

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

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

Location: Selkirk Secondary School

Date: April 12, 2022

Time: 7:00 p.m.

1. CALL TO ORDER

2. ACKNOWLEDGEMENT OF TERRITORY

3. APPROVAL OF AGENDA

4. APPROVAL OF THE MINUTES OF PRIOR MEETINGS

4.1 Regular Board meeting of March 8, 2022

4.2 Synopsis of in-camera meeting of March 8, 2022 (Alan Rice)

5. PRESENTATIONS/DELEGATIONS

6. MATTERS ARISING FROM THE MINUTES

7. STRATEGIC AND POLICY ISSUES

7.1 Policy Development (Steve Wyer)*

7.1.1 Third Reading

7.1.1.1 Policy 1400

7.1.1.2 Policies from section 3000 in policy manual

7.1.1.3 Policy 6000

7.1.1.4 Policy 8800

7.1.2 Second Reading

7.1.2.1 Policy 8000

7.1.2.2 Policy 8600

7.1.3 First Reading

7.1.3.1 Policy 1300

7.1.3.2 District Practice 5225

7.1.3.2 Communications and media relations policy

8. OPERATIONAL ISSUES

- 8.1 Capital Bylaw – Minor capital approval (Alan Rice)*
- 8.2 2022-23 amended school calendar (Steve Wyr)*
- 8.3 2022-23 Board of Education meeting and site visit calendar (Karen Shipka)*
- 8.4 JUSTB4 expression of interest (Viveka Johnson and Crystal MacLeod)*

9. REPORTS

- 9.1 Budget utilization and 2022-23 budget planning (Alan Rice)*
- 9.2 Policy 6300, staff use of school facilities (Steve Wyr)*
- 9.3 Technology update (Trent Dolgopol)*
- 9.4 District vice principals update (Steve Wyr)*
- 9.5 Before and after school survey results (Viveka Johnson and Crystal MacLeod)*
- 9.6 Electric bus update (Steve Jackson and Al Ure)*
- 9.7 BC School Trustees Association (Jane Fearing)
- 9.8 BC School Trustees Association, Kootenay Boundary Branch (Jane Thurgood Sagal)
- 9.9 BC Public Schools Employers Association (Sandra Smill / Jane Thurgood Sagal alt)

10. INFORMATION ITEMS

- 10.1 April and May 2022 calendar*

11. FORTHCOMING EVENTS

- 2022.04.21-24 BCSTA Spring Forum, Vancouver
- 2022.04.26 Policy Committee Meeting, Teleconference, 4:30 p.m.
- 2022.05.03 Labour Relations Committee Meeting, Teleconference, Time TBD
- 2022.05.07 Board Working Session, Invermere, 8:30 a.m.
- 2022.05.10 Board of Education Meeting, Lady Grey Elementary School
 - In-Camera 6:00, p.m.
 - Regular Meeting, 7:00 p.m.

12. QUESTIONS FROM THE PUBLIC

13. ADJOURNMENT

* attachment



POLICY 1400

FRAMEWORK FOR ENHANCING STUDENT LEARNING

POLICY:

The Board of Education recognizes its responsibility to work together with education partners to enhance the learning and success for all students in School District 6 (Rocky Mountain). To that end, and in response to the authority of the Minister of Education to require school districts to establish policies for planning, reporting and capacity building through Sections 8.3 and 81 of the School Act, the Board of Education sets out a local framework for enhancing student learning. This framework reflects a public commitment by education partners to work together to continuously improve student learning in relation to intellectual, human, social and career development as outlined in Statement of Education Policy Order (Mandate for the School System) OIC1280/89. The framework seeks to align local practice with provincial K-12 accountability requirements and other ongoing transformation efforts (curriculum, assessment, reporting). This framework replaces previous mandatory planning, reporting and accountability requirements, specifically Superintendents' Reports on Student Achievement.

The Framework for Enhancing Student Learning...

- Reflects the [Ministry of Education mandate - Educated Citizen](#)
- is to be grounded in the belief that all education partners are responsible for student learning, with each having unique responsibilities.
- is to bring a system-wide focus on student learning, to ensure each student in the district achieves his or her full potential.
- is to be designed to be meaningful, impactful, flexible, realistic, and sustainable.
- is to address differences in performance among particular groups of students, most notably Indigenous students, children in care, and students with diverse abilities.
- is to be strength, support-, evidence-, and results-based.
- is to reflect a system-wide commitment to continuous improvement and life-long learning.
- is to reflect our local context.
- is to utilize existing structures and build new ones as required to support provincial and local priorities for enhancing student learning.
- is to build public confidence in our work as a District.

DISTRICT PRACTICE <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

REFERENCES: The School Act (Sections 8.3 and 81) Statement of Education Policy Order – OIC 1280/89

ADOPTED: DATE
Amended:



POLICY 3000

**BUDGET DEVELOPMENT FINANCIAL
PLANNING, MONITORING AND
REPORTING**

POLICY:

The Board of Education “Board” recognizes its responsibility for the effective use of public funds in providing the best possible education to the students in the communities it serves. The Board has a duty to govern the district in a fiscally responsible manner, while carrying out the strategies required to achieve its goals.

The annual operating budget is ~~a financial plan~~ aligned with the three-year financial plan that the Board must develop, implement and provide to the Ministry reflecting the implementation and maintenance of the Board’s educational and operational objectives. The financial allocations included in the budget should be consistent with the strategic directions identified in the Board’s Strategic Plan and the three-year financial plan.

In accordance with Section 156(12) of the School Act, the Board must not incur a deficit of any kind unless the Board has approval of the Minister of Education or meets criteria prescribed by order of the Minister of Education. The Budget Transparency and Accountability Act, that applies to school districts, provides further guidance on enhancing accountability and transparency.

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Under Section 156(1) of School Act, the Board is required to maintain budgetary control over expenditures, develop an annual budget and submit it to the Ministry of Education in a prescribed form at the time required by the Minister of Education.

A budget reflects the best estimate of planned revenues and expenses as of a point in time. Salary and benefit increases, inflation and other estimated changes must be budgeted. In addition, the budget must include all recurring and one-time revenues and expenditures for the full fiscal year.

AUTHORITY

The Board authorizes the Superintendent and the Secretary Treasurer to develop and implement all procedures required for the development and monitoring of budgets.

RESPONSIBILITIES FOR MANAGING THE BUDGET

The Superintendent and the Secretary Treasurer are delegated responsibility for the overall management of the educational and operational programs that are supported by the annual budgets. The Secretary Treasurer is specifically responsible for the financial management of the budget, and all financial reports.

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POLICY 3000

**~~BUDGET DEVELOPMENT~~ FINANCIAL
PLANNING, MONITORING AND
REPORTING**



DISTRICT PRACTICE 3000
BUDGET DEVELOPMENT,
MONITORING FINANCIAL PLANNING
AND REPORTING

DISTRICT PRACTICE:

BUDGET AND FINANCIAL PLAN DEVELