1,008,900
Other Revenue	1,322,818	1,322,818
Rentals and Leases	47,140	47,140
Investment Income	92,425	147,075
Amortization of Deferred Capital Revenue	1,933,545	1,923,721
Total Revenue	<u>53,204,613</u>	<u>51,197,501</u>
Expenses		
Instruction	40,735,716	38,648,754
District Administration	1,885,550	1,795,450
Operations and Maintenance	8,985,525	8,976,187
Transportation and Housing	2,107,836	2,102,907
Debt Services	14,800	14,290
Total Expense	<u>53,729,427</u>	<u>51,537,588</u>
Net Revenue (Expense)	<u>(524,814)</u>	<u>(340,087)</u>
Budgeted Allocation (Retirement) of Surplus (Deficit)	138,073	535,450
Budgeted Surplus (Deficit), for the year	<u>(386,741)</u>	<u>195,363</u>
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(386,741)	195,363
Budgeted Surplus (Deficit), for the year	<u>(386,741)</u>	<u>195,363</u>

School District No. 06 (Rocky Mountain)

Annual Budget - Revenue and Expense

Year Ended June 30, 2022

	2022	2021 Amended
	Annual Budget	Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	45,300,795	41,244,779
Special Purpose Funds - Total Expense	5,046,033	6,769,009
Special Purpose Funds - Tangible Capital Assets Purchased	193,817	408,967
Capital Fund - Total Expense	3,382,599	3,523,800
Capital Fund - Tangible Capital Assets Purchased from Local Capital	308,752	910,061
Total Budget Bylaw Amount	54,231,996	52,856,616

Approved by the Board

Signature _____ Date _____
Signature _____ Date _____
Signature _____ Date _____

DRAFT

School District No. 06 (Rocky Mountain)

Statement 4

Annual Budget - Changes in Net Financial Assets (Debt)

Year Ended June 30, 2022

	2022 Annual Budget	2021 Amended Annual Budget
	\$	\$
Surplus (Deficit) for the year	<u>(524,814)</u>	<u>(340,087)</u>
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(193,817)	(408,967)
From Local Capital	(308,752)	(910,061)
From Deferred Capital Revenue	(2,542,773)	(2,442,512)
Assets Aquired by Lease	(500,000)	(100,000)
Total Acquisition of Tangible Capital Assets	<u>(3,545,342)</u>	<u>(3,861,540)</u>
Amortization of Tangible Capital Assets	<u>3,367,799</u>	<u>3,509,510</u>
Total Effect of change in Tangible Capital Assets	<u>(177,543)</u>	<u>(352,030)</u>
Acquisitions of Prepaid Expenses	(50,000)	(50,000)
Use of Prepaid Expenses	50,000	100,000
	<u>-</u>	<u>50,000</u>
(Increase) Decrease in Net Financial Assets (Debt)	<u><u>(702,357)</u></u>	<u><u>(642,117)</u></u>

School District No. 06 (Rocky Mountain)

Schedule 2

Annual Budget - Operating Revenue and Expense

Year Ended June 30, 2022

	2022 Annual Budget	2021 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	41,385,135	40,567,521
Tuition	4,181,350	1,008,900
Other Revenue	215,493	215,493
Rentals and Leases	47,140	47,140
Investment Income	75,000	112,500
Total Revenue	45,904,118	41,951,554
Expenses		
Instruction	35,716,917	31,906,979
District Administration	1,872,900	1,782,800
Operations and Maintenance	5,910,112	5,778,000
Transportation and Housing	1,800,866	1,777,000
Total Expense	45,300,795	41,244,779
Net Revenue (Expense)	603,323	706,775
Budgeted Prior Year Surplus Appropriation	138,073	535,450
Net Transfers (to) from other funds		
Local Capital	(328,752)	(930,061)
Other	(412,644)	(312,164)
Total Net Transfers	(741,396)	(1,242,225)
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, 2022

	2022 Annual Budget	2021 Amended Annual Budget
	\$	\$
Provincial Grants - Ministry of Education		
Operating Grant, Ministry of Education	40,898,876	39,112,369
ISC/LEA Recovery	(131,493)	(131,493)
Other Ministry of Education Grants		
Pay Equity	207,823	207,823
Student Transportation Fund	369,399	369,399
Support Staff Benefits Grant	30,498	44,902
Teachers' Labour Settlement Funding		884,489
Early Career Mentorship Funding		70,000
FSA Marking	8,187	8,187
Early Learning Framework Implementation	1,845	1,845
Total Provincial Grants - Ministry of Education	41,385,135	40,567,521
Tuition		
International and Out of Province Students	4,181,350	1,008,900
Total Tuition	4,181,350	1,008,900
Other Revenues		
Funding from First Nations	131,493	131,493
Miscellaneous		
Artists In Education	7,200	7,200
Donations	9,000	9,000
Other	67,800	67,800
Total Other Revenue	215,493	215,493
Rentals and Leases	47,140	47,140
Investment Income	75,000	112,500
Total Operating Revenue	45,904,118	41,951,554

School District No. 06 (Rocky Mountain)

Schedule 2B

Annual Budget - Schedule of Operating Expense by Object
Year Ended June 30, 2022

	2022 Annual Budget	2021 Amended Annual Budget
	\$	\$
Salaries		
Teachers	15,108,084	13,466,306
Principals and Vice Principals	3,169,240	2,720,620
Educational Assistants	3,017,843	3,444,238
Support Staff	4,109,528	3,969,541
Other Professionals	3,968,194	3,668,576
Substitutes	1,250,565	1,326,465
Total Salaries	30,623,454	28,595,746
Employee Benefits	7,065,184	6,784,470
Total Salaries and Benefits	37,688,638	35,380,216
Services and Supplies		
Services	1,038,581	1,112,671
Student Transportation	422,350	140,250
Professional Development and Travel	642,548	677,437
Rentals and Leases	17,000	8,600
Dues and Fees	2,460,280	823,816
Insurance	147,500	152,500
Interest	-	-
Supplies	1,983,898	2,049,289
Utilities	900,000	900,000
Total Services and Supplies	7,612,157	5,864,563
Total Operating Expense	45,300,795	41,244,779

School District No. 06 (Rocky Mountain)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2022

	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	13,635,526	631,433	148,895	654,360	274,695	946,520	16,291,429
1.03 Career Programs							-
1.07 Library Services	158,613			134,262		3,000	295,875
1.08 Counselling	355,272						355,272
1.10 Special Education	957,010	119,735	2,806,119	13,064	512,627	107,500	4,516,055
1.30 English Language Learning	1,663						1,663
1.31 Indigenous Education			62,829		715,406	2,920	781,155
1.41 School Administration		2,411,247		281,979		21,125	2,714,351
1.61 Continuing Education		6,825					6,825
1.62 International and Out of Province Students				45,727	515,028		560,755
Total Function 1	15,108,084	3,169,240	3,017,843	1,129,392	2,017,756	1,081,065	25,523,380
4 District Administration							
4.11 Educational Administration					215,555		215,555
4.40 School District Governance					125,950		125,950
4.41 Business Administration					881,022		881,022
Total Function 4	-	-	-	-	1,222,527	-	1,222,527
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration					226,417	5,000	231,417
5.50 Maintenance Operations				2,189,896	311,435	90,000	2,591,331
5.52 Maintenance of Grounds				80,557		15,000	95,557
5.56 Utilities							-
Total Function 5	-	-	-	2,270,453	537,852	110,000	2,918,305
7 Transportation and Housing							
7.41 Transportation and Housing Administration					77,368	2,500	79,868
7.70 Student Transportation				709,683	112,691	57,000	879,374
Total Function 7	-	-	-	709,683	190,059	59,500	959,242
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	15,108,084	3,169,240	3,017,843	4,109,528	3,968,194	1,250,565	30,623,454

School District No. 06 (Rocky Mountain)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2022

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2022 Annual Budget	2021 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	16,291,429	3,613,647	19,905,076	1,134,157	21,039,233	19,083,965
1.03 Career Programs	-	-	-	1,500	1,500	8,100
1.07 Library Services	295,875	76,194	372,069	123,764	495,833	511,123
1.08 Counselling	355,272	82,653	437,925	7,800	445,725	408,782
1.10 Special Education	4,516,055	1,191,676	5,707,731	218,730	5,926,461	6,352,232
1.30 English Language Learning	1,663	387	2,050	1,100	3,150	7,198
1.31 Indigenous Education	781,155	210,810	991,965	154,300	1,146,265	1,079,578
1.41 School Administration	2,714,351	573,196	3,287,547	100,809	3,388,356	3,374,953
1.61 Continuing Education	6,825	1,375	8,200	-	8,200	8,048
1.62 International and Out of Province Students	560,755	87,334	648,089	2,614,105	3,262,194	1,073,000
Total Function 1	25,523,380	5,837,272	31,360,652	4,356,265	35,716,917	31,906,979
4 District Administration						
4.11 Educational Administration	215,555	51,426	266,981	22,900	289,881	292,000
4.40 School District Governance	125,950	6,000	131,950	79,150	211,100	205,800
4.41 Business Administration	881,022	199,859	1,080,881	291,038	1,371,919	1,285,000
Total Function 4	1,222,527	257,285	1,479,812	393,088	1,872,900	1,782,800
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	231,417	55,393	286,810	134,320	421,130	428,122
5.50 Maintenance Operations	2,591,331	653,035	3,244,366	921,774	4,166,140	4,019,824
5.52 Maintenance of Grounds	95,557	24,785	120,342	129,500	249,842	262,948
5.56 Utilities	-	-	-	1,073,000	1,073,000	1,067,106
Total Function 5	2,918,305	733,213	3,651,518	2,258,594	5,910,112	5,778,000
7 Transportation and Housing						
7.41 Transportation and Housing Administration	79,868	18,075	97,943	18,867	116,810	115,101
7.70 Student Transportation	879,374	219,339	1,098,713	585,343	1,684,056	1,661,899
Total Function 7	959,242	237,414	1,196,656	604,210	1,800,866	1,777,000
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	30,623,454	7,065,184	37,688,638	7,612,157	45,300,795	41,244,779

School District No. 06 (Rocky Mountain)

Schedule 3

Annual Budget - Special Purpose Revenue and Expense
Year Ended June 30, 2022

	2022	2021 Amended
	Annual Budget	Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	4,127,200	6,065,326
Other Revenue	1,107,325	1,107,325
Investment Income	5,325	5,325
Total Revenue	5,239,850	7,177,976
Expenses		
Instruction	5,018,799	6,741,775
District Administration	12,650	12,650
Operations and Maintenance	14,584	14,584
Total Expense	5,046,033	6,769,009
Net Revenue (Expense)	193,817	408,967
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(193,817)	(408,967)
Total Net Transfers	(193,817)	(408,967)
Budgeted Surplus (Deficit), for the year	-	-

School District No. 06 (Rocky Mountain)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2022

	Annual Facility Grant	Learning Improvement Fund	Aboriginal Education Technology	Special Education Equipment	Scholarships and Bursaries	Special Education Technology	School Generated Funds	Related Entities	Strong Start
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	-	-	2,595	33,450	59,750	-	1,115,000	-	39,500
Add: Restricted Grants									
Provincial Grants - Ministry of Education	195,806	142,398							96,000
Other					8,450		1,097,500		
Investment Income					2,825		2,500		
	195,806	142,398	-	-	11,275	-	1,100,000	-	96,000
Less: Allocated to Revenue	195,806	142,398	2,595	10,000	12,650	-	1,100,000		96,000
Deferred Revenue, end of year	-	-	-	23,450	58,375	-	1,115,000	-	39,500
Revenues									
Provincial Grants - Ministry of Education	195,806	142,398	2,595	10,000					96,000
Other Revenue					9,825		1,097,500		
Investment Income					2,825		2,500		
	195,806	142,398	2,595	10,000	12,650	-	1,100,000	-	96,000
Expenses									
Salaries									
Teachers									
Educational Assistants		109,593							
Other Professionals									
Substitutes									
	-	109,593	-	-	-	-	-	-	-
Employee Benefits		32,805							
Services and Supplies	14,584				12,650		1,100,000		96,000
	14,584	142,398	-	-	12,650	-	1,100,000	-	96,000
Net Revenue (Expense) before Interfund Transfers	181,222	-	2,595	10,000	-	-	-	-	-
Interfund Transfers									
Tangible Capital Assets Purchased	(181,222)		(2,595)	(10,000)					
	(181,222)	-	(2,595)	(10,000)	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 06 (Rocky Mountain)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2022

	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead	Classroom Enhancement Fund - Staffing	Classroom Enhancement Fund - Remedies	First Nation Student Transportation	Mental Health in Schools	Changing Results for Young Children
Deferred Revenue, beginning of year	52,000	\$ -	\$ 25,000	\$ -	\$ -	\$ -	\$ -	\$ 25,000	\$ -
Add: Restricted Grants									
Provincial Grants - Ministry of Education	15,435	91,707	399,482	193,470	2,853,455		8,455	55,000	
Other									
Investment Income									
	15,435	91,707	399,482	193,470	2,853,455	-	8,455	55,000	-
Less: Allocated to Revenue	28,105	91,707	410,849	193,470	2,853,455	-	8,455	80,000	-
Deferred Revenue, end of year	39,330	-	13,633	-	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education	28,105	91,707	410,849	193,470	2,853,455		8,455	80,000	
Other Revenue									
Investment Income									
	28,105	91,707	410,849	193,470	2,853,455	-	8,455	80,000	-
Expenses									
Salaries									
Teachers		34,284	102,851		2,314,899				
Educational Assistants			33,312						
Other Professionals			180,908	44,580				53,208	
Substitutes	11,200			101,097					
	11,200	34,284	317,071	145,677	2,314,899	-	-	53,208	-
Employee Benefits	1,905	7,976	81,778	26,511	538,556			14,228	
Services and Supplies	15,000	49,447	12,000	21,282			8,455	12,564	
	28,105	91,707	410,849	193,470	2,853,455	-	8,455	80,000	-
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	-	-	-
Interfund Transfers									
Tangible Capital Assets Purchased	-	-	-	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 06 (Rocky Mountain)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2022

	Safe Return to School Grant	Federal Safe Return to Class Fund	District Capacity Building	TOTAL
	\$	\$	\$	\$
Deferred Revenue, beginning of year	-	-	30,000	1,382,295
Add: Restricted Grants				
Provincial Grants - Ministry of Education				4,051,208
Other				1,105,950
Investment Income				5,325
	-	-	-	5,162,483
Less: Allocated to Revenue	-	-	14,360	5,239,850
Deferred Revenue, end of year	-	-	15,640	1,304,928
Revenues				
Provincial Grants - Ministry of Education			14,360	4,127,200
Other Revenue				1,107,325
Investment Income				5,325
	-	-	14,360	5,239,850
Expenses				
Salaries				
Teachers				2,452,034
Educational Assistants				142,905
Other Professionals				278,696
Substitutes			8,000	120,297
	-	-	8,000	2,993,932
Employee Benefits			1,360	705,119
Services and Supplies			5,000	1,346,982
	-	-	14,360	5,046,033
Net Revenue (Expense) before Interfund Transfers	-	-	-	193,817
Interfund Transfers				
Tangible Capital Assets Purchased				(193,817)
	-	-	-	(193,817)
Net Revenue (Expense)	-	-	-	-

School District No. 06 (Rocky Mountain)

Schedule 4

Annual Budget - Capital Revenue and Expense
Year Ended June 30, 2022

	2022 Annual Budget			2021 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Provincial Grants				
Ministry of Education	115,000		115,000	115,000
Investment Income		12,100	12,100	29,250
Amortization of Deferred Capital Revenue	1,933,545		1,933,545	1,923,721
Total Revenue	2,048,545	12,100	2,060,645	2,067,971
Expenses				
Amortization of Tangible Capital Assets				
Operations and Maintenance	3,060,829		3,060,829	3,183,603
Transportation and Housing	306,970		306,970	325,907
Debt Services				
Capital Lease Interest		14,800	14,800	14,290
Total Expense	3,367,799	14,800	3,382,599	3,523,800
Net Revenue (Expense)	(1,319,254)	(2,700)	(1,321,954)	(1,455,829)
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	193,817		193,817	408,967
Local Capital		328,752	328,752	930,061
Capital Lease Payment		412,644	412,644	312,164
Total Net Transfers	193,817	741,396	935,213	1,651,192
Other Adjustments to Fund Balances				
Tangible Capital Assets Purchased from Local Capital	308,752	(308,752)	-	
Principal Payment				
Capital Lease	397,844	(397,844)	-	
Total Other Adjustments to Fund Balances	706,596	(706,596)	-	
Budgeted Surplus (Deficit), for the year	(418,841)	32,100	(386,741)	195,363

DATE: June 8, 2021

TO: Board of Trustees

FROM: Karen Shipka, Superintendent of Schools

SUBJECT: Capital Bylaw-Annual Five-Year Capital Plan Submission for 2021/22

ORIGINATOR: Dale Culler, Secretary Treasurer

REFERENCE: SD06 Capital Plans 2021-22 Response Letter

ISSUE

In accordance with Section 143 of the School Act, Boards of Education are required to adopt a single Capital Bylaw for its approved 2021/22 Capital Plan as identified in the Capital Plan Response Letter.

BACKGROUND

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

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

CURRENT SITUATION

As per the response letter we received, below is the list of capital projects that are approved for funding:

- School Enhancement Program– Roofing Upgrade at SSS \$893,000 and HVAC Upgrade at Blarchmont \$321,000
- Carbon Neutral Capital Program – Electrical Upgrade at WES, MES and APES \$269,250
- Two New/Replacement Buses \$292,818

RECOMMENDATION

That the Board of Education of School District No.6 (Rocky Mountain) consider adoption of Capital Plan Bylaw No. 2021/22-CPSD6-01 at this meeting.

ANNUAL PROGRAMS FUNDING AGREEMENT

This Annual Programs Funding Agreement dated for reference the 10th day of May 2021, is in effect for the 2021/22 fiscal year period of April 1, 2021 to March 31, 2022.

BETWEEN: Her Majesty the Queen in Right of the Province of British Columbia,
represented by the Minister of Education (the "Ministry")

OF THE FIRST PART

AND: the Board of Education of School District No. 6 (Rocky Mountain) (the
"Board")

OF THE SECOND PART.

The parties agree as follows:

1. DEFINITIONS

1.01 In this Agreement, unless the context otherwise requires:

"Agreement" means the Annual Programs Funding Agreement;

"Board" or "Board of Education" means a board of school trustees constituted under the *School Act* [RSBC 1996] c. 412 and any person designated by the Board to act with respect to a provision of this Agreement;

"Business Day" means a day, other than a Saturday or Sunday or Statutory Holiday, on which Provincial government offices are open for normal business in British Columbia;

"Capital Funding Grant" means a funding grant authorized by the Minister of Finance in accordance with section 56.1 of the *Financial Administration Act* [RSBC1996] c. 138;

"Certificate of Approval" means the Certificate of Approval described in paragraph 3.04;

"Eligible Expenditure(s)" means those expenditure(s) areas more particularly described in paragraph 3.01;

"Event of Force Majeure" means invasion, rebellion, hostilities, sabotage, government regulations or controls, acts of God, strikes, lockouts or labour disputes that are a major disabling event or circumstance in relation to the normal operations of the party concerned as a whole that is beyond the reasonable control of the party directly affected and results in a material delay, interruption or failure by such party in carrying out its duties, covenants or obligations under this Agreement;

"Minister" means the Minister of Education, and includes the Deputy Minister of Education and any person designated by either of them to act with respect to a provision of this Agreement;

"Ministry" means the Ministry of Education of the Province of British Columbia;

2021/22 Annual Programs Funding Agreement

"Project" means the project(s) described in paragraph 3.01;

"Schools Protection Program" means the risk management program administered and delivered by the Risk Management Branch of the Ministry of Finance in conjunction with the Ministry of Education, and includes the "Schools Protection Program Reference Manual" and all amendments and updates to the program and manual;

"Treasury Board" means the Treasury Board established under the *Financial Administration Act* [RSBC 1996] c. 138.

2. SCHEDULES

2.01 The following Schedule(s) form an integral part of this Annual Programs Funding Agreement:

- A. Communications Protocol Agreement on Minor Capital Projects between the Ministry of Education and School Districts

3. PROVINCIAL FUNDING CONTRIBUTIONS AND OBLIGATIONS

3.01 The Ministry will provide capital funding to the Board which is to be used for the purposes of the following Project:

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
Selkirk Secondary	SEP - Roofing Upgrades	\$893,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.
Windermere Elementary	CNCP - Electrical Upgrades	\$90,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.
Marysville Elementary	CNCP - Electrical Upgrades	\$89,250	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.
Alexander Park Elementary	CNCP - Electrical Upgrades	\$90,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.

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Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
Blarhmont Elementary	SEP - HVAC Upgrades	\$321,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.

Existing Bus Fleet #	New/Replacement Bus Type	Amount Funded by Ministry	Next Steps & Timing
8060A	C (70-75) with 1 wheelchair spaces	\$151,954	Proceed to ordering the school bus(es) between May 10, 2021 and June 15, 2021 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbcc.org
8061A	C (70-75) with 0 wheelchair spaces	\$140,864	Proceed to ordering the school bus(es) between May 10, 2021 and June 15, 2021 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbcc.org

- 3.02 The Ministry will, in no event, provide more than the amount listed above.
- 3.03 The Ministry will provide the capital funding in paragraph 3.01 in the form of a Capital Funding Grant.
- 3.04 Payment of a Capital Funding Grant is subject to the Ministry issuing a Certificate of Approval for the Project in paragraph 3.01 in accordance with Treasury Board policies and directives and to the following conditions:

2021/22 Annual Programs Funding Agreement

- a) in no case may the Board make a draw against funds available under a Certificate of Approval, unless the draw is reimbursement for Eligible Expenditure(s) properly incurred by the Board in connection with the Project;
- b) the Ministry may modify or withhold a Capital Funding Grant and applicable Certificate of Approval, or any portion thereof, in the event the Board fails to observe, perform and comply with any provision of this Agreement or if, in the opinion of the Ministry, there has been a material change in the Project;
- c) the Board will comply with all applicable policies and directives of the Treasury Board respecting Capital Funding Grants.

3.05 Notwithstanding any other provision of this Agreement, the payment of funds by the Ministry to the Board, pursuant to this Agreement, is subject to the provisions of the *Financial Administration Act* ("the Act"), which makes that payment obligation subject to:

- a) there being sufficient monies available in an appropriation, as defined in the Act, to enable the Ministry, in any fiscal year or part thereof when any payment of money by the Ministry to the Board falls due pursuant to this Agreement, to make that payment;
- b) Treasury Board, as defined in the Act, not having controlled or limited, pursuant to the Act, expenditure(s) under any appropriation referred to in this subparagraph a).

4. BOARD OBLIGATIONS

4.01 The Board will:

- a) carry out the Project in a manner that ensures:
 - i) delivery within budget;
 - ii) completion by March 31, 2022;
 - iii) scope details are fully met upon completion;
 - iv) accrued cost-savings realized from completed capital projects as approved in this Agreement are reported to the Ministry and transferred into the school district's Minister-Restricted Capital account, unless otherwise agreed to in writing by the Ministry.
- b) comply with all policies and best practices related to Capital Project Procurement, as documented in the Capital Asset Management Framework and Capital Procurement Checklist published by the Ministry of Finance;
- c) procure the Project in accordance with the Capital Asset Management Framework;
- d) include in any contracts all standard insurance and indemnification clauses required by the Schools Protection Program;

2021/22 Annual Programs Funding Agreement

- e) all communication related to the Capital Project conforms to the “Communications Protocol Agreement on Minor Capital Projects between the Ministry of Education and School Districts” (provided as Schedule A). Note this protocol may be amended from time to time by the Ministry, with the most current version of the protocol being used.
- 4.02 Provide written notice to the Ministry of Education immediately upon completion of each Project. (Note: the Ministry will be following up with school districts regarding delayed and/or incomplete projects in early January, at which time the Ministry may choose to reallocate associated funds depending on the status of the Project).
- 4.03 At the request of the Ministry, prepare additional reports relating to the Project.
- 4.04 Notify the Ministry immediately, in writing, should any Event of Force Majeure arise that could materially affect the scope, costs or schedule of the Project.
- 4.05 Indemnify and save harmless the Province of British Columbia and its employees and agents from and against any losses, claims, damages, actions, causes of action, costs and expenses that the Province of British Columbia or any of its employees or agents may sustain, incur, suffer or be put to at any time, either before or after this agreement ends, which are based upon, arise out of or occur, directly or indirectly, by reason of, any act or omission by the Board or by any of its agents, employees, officers, directors, or contractors with respect to the Project.
- 4.06 Purchase school buses through the Request for Standing Offer (RFSO) portal available through the Association of School Transportation Services of BC (ASTSBC).
- 4.07 Reserve two (2) percent of the Total Funding amount provided under the Bus Acquisition Program in paragraph 3.01 as fee payment for ASTSBC’s administration services. The ASTSBC will invoice the Board once buses have been ordered. This fee is included in the Capital Funding Grant and is not an additional cost to the Board.

5. EVENT OF FORCE MAJEURE

- 5.01 In the Event of Force Majeure:
 - a) the Board will immediately notify the Ministry, in writing, describing the Event of Force Majeure.
 - b) within five (5) Business Days of being notified of the Event of Force Majeure, the Ministry will communicate with the Board to explore what steps are to be taken to mitigate the Event of Force Majeure, determine an appropriate course of action, and establish an estimated cost related to the Event of Force Majeure.
 - c) the course of action must be agreed to by the Ministry and the Board.
 - d) either party may request the assistance of an independent cost consultant appointed by mutual agreement of the parties.

2021/22 Annual Programs Funding Agreement

- e) the Ministry will not approve any expenditure(s) incurred prior to the agreed course of action unless the costs were demonstrably incurred for the preservation of life and/or safety.

6. PUBLIC ANNOUNCEMENTS

- 6.01 Any public announcement relating to the Project will be in accordance with the “Communications Protocol Agreement on Minor Capital Projects between the Ministry of Education and School Districts” (provided as Schedule A).

7. NOTICE

- 7.01 Any notice or communication required or permitted to be given under this Agreement will be in writing and will be considered to have been sufficiently given if delivered by hand or electronic transmission to the physical address or electronic mail address of each party set out below:

- a) if to the Board:

School District No. 6 (Rocky Mountain)
PO Box 430, Invermere, BC, V0A 1K0
Attention: Dale Culler, Secretary-Treasurer
Email: dale.culler@sd6.bc.ca

- b) if to the Ministry:

Ministry of Education
PO Box 9151 Stn Prov Govt, Victoria, BC, V8W 9H1
Attention: Ravnit Aujla
Email: Ravnit.Aujla@gov.bc.ca

- 7.02 Any such notice or communication will be considered to have been received:

- a) if delivered by hand during business hours (and in any event, at or before 4:00pm local time in the place of receipt) on a Business Day, upon receipt by a responsible representative of the receiver, and if not delivered during business hours, upon the commencement of business hours on the next Business Day;
- b) if sent by electronic transmission during business hours (and in any event, at or before 4:00pm local time in the place of receipt) on a Business Day, upon receipt by a responsible representative of the receiver, and if not delivered during business hours, upon the commencement of business hours on the next Business Day, provided that:
 - i) the receiving party has, by electronic transmission or by hand delivery, acknowledged to the notifying party that it has received such notice; or
 - ii) within twenty-four (24) hours after sending the notice, the notifying party has also sent a copy of such notice to the receiving party by hand delivery.

2021/22 Annual Programs Funding Agreement

- 7.03 Delivery by mail will not be considered timely notice under this Agreement.
- 7.04 In the event a contact name changes for either the Ministry or for the Board, then parties must be notified within five (5) Business Days.

2021/22 Annual Programs Funding Agreement

IN WITNESS WHEREOF the parties have executed this Agreement, in duplicate, as of the day and year first above written.

SIGNED on behalf of Her Majesty the Queen)
in Right of the Province of British Columbia)
by a duly authorized designate of the)
Minister of Education)

Authorized Signatory (For the Minister of Education)

Name (Print)

Title

Date Signed (Month/Day/Year)

SIGNED on behalf of **the Board**)
of Education of School District)
No. 6 (Rocky Mountain) by its duly)
authorized signatories)

Signatory (Secretary Treasurer)

Name (Print)

Date Signed (Month/Day/Year)

SCHEDULE A

**COMMUNICATIONS PROTOCOL AGREEMENT ON MINOR CAPITAL PROJECTS
BETWEEN THE MINISTRY OF EDUCATION (EDUC) AND SCHOOL DISTRICTS**

News Release

Upon issuance of Capital Plan approvals and funding agreements to school districts, EDUC will issue public news releases regarding minor capital projects. School district(s) may be requested to provide a quote from a designated representative for such news releases.

Signage

Significant, high-profile minor capital construction projects and/or initiatives approved in the EDUC Capital Plan **may** be requested to be identified by signage prominently displayed at the site. EDUC will notify a school district(s) if this is the case.

If requested, signs must conform to Government of B.C.'s Infrastructure Sign Specifications and be produced by Government Communications and Public Engagement (GCPE) graphics department. In addition to the BC logo, school districts and other funding partners will be identified with their logos on signage. Signs are to be installed as soon as possible after announcement of the project, and amended to include the amount of investment and date of completion after award of the contract and preferably before the start of work. The signs are to remain on the site until the work is completed and after any completion ceremonies where applicable. A digital picture of the sign is to be sent to GCPE after it has been installed. Cost of the sign is to be funded from the approved project budget. School districts are responsible for installing the signs.

The steps from signage design to installation are as follows:

1. Project is announced;
2. GCPE will have their graphics department create a construction sign;
3. GCPE graphics department will create and send the approved file to Queens Printer for print production;
4. Queens Printer will notify GCPE when the sign is ready;
5. GCPE will notify the school district(s) when the sign is ready to be ordered and provide them with the online requisition form: <http://brokerage.qp.gov.bc.ca/submit-print/print-form.aspx>;
6. The school district(s) orders, pays and arranges for the sign to be installed. Signs are to be post mounted in a visible location;
7. School district(s) will notify GCPE when the sign is installed and send photo as confirmation.

Official Ceremonies

EDUC will notify a school district(s) if an official ceremony **may** be held to commemorate the launch and/or ground-breaking for a project. The parties shall co-operate in the organization ceremonies, and messages and public statements for such events should be mutually agreed upon.

Plaques

EDUC **may** request the district provide and install (upon completion of significant, high-profile construction projects and/or initiatives), a plaque bearing an appropriate inscription. The design, wording and specifications of such plaques must be approved by EDUC. Cost of the plaque is to be funded from the approved project budget.



DATE: June 7, 2021

TO: Board of Trustees

FROM: Karen Shipka, Superintendent of Schools

SUBJECT: 2022-23 Five-Year Capital Plan Submission – Major Capital Program

ORIGINATOR: Steve Jackson, Director of Operations

REFERENCE: **Ministry of Education – Capital Plan Instructions for 2022/23**

ISSUE

This report informs the Board of Trustees regarding the changes to the Ministry of Education Capital Plan Instructions as well as a significant recommendation for our 2022/23 capital plan. Normally capital plan instructions are presented to school districts in March every year however this year as a result of software changes at the Ministry of Education the capital plan instructions were not distributed until just recently (May 19th).

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 has developed a new 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) – July 31, 2021
- Minor Capital Programs (SEP, CNCP, PEP, BUS) – September 30, 2021

CURRENT SITUATION

Eileen Madson Primary school is currently overcapacity and requires three portable classrooms to house all the students. Last year The Board of Education approved a major capital request for a three classroom addition at Eileen Madson Primary School. This Spring the School District purchased approximately 5 acres adjacent and directly south of Eileen Madson Primary School.

The Board of Education Capital Committee met June 3rd to discuss capital planning, specifically the classroom addition at Eileen Madson. The current site has limited street access creating traffic congestion with staff and parent vehicles and bus traffic. The site also has space restrictions, although there is enough room for the addition there would not be enough room to accommodate any further expansions.



CONCLUSION

The capital committee agreed that building a new school on the new property will improve traffic safety and will provide a school that is better positioned to meet the future educational needs in Invermere compared to an expansion project at the current site. Therefore, the committee felt our request for an expansion project at Eileen Madson Primary School should change to a replacement school request.

RECOMMENDATION

The Board of Education Capital Committee recommends that The Board of Education approve the 2022/23 Five Year Capital Plan submission for the major capital program.



DATE: May 27, 2021
TO: Board of Trustees
FROM: Karen Shipka, Superintendent of Schools
SUBJECT: 2021-2022 Calendar
ORIGINATOR: Steve Wyer, Assistant Superintendent
REFERENCE: [District Calendar 2021-2022](#)

ISSUE

The Board of Education consider an amendment to adjust the April non-instructional day from the 11th to the 25th in the 2021-2022 school calendar.

BACKGROUND

The non-instructional day in April has traditionally been used to collaborate with SD 5 to offer a Regional Specialists professional development day. Several sessions are planned collaboratively between SD6 and SD 5 staff. The event is hosted at either Mt. Baker Secondary or at a Location in Kimberley.

CURRENT SITUATION

At the time of development and approval of the 2021-2022 calendar, the date for the Regional Specialist Day was unknown. The current version of the calendar for 2021-2022 has April 11th set aside for this non-instructional day. In order to align it with the SD 5 date to allow for collaboration, the district requests the date to be adjusted to April 25th.

CONCLUSION

In order to continue this collaboration between SD 5 and SD6 teachers for the Regional Specialist Day, administration recommends that the board approve an amendment to the 2021-22 calendar.

RECOMMENDATION

Motion: The Board of Education adjust the district calendar by moving the non-instructional day in April from the 11th to the 25th to allow for joint planning with School District No. 5.”

STRATEGIC ALIGNMNET

Rocky Mountain School District is committed to collaboration and open communication.

DATE: May 27, 2021

TO: Board of Trustees

FROM: SD6/CUPE 440 Job Evaluation Committee

SUBJECT: Wage rate: Unqualified Youth Care Worker

ORIGINATOR: Amanda Garand, HR Manager

REFERENCE: [Microsoft Word - 06-SL- CUPE Local 440 Collective Agreement 2019-2022 \(bcpsea.bc.ca\)](#)

ISSUE

School District 6 compensates qualified Youth Care Workers and unqualified Youth Care Workers at the same wage rate.

BACKGROUND

School District 6 employs Youth Care Workers in schools with varying levels and types of post-secondary education. Qualified Youth Care Workers are eligible for regular (permanent) employment. All Youth Care Workers receive the same rate of pay.

CURRENT SITUATION

The Job Evaluation Committee is recommending a change in the hourly rate of pay for unqualified Youth Care Workers. Qualified Youth Care Workers have completed post-secondary education in Youth & Family Services, Social Work or Counselling. Unqualified Youth Care Workers do not possess the same educational qualifications as regular (permanent) Youth Care Workers. In the case of a similar job within the Collective Agreement – Education Assistant – the District recognizes the difference in qualification through remuneration and pays unqualified Education Assistants at a lower rate. The Job Evaluation Committee has assessed the remuneration for an unqualified Youth Care Worker, and is recommending a lower rate of pay.

For reference: Non-Certified Education Assistant wage rate (\$22.07) is 88% of the Certified Education Assistant wage rate (\$25.12)

FINANCIAL IMPLICATIONS

Qualified Youth Care Worker \$26.81 (July 1, 2021)
Proposed Unqualified Youth Care Worker \$23.59 would be effective July 1, 2021



IMPLICATIONS

This recommendation would create practice alignment between two CUPE jobs to which unqualified employees are hired: Education Assistant and Youth Care Worker.

CONCLUSION

The Job Evaluation Committee is seeking the Board of Education's approval of the recommendation to address the differences between unqualified and qualified Youth Care Workers through a difference in remuneration.

MOTION

That the Board of Education of School District 6 (Rocky Mountain) consider approval of a new rate of pay of \$23.59 per hour for Unqualified Youth Care Workers, effective July 1, 2021, at this meeting.



DATE: May 27, 2021
TO: Board of Trustees
FROM: Karen Shipka, Superintendent of Schools
SUBJECT: Correspondence Julie Brown
ORIGINATOR: Karen Shipka, Superintendent of Schools
RESOURCE: Dale Culler, Secretary Treasurer

ISSUE

That the Board of Education consider amending the minutes of the April 13, 2021 Regular Board Meeting as requested in the correspondence received from Ms. Brown on May 19, 2021.

BACKGROUND

Ms. Brown presented to the Board of Education at the April 13, 2021 Regular Meeting which was reflected in the Meeting Minutes, approved by the Board of Education at the May 11, 2021 meeting. A summary of the presentation was also reflected in the Community Update that was posted and distributed following the meeting.

CURRENT SITUATION

Ms. Brown corresponded with the Board of Education and the Senior Administration on May 19, 2021 (Attached) to express her concerns with the accuracy of the meeting minutes sharing that they did not accurately reflect her presentation. Ms. Brown would like the Board of Education to amend the minutes to more accurately reflect the information that she provided. The Board Chairperson responded to Ms. Brown’s request on May 29, 2021.

Attachments:

1. Email to Board of Education – Accuracy matters, as do the records we keep
2. Email Response to Julie Brown
3. Minutes of the April 13 meeting
4. Community Update April 2021

The original text from the Community update the Board Meeting Minutes are below the words in red are the words that were changed.

Original

Healthy Schools, Healthy Children

Julie Brown

Julie Brown, Osteopathic Practitioner asked the Board to consider potential health risks from quaternary ammonium chloride compounds found in various cleaning products such as VitalOxide used by the district in its schools and facilities. Ms. Brown



indicated that the information she shared is based on best practices that consider current evidence, applies the regulatory framework, and inter disciplinary collaboration. Ms. Brown indicated that while VitalOxide is listed by Health Canada as an authorized cleaning product shown to be an effective disinfectant against Coronavirus, she **believes** that it is not an endorsement by Health Canada for its use. She stated that the symptoms of quaternary ammonium chloride exposure include but are not limited to fertility, asthma and immune system, and mitochondria. Ms. Brown also indicated that while this class of compounds is generally regarded as safe, she **believes** that there will be growing evidence of health harm as research continues. Ms. Brown asked the Board to consider substitutes for VitalOxide including products with active ingredients containing citric acid, thymol, and hydrogen peroxide by September 2021. **Ms. Brown responded to questions and** the Chairperson thanked her for her presentation.

Proposed Change

Healthy Schools, Healthy Children

Julie Brown

Julie Brown, Osteopathic Practitioner asked the Board to consider potential health risks from quaternary ammonium chloride compounds found in various cleaning products such as VitalOxide used by the district in its schools and facilities. Ms. Brown indicated that the information she shared is based on best practices that consider current evidence, applies the regulatory framework, and inter disciplinary collaboration. Ms. Brown indicated that while VitalOxide is listed by Health Canada as an authorized cleaning product shown to be an effective disinfectant against Coronavirus, she states that it is not an endorsement by Health Canada for its use. She **stated** that the symptoms of quaternary ammonium chloride exposure include but are not limited to fertility, asthma and immune system, and mitochondria. Ms. Brown also indicated that while this class of compounds is generally regarded as safe, she shared that there is growing evidence of health harm as research continues. Ms. Brown asked the Board to consider substitutes for VitalOxide including products with active ingredients containing citric acid, thymol, and hydrogen peroxide by September 2021. **Chairperson Byklum thanked her for her presentation.**

IMPLICATIONS

The meeting minutes have already been approved and amending them

CONCLUSION

A MOTION and vote is required for the Board of Education to amend the minutes to reflect Ms. Brown's request.





DATE: June 8, 2021

TO: Board of Trustees

FROM: Karen Shipka, Superintendent of Schools

SUBJECT: Budget Utilization Summary – May 31, 2021

ORIGINATOR: Dale Culler, Secretary Treasurer

REFERENCE: Budget Utilization Summary – May 31, 2021

ISSUE

That the Board of Education receive a monthly 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 variance analysis for operating expenditures on a monthly basis.

CURRENT SITUATION

Instruction:

- Below budget by approximately \$376,000 or 1.04%.
 - Above budget for salaries and benefits by approximately \$126,000 or 0.43%.
 - Below budget for services by approximately \$285,000 or 18.85% primarily due to professional and contracted services, bus trips, and travel.
 - Below budget for supplies by approximately \$217,000 or 19.98%.
- Overall increase in spending of approximately \$163,000 or 1.47% compared to prior year for the same timeframe.
 - Increase of approximately \$222,000 or 0.98% from prior year for salaries and benefits primarily for teaching and support staff and partially offset by a reduction in substitute costs.
 - Reduction of approximately \$55,000 or 4.03% from prior year for services primarily for travel and dues and fees.
 - Reduction of approximately \$4,000 or 0.68% from prior year for supplies.

Administration:

- Above budget by approximately \$33,000 or 2.08%.
 - Above budget by approximately \$77,000 or 5.39% for salaries and benefits.

- Below budget by approximately \$33,000 or 10.49% for services primarily attributable to a reduction in travel but partially offset by an increase in professional and contracted services, and dues and fees.
- Below budget by approximately \$11,000 or 33.98% for supplies.
- Overall increase in spending of approximately \$71,000 or 4.00% compared to prior year for the same timeframe.
 - Increase of approximately \$97,000 or 6.68% from prior year for salaries and benefits primarily for exempt staff spread across all administration departments.
 - Reduction of approximately \$25,000 or 8.07% from prior year for services primarily for travel and consulting services.
 - Reduction of approximately \$1,000 or 3.72% from prior year for supplies.

Operations and Maintenance:

- Below budget by approximately \$99,000 or 0.51%.
 - Above budget by approximately \$17,000 or 0.49% for salaries and benefits primarily for support and casual staff.
 - Below budget by approximately \$76,000 or 8.13% for services primarily attributable to professional and contracted services, and travel.
 - Below budget by approximately \$40,000 or 2.84% for supplies primarily attributed to a reduction in utilities.
- Overall reduction in spending of approximately \$294,000 or 3.66% compared to the prior year for the same timeframe.
 - Increase of approximately \$4,000 or 0.20% from prior year for salaries and benefits.
 - Reduction of approximately \$124,000 or 10.65% from prior year for services primarily attributable to the tech department for deferred projects.
 - Reduction of approximately \$174,000 or 12.20% from prior year for supplies primarily attributable to reallocation of costs to the COVID special purpose funds, and a reduction in utilities.

Transportation and Housing:

- Above budget by approximately \$79,000 or 4.46%.
 - Above budget by approximately \$39,000 or 3.31% for salaries and benefits primarily for support staff.
 - Below budget by approximately \$2,000 or 1.00% for services primarily attributable to professional and contracted services, and insurance; partially offset by savings from a reduction in extracurricular bus trips due to COVID.
 - Above budget by approximately \$42,000 or 9.32% for supplies primarily attributed to engine repairs for buses.
- Overall increase in spending of approximately \$164,000 or 9.56% compared

to the prior year for the same timeframe.

- Reduction of approximately \$8,000 or 0.48% from prior year for salaries and benefits.
- Increase of approximately \$2,000 or 1.25% from prior year for services primarily attributable to professional and contracted services, and insurance; partially offset by a decrease in travel, and extracurricular bus trips.
- Increase of approximately \$170,000 or 37.85% from prior year for supplies primarily attributable to engine repairs for buses.

CONCLUSION

Overall, the district is projecting an operating surplus of approximately \$362,000 or 0.59% and a spending increase of approximately \$449,000 or 1.26% compared to the prior year for the same timeframe.

RECOMMENDATION

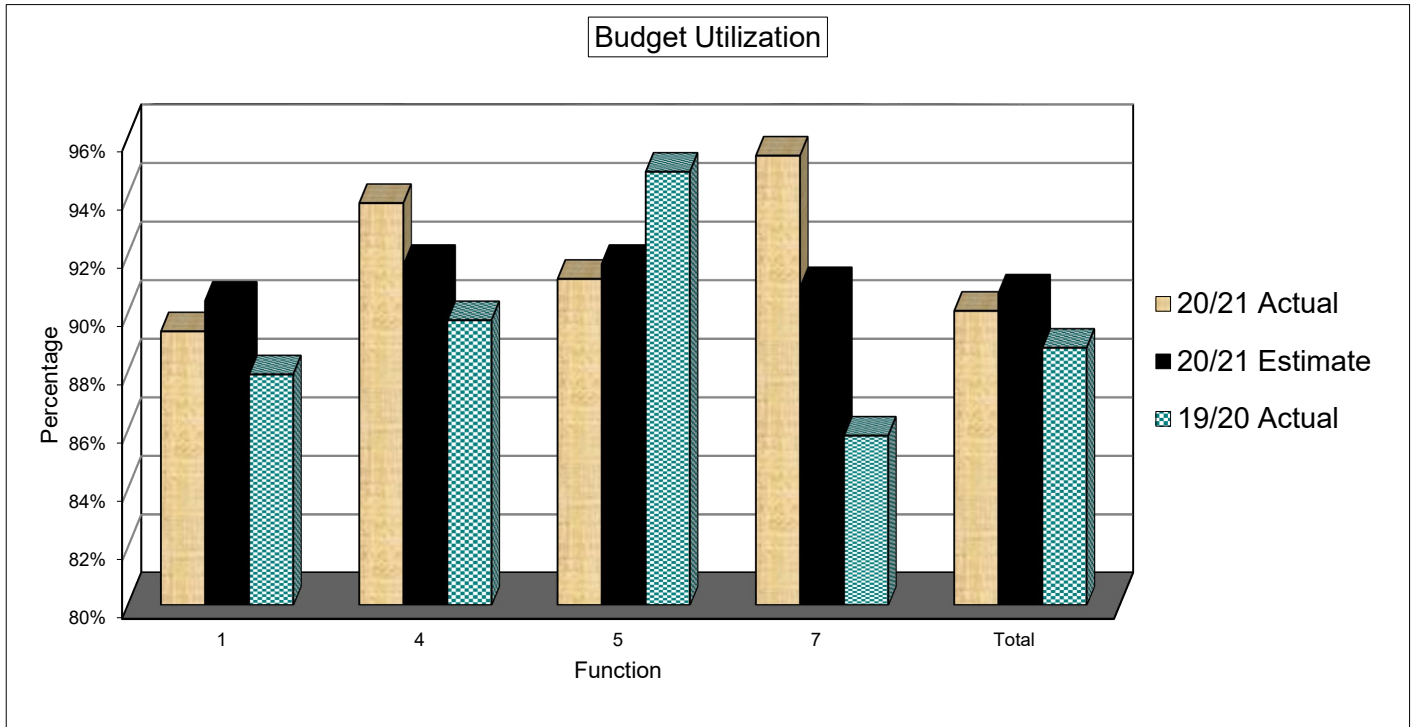
Continue to monitor and report to the board on a monthly basis.

STRATEGIC ALIGNMENT

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

ROCKY MOUNTAIN SCHOOL DISTRICT No. 6
BUDGET UTILIZATION SUMMARY
May 31, 2021

<u>FUNCTION</u>	<u>#</u>	<u>MONTHS</u>	<u>BUDGET</u>	<u>EXPENDED</u>	<u>ACTUAL</u>	<u>ESTIMATE</u>	<u>2019/20 ACTUAL</u>
Instruction	1	10	\$ 31,924,452	\$ 28,531,776	89.37%	90.41%	87.90%
Administration	4	12	\$ 1,782,800	\$ 1,671,334	93.75%	91.67%	89.75%
Maintenance	5	12	\$ 5,778,000	\$ 5,267,125	91.16%	91.67%	94.82%
Transportation	7	11	\$ 1,777,000	\$ 1,694,671	95.37%	90.91%	85.81%
Total			\$ 41,262,252	\$ 37,164,906	90.07%	90.66%	88.81%

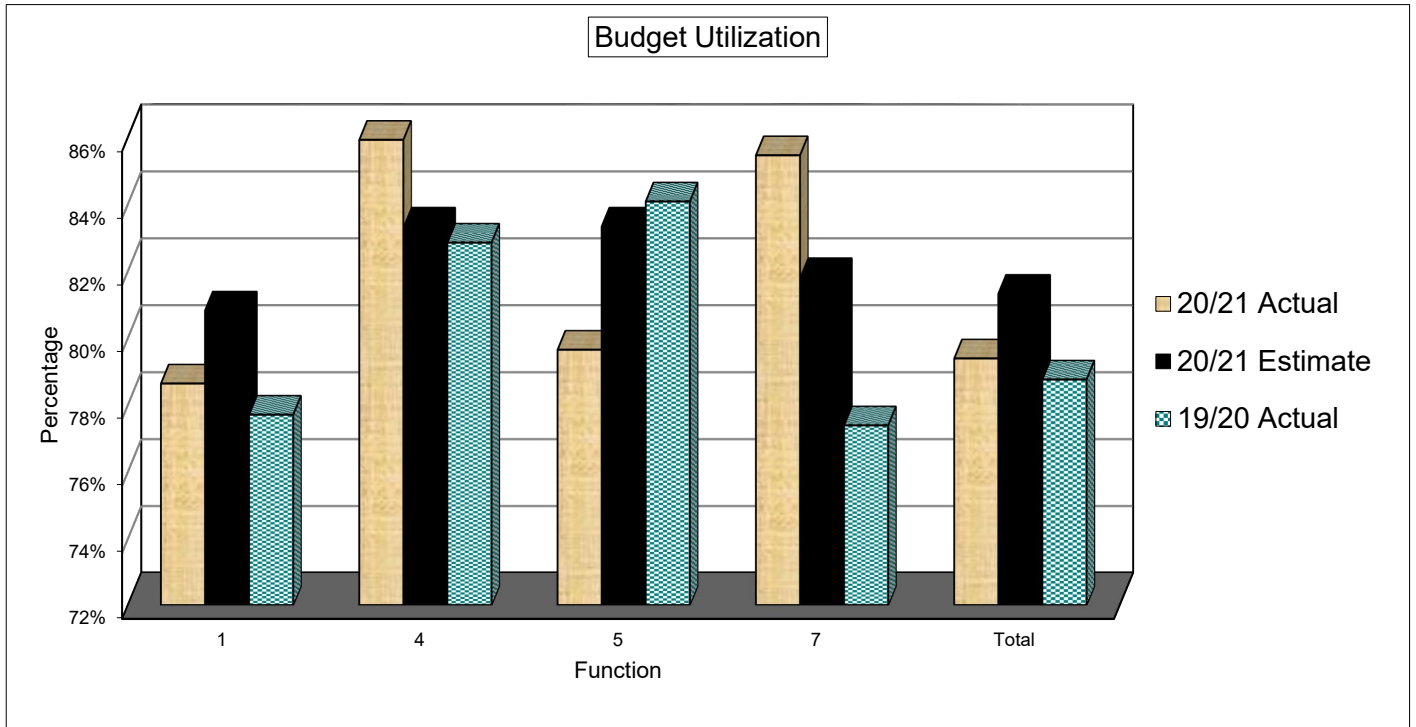


BUDGET ADJUSTMENTS:

	<u>APPROVED</u>	<u>AMENDED</u>	<u>EXISTING</u>	<u>DIFFERENCE</u>
Function 1	\$ 33,649,375	\$ 31,906,979	\$ 31,924,452	\$ 17,473
Function 4	\$ 1,762,801	\$ 1,782,800	\$ 1,782,800	\$ -
Function 5	\$ 5,609,070	\$ 5,778,000	\$ 5,778,000	\$ -
Function 7	\$ 1,780,849	\$ 1,777,000	\$ 1,777,000	\$ -
Local Cap.	\$ 2,340,044	\$ 3,666,240	\$ 4,555,240	\$ 889,000
TOTAL	\$ 45,142,139	\$ 44,911,019	\$ 45,817,492	\$ 906,473

ROCKY MOUNTAIN SCHOOL DISTRICT No. 6
BUDGET UTILIZATION SUMMARY
April 30, 2021

<u>FUNCTION</u>	<u>#</u>	<u>MONTHS</u>	<u>BUDGET</u>	<u>EXPENDED</u>	<u>ACTUAL</u>	<u>ESTIMATE</u>	<u>2019/20</u> <u>ACTUAL</u>
Instruction	1	10	\$ 31,924,452	\$ 25,105,001	78.64%	80.82%	77.71%
Administration	4	12	\$ 1,782,800	\$ 1,531,740	85.92%	83.33%	82.85%
Maintenance	5	12	\$ 5,778,000	\$ 4,601,957	79.65%	83.33%	84.08%
Transportation	7	11	\$ 1,777,000	\$ 1,518,581	85.46%	81.82%	77.39%
Total			\$ 41,262,252	\$ 32,757,279	79.39%	81.32%	78.76%



BUDGET ADJUSTMENTS:

	<u>APPROVED</u>	<u>AMENDED</u>	<u>EXISTING</u>	<u>DIFFERENCE</u>
Function 1	\$ 33,649,375	\$ 31,906,979	\$ 31,924,452	\$ 17,473
Function 4	\$ 1,762,801	\$ 1,782,800	\$ 1,782,800	\$ -
Function 5	\$ 5,609,070	\$ 5,778,000	\$ 5,778,000	\$ -
Function 7	\$ 1,780,849	\$ 1,777,000	\$ 1,777,000	\$ -
Local Cap.	\$ 2,340,044	\$ 3,666,240	\$ 4,555,240	\$ 889,000
TOTAL	\$ 45,142,139	\$ 44,911,019	\$ 45,817,492	\$ 906,473



DATE: June 1, 2021
TO: Board of Trustees
FROM: Karen Shipka, Superintendent of Schools
SUBJECT: Board Authorized Courses
ORIGINATOR: Steve Wyer, Assistant Superintendent
REFERENCE: [BAA Provincial Requirements](#)

ISSUE

The Board of Education will receive information related to Board/Authority Authorized Courses (BAA) with respect to the 2019 Guidelines for BAAs.

BACKGROUND

BAAs are created to allow School Districts and Authorities the flexibility to offer engaging and rigorous courses in areas of passion for students. These courses were formally called Locally Developed Courses. In 2019, new guidelines and requirements came out to align with the new content and concepts of the re-designed BC Curriculum. (Attachment 1)

CURRENT SITUATION

The District has reviewed all of the BAAs it offers in light of the requirements in the [guidelines](#). Specifically, some of our courses relate to athletics, such as Hockey, Fitness and Conditioning, and Volleyball come close to one of the requirements limiting BAAs to courses for which there is not significant overlap of Ministry courses content. On inspection, we determined, with the exception of Volleyball (not offered) this year, none of the BAAs we are offering in 2021-2022 are in conflict with any of the requirements.

BAA the District will run in 2021-2022:

- Teacher Assistant 12
- Outdoor Ed. 10-12
- Psychology 12
- Hockey 10-12
- Fitness and Conditioning 10-12
- Leadership 10-12

FINANCIAL IMPLICATIONS

BAAs are funded as part of the regular FTE allocation for students in grades 10-12 at the same rate as



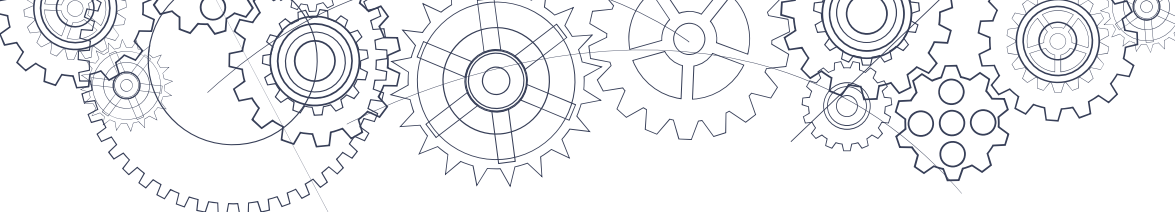
other Ministry courses.

IMPLICATIONS

Were the Board of Education to determine that a BAA did not meet the requirements outlined in the requirement document linked to this report, the Board of Education would need to remove the course from the list of District offerings by Board motion.

CONCLUSION

Requirements for BAA courses are governed through policy and course content is reviewed regularly. The District has reviewed all of the BAAs offered in the upcoming school year and no changes in the changes to any of these courses is required.



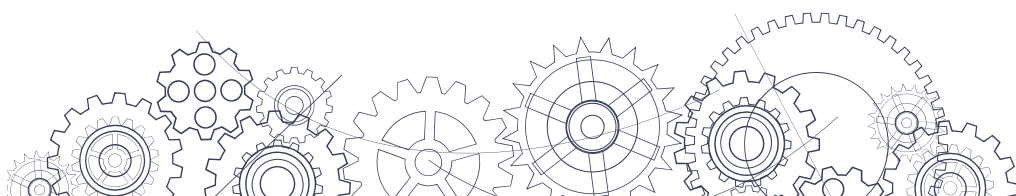
Board/Authority Authorized (BAA) Courses Requirements and Procedures Guidebook

UPDATED **2019**



BRITISH
COLUMBIA

Ministry of
Education



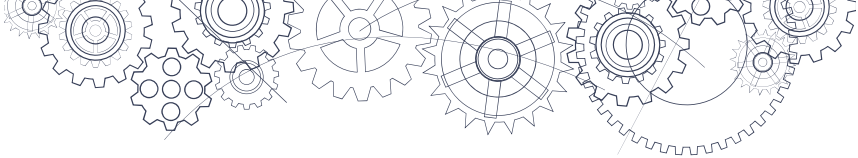


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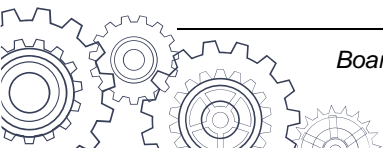
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Thank You

Special thanks to the teachers and representatives of the Boards of Education and Independent School Authorities that helped inform and contributed content to this guidebook.



Important Notes and Changes for 2019/20

- ➔ In cooperation with the Educational Resource Acquisition Consortium (ERAC), a searchable BAA Sharing Platform is available for Boards/Authorities to share voluntarily their BAA frameworks. Districts or schools accessing BAA courses on this platform will need to seek approval from their board/authority to deliver the courses locally, as per BAA policy. The BAA Sharing Platform can be found here: <https://archived.bcerac.ca/services/baa/search.aspx>.
- ➔ Some provincial curriculum has been created in the same subject areas as existing prevalent BAA courses. Ensure that you check the [curriculum](#) site prior to submitting new or revised BAA courses.
- ➔ The Grade 10–12 provincial curriculum gives teachers significant flexibility to customize course content. Before developing a new BAA course, please [explore](#) the curriculum list of courses to determine if there is a Ministry-developed course in the desired subject area.
- ➔ English Language Learning (ELL) BAA course guidelines have been revised. Please refer to the [new guidelines](#) that also reflect the curriculum standards for all BAA ELL courses.
- ➔ Reminder that all Grade 10–12 BAA courses that Boards/Authorities wish to offer need to align with the Ministry’s “Know-Do-Understand” curriculum design. See the provincial curriculum at <https://curriculum.gov.bc.ca/>.
- ➔ Boards/Authorities should retire any BAA course not meeting new Ministry requirements.
- ➔ New and revised BAA courses may overlap Big Ideas and Curricular Competencies of provincial curricula, but cannot significantly overlap Content.
- ➔ Moving forward, periodic reviews of BAA courses will be required. The review cycle should be determined by the Board/Authority.





Purpose of this Guidebook

This document sets out the provincial requirements for Board/Authority Authorized (BAA) courses as of July 1, 2019. It outlines BAA course criteria, the development and approval processes, and provides resources to help educators develop BAAs for the B.C. Graduation Program.

For complete policy information, please see:

- *Board/Authority Authorized Courses* policy
<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/board-authority-authorized-courses>
- *The School Act*
<https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/revisedstatutescontents.pdf>
- *Independent School Act*
www.bced.gov.bc.ca/legislation/schoollaw/independent_school_act_contents.pdf
- *Board Authorized Course Ministerial Order*
www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m285_04.pdf
- *Handbook of Procedures for the Graduation Program*
www.bced.gov.bc.ca/exams/handbook/handbook_of_procedures.pdf

BAA Requirements

BAA courses provide an opportunity for educators to explore content beyond the boundaries of Ministry curriculum. BAA courses help educators respond to the local needs of schools and their communities, and to provide choice and flexibility for students. BAA courses may overlap with Big Ideas and Curricular Competencies of Ministry courses. BAA courses are not:

- ✗ **Courses with significant overlap with provincial curriculum content:** This includes adapted courses, partial versions of Ministry courses, and hybrids of two or more Ministry courses.
- ✗ **Remedial courses or those preparatory in nature:** For example, a math course designed to help students who have completed Foundations of Mathematics and Pre-calculus 10 that provides review and remediation before they enrol in Foundations of Mathematics 11; or a writing course designed to help students develop the skills needed to meet the learning standards of Creative Writing 10.
- ✗ **A modified course:** For example, a social studies course designed for Grade 10 students with intellectual disabilities with significantly different learning standards from Ministry Social Studies 10.
- ✗ **An adapted course:** Adaptations are teaching and assessment strategies specifically designed to accommodate a student's needs so they can demonstrate that they are meeting the learning standards of the curriculum. A student working to meet learning standards of any Grade or course level may be supported through use of adaptations



BAA and Graduation Requirements

BAA courses may be used as all or part of the 28 elective credits students need to fulfill graduation requirements.

Grade 11 BAA courses developed to align with the Grade 11 Arts Education and/or the Applied Design, Skills, and Technologies curriculum will meet the Arts Education/ADST graduation requirement of the B.C. Graduation Program in the 2019/2020 school year and beyond.

Grade 12 BAA courses may count towards the minimum of sixteen Grade 12 level credits required for graduation.

Q. Can we develop a Grade 9 BAA course?

No, BAA (for credit) courses are Grades 10 – 12 only.

Q. Do BAA courses meet Adult Graduation Program graduation requirements?

Although students may complete BAA courses as part of their educational program, BAA courses do not meet Adult Graduation Program graduation credit requirements. Only four-credit Grade 12-level Ministry-Authorized courses and External Credential courses meet credit requirements. For more information about the Adult Graduation Program please see the [B.C. Graduation Program Policy Guide](#).

BAA Subject Areas

In response to local needs and student interests, Boards of Education and Independent School Authorities may authorize a broad variety of BAA courses focused on content not offered in Ministry-developed courses. Examples of BAA courses include Hockey Skills, Peer Tutoring, and Learning Strategies.



Please note: When developing BAAs for...

English Language Learning: Boards/Authorities may design ELL courses for students whose primary language is not Standard English and who may require English language support so they can successfully access the B.C. curriculum. These courses cannot be remedial or modified versions of Ministry-authorized courses, and are to adhere to the guidelines set out in the [Guidelines for Board/Authority Authorized Language Acquisition/Culture Courses at the Grade 10, 11, 12 Levels](#).

Students with Diverse Learning Needs: BAA courses may be developed to meet diverse needs of students as long as they are not adapted or modified versions of a Ministry course. Common courses include those subjects addressing social-emotional learning, developing independence, or employability skills. For example, *Principles of Social Interaction 10–12* addresses communication and social and abstract thinking skills in addition to developing strategies for resolving conflict and managing stress in social contexts.



Required Components for BAA Courses*

*Required components for Grade 10–12 BAAs as of July 1, 2019.

1. A Course Title

The course title should be customized to reflect the content of the course and include Grade 10, 11, or 12 in the course name. BAA courses cannot share the names of Ministry-developed courses (e.g. Creative Writing 10).

2. Grade Level

The Grade level reflects the appropriate level of instruction. In some cases, it may be appropriate to create several courses at the same Grade level in order to treat different aspects of the subject. This strategy may also be used in the case of a large amount of content divided into several courses. Such courses could be reported, for example, as Art History 11A, 11B, and 11C.

To determine the appropriate Grade level for BAA courses, developers are to examine Ministry curriculum in the appropriate subject strand or area. The developer’s teaching and subject expertise will play an important role in developing the course at the appropriate Grade level.

3. Number of Credits

Most BAAs can be for 1, 2, 3, or 4-credit courses. Grade 11 BAA courses in Arts Education and/or Applied Design, Skills, and Technologies developed to meet the Arts Education/ Applied Design, Skills, and Technologies 10, 11, or 12 graduation requirement can be 2 or 4-credit courses. The credit value reflects the length and scope of a course.

4. Course Synopsis

The course synopsis is a statement of product. It outlines what a student has gained when the course is completed. The course synopsis is more easily developed after completing the course framework.

5. Goals and Rationale

The goals are general statements of intention that give structure to the curriculum. To some extent, they are the “organizers” of the curriculum. Everything mentioned in the goals should appear somewhere in the curriculum, and everything in the curriculum should in some way be stated or implied in the goals. Please identify 4 to 8 goals.

The rationale is a brief statement that explains the area of learning in terms of the discipline(s) to which it belongs and the importance of the learning to students and to society (see the [Educated Citizen](#)). The curriculum rationale may also include how this area relates to other curricular areas of learning and connects to the cross-curricular competencies. Although the rationale may be modified during course development, taking time at the beginning to develop a solid draft will help to focus your work.

6. Aboriginal Worldviews and Perspectives

Consider ways to embed First Peoples Principles of Learning and integrate Aboriginal content into your BAA course. Please refer to [*Aboriginal Worldviews and Perspectives in the Classroom*](#), [*Visions du monde et perspectives autochtones dans la salle de classe*](#), or the print version available at [Crown Publications](#).

7. Organizational Structure

Like the provincial curriculum, BAAs are organized with a “Know-Do-Understand” model to support a concept-based, competency-driven approach to learning. Three elements, the Content (Know), Curricular Competencies (Do), and Big Ideas (Understand) all work together to support deeper learning. The Content, Competencies and Big Ideas must be assessable, observable and understood by students and parents.

Content (Know)

The Content learning standards detail the essential topics and knowledge at each Grade level.

BAA content cannot significantly overlap with new Ministry curriculum content.

Curricular Competencies (Do)

The Curricular Competencies are the skills, strategies, and processes that students develop over time. While Curricular Competencies are more subject-specific, they are connected to the core competencies.

BAAs may share some or all of the Curricular Competencies of a Ministry-developed course(s).

Big Ideas (Understand)

The Big Ideas consist of generalizations and principles and the key concepts important in an area of learning. The Big Ideas represent what students will understand at the completion of the curriculum for their Grade. They are intended to endure beyond a single Grade and contribute to future understanding.

BAAs may share some or all of the Big Ideas of a Ministry-developed course(s).



8. Recommended Instructional Component

The instructional component of a course expands on and clarifies the intent of the learning standards. It involves the use of activities, techniques, and methods that can be employed to meet diverse student needs and to deliver the curriculum. The nature and features of the course will influence instructional strategies and activities.

When developing the instructional component, consider:

- an appropriate balance of the various learning standards
- a variety of approaches, including both innovative and “tried and true”
- activities that draw from and build on prior learning
- various learning styles
- activities that are transferable to other contexts


 **9. Recommended Assessment Component**

Assessment involves the wide variety of methods or tools that educators use to identify student learning needs, measure competency acquisition, and evaluate students' progress toward meeting learning standards. Assessment of all forms should support a flexible, personalized approach to learning and measure deeper, complex thinking.

Principles of Quality Assessment

The following principles provide a foundation for the development of classroom assessment, evaluation and communication of student learning. These principles are intended to provide teachers with guidance for classroom assessment that aligns with the Know-Do-Understand curricula model.

Quality Assessment

- is fair, transparent, meaningful and responsive to all learners
- focuses on all three components of the curriculum model – knowing, doing, understanding
- provides ongoing descriptive feedback to students
- is ongoing, timely, specific, and embedded in day to day instruction
- provides varied and multiple opportunities for learners to demonstrate their learning
- involves student in their learning
- promotes development of student self-assessment and goal setting for next steps in learning
- allows for a collection of student work to be gathered over time to provide a full profile of the learner and learning
- communicates clearly to the learner and parents where the student is, what they are working towards and the ways that learning can be supported

 **10. Learning Resources**

The learning resources selected for the course should be age appropriate and help students to acquire essential knowledge, develop curricular competencies, and understand the Big Ideas of the BAA course. The selection and development of learning resources should take into account the needs of learners. Major learning resources, including teacher resources, are to be listed.

Learning resources must be evaluated through the local board-approved process. For more information, visit [Learning Resources: Provincial Approval Process](#) policy.



Development Process for BAA Courses

The Grade 10–12 provincial curricula gives teachers a significant amount of flexibility to customize course content, precluding the need for a separate BAA course. Before developing a new BAA course, explore whether the content you wish to cover could be incorporated into an existing Ministry-developed course.

The following seven steps outline the procedure for developing a BAA course.

- Step 1:** Read through the [BAA Procedures and Requirements Guidebook](#) and appendices, and [Aboriginal Worldviews and Perspectives](#).
- Step 2:** Develop goals and a rationale for the course.
- Step 3:** Develop the Big Ideas, Curricular Competencies, and Content of the course. Remember, BAAs may share Big Ideas and Curricular Competencies with Ministry courses, but must not significantly overlap with new Ministry curriculum content.
- Step 4:** Develop the instructional component(s), assessment component(s), and a list of learning resources.
- Step 5:** Complete the appropriate Ministry [BAA Course Framework Template](#) (see next page). Yukon schools should complete the [Yukon Department Authorized \(DA\) Course Framework](#).
- Step 6:** Write the course synopsis.
- Step 7:** Submit your completed [BAA Course Framework](#) and the [BAA Course Form](#) to the Boards of Education or Independent School Authorities for review and approval. Yukon schools should submit the completed [DA Course Framework and DA Course Form](#) to the Secondary Curriculum Consultant.



Please note: The Ministry may ask a Board/Authority to submit a copy of a full BAA course framework for review. If the Ministry determines that a course does not meet the requirements and procedures set out in this guidebook, the course cannot be offered. However, Boards/Authorities have the option to revise a course to meet the requirements.

Q. Another district/school has approved a BAA course that we would like to offer. As it has already been approved by a Board/Authority, can we offer it too?

No, BAAs must be approved by the Board/Authority in which the course is offered, regardless of whether the course has already been approved in another jurisdiction, to ensure it is appropriate for local needs. Boards/Authorities wishing to review a course already approved by another district/school should have the permission of the original approving district/school.



BAA Course Framework Templates

Ministry-developed BAA Course Framework Templates are available for course developers; use of these is optional. However, if a local format or template is used, it must contain all the required components included in the Ministry templates (see “Required Components for Board/Authority Authorized Courses” on page 4).

- The BAA Course Framework Template is available at: <https://www2.gov.bc.ca/gov/content/education-training/k-12/support/graduation/getting-credit-to-graduate/board-authority-authorized-courses>
- BAA ELL Language Acquisition/Culture Course Framework Template: BAAs developed for English Language Learners are to adhere to the “Guidelines for Creating Language Acquisition/Culture Courses” outlined in the [*Template for Board/Authority Authorized Language Acquisition/Culture Courses at the Grade 10, 11, 12 Levels.*](#)

For reference, sample course synopses and a sample BAA course framework are included at the end of this guidebook.

Q. We want to develop an Introduction to English 10 course for our ELL students. Which template do we use?

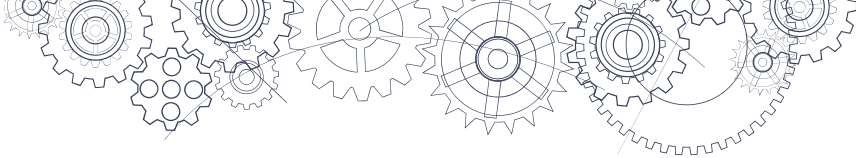
“Introduction to [Ministry Course Title]” courses do not meet BAA requirements, as BAAs cannot be preparatory, remedial or modified versions of Ministry courses. Schools wishing to offer preparatory or remedial courses may offer Locally-Developed (non-credit) courses. Please see Chapter 5 of the [*Handbook of Procedures for the Graduation Program*](#) for more information about Locally Developed Courses.

Districts/Schools wishing to offer BAA ELL courses are to follow the guidelines outlined in the [*Template for Board/Authority Authorized Language Acquisition/Culture Courses at the Grade 10, 11, 12 Levels.*](#)

BAA Course Form

The [*Board/Authority Authorized Course Form*](#) is required for all newly-developed and revised courses, and must be submitted to the Boards of Education or Independent School Authorities along with the full course framework. Once the BAA Course Form is signed by the appropriate authority indicating the course is compliant with provincial requirements, the course may be offered to students. Yukon schools are required to use the [*Yukon DA Course Form*](#).

Once a BAA has been approved, Boards/Authorities must submit the signed BAA Course Form to Student Certification (EDUC.GradStandards@gov.bc.ca). The completed form serves to notify the Ministry of newly developed/revised courses and confirms they satisfy BAA course requirements.



Yukon schools should submit forms to the Secondary Curriculum Consultant at the Yukon Department of Education.

The *BAA Course Form* can be accessed at: <https://www2.gov.bc.ca/gov/content/education-training/k-12/support/graduation/getting-credit-to-graduate/board-authority-authorized-courses>

Board/Authority BAA Approval Process

Schools must have the approval of their Boards of Education or Independent School Authorities prior to offering a BAA course, regardless of whether the course has already been approved in another jurisdiction.

Approved authorities are:

- For B.C. public and Yukon schools – Superintendent and Board
- For Independent schools – School Authority Chairs or designate
- For offshore schools – Executive Director of Independent Schools and International Education, Ministry of Education

B.C. Public School Districts

Step 1: Submit the completed *BAA Course Framework* along with the *BAA Course Form* to the Superintendent for approval/signature. Select the most appropriate course code from the *BAA Core Categories* posted at

https://www.bced.gov.bc.ca/datacollections/course_registry_web_search/search-home.en.php.

Step 2: Superintendent submits the approved *BAA Course Framework* along with the *BAA Course Form* to the Board for approval/signature.

Step 3: Board retains a copy of the framework for the Ministry upon request.

Step 4: Boards send an electronic copy of the *BAA Course Form* to the Ministry at EDUC.GradStandards@gov.bc.ca.

Step 5: Boards ensure that schools are reporting the course with the same course title (as approved by the board) and with the same four or five letter course code (i.e. YVPA), as indicated on the *BAA Course Form*.

Step 6: Boards are to review BAAs on a set cycle and/or as needed due to changes in provincial curriculum. If not revised, those BAAs that do not meet requirements are to be delisted by the Board.

Independent Schools

Step 1: Submit the completed *BAA Course Framework* along with the *BAA Course Form* to the Independent School Authority Chair for approval/signature. Select the most appropriate course code from the *BAA Core Categories* posted at



https://www.bced.gov.bc.ca/datacollections/course_registry_web_search/search-home.en.php.

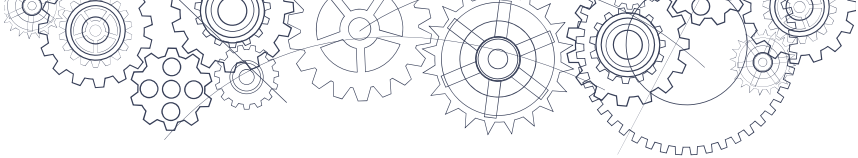
- Step 2:** Retain the approved *BAA Course Framework* and the *BAA Course Form* for the Inspector of Independent Schools and for the Ministry upon request.
- Step 3:** Submit the *BAA Course Form* to EDUC.GradStandards@gov.bc.ca. The *BAA Course Form* is to be submitted prior to the next scheduled inspection and therefore, without the signature of the Inspector of Independent Schools or designate.
- Step 4:** School Authority Chairs ensure that schools are reporting the course with the same course title (as approved by the Inspector of Independent Schools) and with the same four or five letter course code (i.e. YVPA), as indicated on the *BAA Course Form*.
- Step 5:** Authorities are to review BAAs on a set cycle and/or as needed due to changes in provincial curriculum. If not revised, those BAAs that do not meet requirements are to be delisted by the Authority.

Offshore Schools

- Step 1:** Submit the completed *BAA Course Framework* along with the *BAA Course Form* to international.education@gov.bc.ca for approval. The Executive Director of Independent Schools and International Education, Ministry of Education, is the Offshore Authority designate. Select the most appropriate course code from the *BAA Core Categories* posted at https://www.bced.gov.bc.ca/datacollections/course_registry_web_search/search-home.en.php.
- Step 2:** Retain the approved *BAA Course Framework* along with the *BAA Course Form* for the Ministry upon request.
- Step 3:** Offshore schools ensure that the BAA course is reported with the same course title and with the same four or five letter course code (i.e. YVPA), as indicated on the *BAA Course Form*.
- Step 4:** Offshore schools are to review BAAs on a set cycle and/or as needed due to changes in provincial curriculum. If not revised, those BAAs that do not meet requirements are to be delisted by the Authority.

Yukon Schools

- Step 1:** Submit the completed Yukon *DA Course Framework* along with the *DA Course Form* to the Secondary Curriculum Consultant. A course code will be provided upon approval.
- Step 2:** Yukon Education will retain a copy of the framework and will submit to B.C. Ministry of Education at EDUC.GradStandards@gov.bc.ca.



Step 3: Yukon Education ensures that schools are reporting the course with the same course title (as approved by the DA committee) and with the same four or five letter course codes as indicated on the Yukon *DA Course Form* and approval letter.

Step 4: Yukon Education is to review DA courses on a set cycle and/or as needed due to changes in the curriculum. If not revised, those DA courses that do not meet requirements are to be delisted by Yukon Education, and B.C. Ministry of Education will be notified of these changes.

Q. The BAA course code I am looking for is closed on the Course Registry. Where can I find the BAA course codes?

Boards/Authorities are to select the most appropriate code from 39-generic BAA core course categories found on the BAA website:
www.bced.gov.bc.ca/graduation/board_authority_courses.htm

ERAC BAA Sharing Platform

In cooperation with the Educational Resource Acquisition Consortium (ERAC), a searchable BAA Sharing Platform is available for Boards/Authorities to voluntarily share their BAA frameworks.

Boards of Education and Independent School Authorities will be responsible for uploading approved BAA course frameworks to the ERAC website, should they choose to share the course; sharing is not mandatory.

Only BAA courses that have been approved by the Board or Authority can be submitted to the BAA Sharing Platform. Once the Ministry receives an approved BAA Course Form, a confirmation email will be sent with an invitation to upload the BAA course to the Sharing Platform.

Boards of Education and Independent School Authorities will also be responsible for version control and for requesting the removal of frameworks when BAA courses are delisted by the Board of Education or Independent School Authority.

Any school or district accessing BAA courses on the Sharing Platform must seek approval from their Board or Authority to deliver the course locally, as per existing policy for BAA courses.

Questions about this platform can be directed to: EDUC.GradStandards@gov.bc.ca

The BAA Sharing Platform can be found here:
<https://archived.bcerac.ca/services/baa/search.aspx>



Appendix A: Sample BAA Course Synopses

Learning Strategies 10

This course will provide students the opportunity to develop self-awareness of their own learner profile, and to be proactive in their learning process. It will also support student success in core academic areas and assist in the areas of organization, time management, and social emotional well-being. The focus on independence, advocacy skills, and personal goal setting combined with addressing study skills and organizational techniques related to literacy and numeracy will provide a foundation for successful school completion and lifelong learning.

Bicycle Maintenance and Repair 11

This course is designed to introduce students to the fundamental techniques used in the repair and maintenance of bicycles that will be donated to the needy within the community. Students will learn the proper use of the various bicycle tools required as they repair and maintain the bikes. Students will also learn the rules of cycling on the road, bike handling and traffic skills. Once all aspects of bike safety, repair and maintenance have been thoroughly covered, students will participate in supervised bicycle rides within the community. If time permits, there may also be opportunity to build custom frames and to service bicycles and to sell them within the community to address the entrepreneurial possibilities of the course.

Pastry Arts and Baking 12

Pastry Arts and Baking is a course that focuses on advanced skills and techniques in baking. This course will be valuable for any student considering a career as a pastry chef, employment in a bakery, restaurant, catering service, or opening up a business of their own. The skills learned in this course are transferable from the classroom to the competitive service industry.

Appendix B: Sample BAA Template



School District/Independent School Authority Name:	School District/Independent School Authority Number (e.g. SD43, Authority #432):
Developed by: Mr. Smith	Date Developed: June 1, 2018
School Name: ABC Secondary School	Principal's Name: Ms. Doe
Superintendent Approval Date (for School Districts only): July 15, 2018	Superintendent Signature (for School Districts only): <i>Signature</i>
Board/Authority Approval Date: July 15, 2018	Board/Authority Chair Signature: <i>Signature</i>
Course Name: Athletic Coaching 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Physical & Health Education 10 & recommendation of a PHE teacher.

Special Training, Facilities or Equipment Required:

Teacher must be certified in BC Sports Med and National Coaching Certification Program

Course Synopsis:

This course has been designed to help students learn the basic skills in order to become a successful coach. In addition, students will receive recognized community certifications that will assist them in obtaining volunteer or paid coaching/leadership positions in the community.

Goals and Rationale:

Rationale:

Athletic Coaching 12 (AC12) is designed to develop educated coaches who have the knowledge, skills and understandings to be effective, adaptable and self-aware leaders in the community. The AC course focuses on competencies that will support both the learner in their volunteer/paid coaching roles and the youth participating in community sport groups. Certifications acquired in this course can contribute directly to employment in recreation centres or sport organizations.

AC12 combines aspects of coaching and leadership theory with modern community-based, recognized certifications. AC12 is strongly linked to the core competencies of communication and personal awareness and responsibility. The communication competency encompasses the set of abilities that students use to impart and exchange information, experiences and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media. This competency is taken a step further as learners will gain the knowledge and skill necessary to communicate and motivate large groups of athletes while modifying their communication based on the age/development of their audience. The personal awareness and social responsibility competency is also heavily represented in AC12. Competency in this area will be built through self-awareness planning and experiential leadership.

The athletic coaching course has cross-curricular elements. Since a coach or community leader is often the first responder in situations requiring first aid or athletic therapy, students will gain knowledge and skill in athletic first aid and cardio-pulmonary resuscitation (CPR). Success in these areas requires a basic knowledge of human musculoskeletal anatomy. The core competency of thinking becomes a key element of injury assessment and management as it requires recalling past knowledge and applying it to real life sport injury situations.

A focus on lifelong safety, physical activity and health is valuable for both the individual student and for society as a whole. The knowledge, skills and competencies developed in AC12 will help support these concepts in self and others while maintaining a special focus on what is developmentally appropriate. Knowing how to support diversity among athletes and how to mitigate bullying situations between children or between head/assistant coaches promotes inclusion, safety and fairness. Some topics in AC12 should be approached with sensitivity and care because of their personal nature and connections to family, religious and cultural values.

Leadership is learning. Being able to demonstrate that learning through community recognized certifications is a key approach in AC 12. Community organizations such as the National Coaching Certification Program, Sport Medicine British Columbia, the British Columbia Parks and Recreation Association and the Canadian Red Cross are valuable community partners who provide programs and certifications via AC 12.

Because leadership and coaching require a great deal of self-reflection and planning, there will be ample opportunities for multi-dimensional inquiry throughout the course.

Goals:

- Develop an understanding of the many aspects of coaching and leadership as they relate to self, others and groups/teams.
- Develop the knowledge and skills to manage diversity in sport.
- Develop an understanding of the developmental stages of children and how that relates to the development of fundamental movement skills.
- Develop the knowledge and skills required to lead/coach children.
- Gain community recognized certifications in leadership, athletic first aid and CPR.

Aboriginal Worldviews and Perspectives:

Declaration of First People's Principles of Learning:

- Athletic Coaching supports the development of self in support of connecting with others.

- Learning is embedded in memory, history and story.
- Leading and coaching involves learning from mentors as well as those we are meant to lead.
- Leadership and learning is holistic, reflexive, reflective, experiential and relational.
- Athletic Coaching requires exploration of one's identity, philosophy and ethics.
- Becoming a leader/coach involves recognizing that some learning is sensitive and should only be shared with permission and in certain situations.

Declaration of Aboriginal Worldviews and Perspectives:

The First People's Principles of Learning are inherent in the aspects included in AC 12. Athletic Coaching is inseparable from connectedness and relationships; specifically:

- Community involvement (process and protocols)
- The power of story
- Experiential learning
- Flexibility
- Leadership
- A positive learner-centered approach
- Community engagement
- The role of the teacher (leader or coach)
- Local focus

BIG IDEAS

Leadership development is an ongoing process.

Certifications in leadership allow us to contribute to the community.

Sport safety practices and first aid can serve the greater sport community.

A **coaching philosophy** can help us be better leaders/coaches.

Coaching and leadership practices are influenced by the community, society, and the media

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Principles of Coaching:</p> <ul style="list-style-type: none"> • Develop coaching philosophy, ethics, objectives and style • Analyze coaching and leadership as represented in the community, society and media to understand their impacts on sports and players • Understand elements of diversity in sport • Complete community based certifications in coaching/leadership • Demonstrate proper use of an automatic external defibrillator (AED) • Recognize First Peoples perspectives and knowledge to gain understanding of leadership in sport • Recognize and manage sport injuries and situations requiring CPR • Recognize developmental stages in fundamental movement skills among children • Teach technical skills and tactical skills with the games approach <p>Healthy & Active Living:</p> <ul style="list-style-type: none"> • Demonstrate the ability to apply health knowledge and healthy living skills in making reasoned decisions related to their role as coaches/leaders • Communicate and demonstrate safe and appropriate participation in physical activities <p>Community Building & Collaboration:</p> <ul style="list-style-type: none"> • Employ leadership techniques to improve chances of success in a variety of physical activities among participants • Plan ways to overcome potential barriers to participation in physical activities • Develop communication strategies for working with teams, athletes, youth • Complete a coaching practicum 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Principles of program design, including: personal sport philosophy, importance of moral judgments in sport and team objectives • Different types of diversity in athletes, children and sport • The signs and symptoms of cardiopulmonary distress and choking in infants, children and adults • Basic musculoskeletal anatomy and physiology as it relates to sport • The signs and symptoms of common sports injuries. • Athletic taping techniques • Sport safety guidelines • First Peoples perspectives connecting sport and culture • The developmental stages of children in fundamental movement skills • The challenge zone for athletes/children • Physical, cognitive and social traits of children • Concepts of coaching • Physical training basics • Different leadership techniques to encourage inclusion and participation • Communication methods and when to use different forms

Big Ideas – Elaborations

- **Leadership** qualities can be learned and are skill-based; leaders seek to provide players with maximum opportunities to achieve success.
- **coaching philosophy:** Identifying the purpose of your coaching, your coaching values and choosing your leadership style.

Curricular Competencies – Elaborations

- **philosophy:** how we view our coaching experiences and how this will define our future planning.
- **ethics:** moral judgements in coaching.
- **objectives:** setting goals and balancing winning, fun and development.
- **diversity:** managing differences among youth/athletes including maturation, culture, gender, sexuality, physical and mental abilities.
- **certifications:** Sample certifications include Fundamental Movement Skills, First Aid, and CPR
- **AED:** An Automatic External Defibrillator (AED) is a small, portable easy to operate lifesaving medical device designed to deliver an electrical shock to a person who is having a Sudden Cardiac Arrest (SCA).
- **Recognize:** the appearances and common situations that lead to injury.
- **manage:** prevention, first aid, referral, taping and recovery of sport injuries.
- **developmental stages:** maturational stages and skill acquisition stages.
- **fundamental movement skills:** running, jumping, throwing, catching, striking.
- **technical skills:** the motor programs necessary to complete a physical movement.
- **tactical skills:** combining technical skill with reading the situation and decision making.
- **communication:** dimensions of communication and the six step model of communication in sport. Why is communication sometimes ineffective? Coaching style and communication.
- **practicum:** students will work under a head coach or recreational leader to complete a minimum of 20 volunteer hours as a sport coach.

Content – Elaborations

- **signs:** the visual aspects to a sport injury.
- **symptoms:** the sensations reported by the injured athlete.
- **musculoskeletal anatomy and physiology:** major bones, muscles, connective tissue and joints; also the basic functions of these features.
- **challenge zone:** knowing how to adapt an activity to balance challenge with ability in order to maximize student success and potential.
- **Concepts of coaching:** coaching styles, coaching for character, communication, games approach, skills and tactical skills.
- **Physical training basics:** energy fitness, muscular fitness and the basics of periodization.

Recommended Instructional Components:

- Direct Instruction
- Demonstrations
- Modelling
- Simulations
- Student-in-Role
- Peer teaching
- Experiential Learning
- Reflective Writing

Recommended Assessment Components:

- Journaling
- Peer Assessment
- Self-Assessment
- Performance Assessment
- Oral Presentations
- Quizzes and Exams


Learning Resources:

- National Coaching Certification Program (NCCP): [Fundamental Movement Skills](#)
- **High Five Recreational Leadership:** [Principles of Healthy Childhood Development](#) & [High Five Sport](#)
- **SportMed BC:** [Sport First Aid Level 1 & Athletic Taping Level 1](#)
- Canadian Red Cross: [CPR guidelines and Automated External Defibrillator \(AED\) course](#)


Additional Information:

None

June 2021

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8 Board of Education Meeting, Virtual, Golden, Windermere and Kimberley locations 6:00 pm In-Camera 7:00 pm Regular	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29 Last Day of School for Students!	30 Administrative Day for Teachers			

September 2021

	Mon	Tue	Wed	Thu	Fri	Sat
			1 Upfront Professional Development Days	2 Upfront Professional Development Days	3 Upfront Professional Development Days	4
5	6 	7 First Day of School for Students Labour Relations Committee meeting, teleconference 8:30 am	8	9	10	11
12	13	14 Board of Education Meeting, McKim Middle School 6:00 pm In-Camera 7:00 pm Regular	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		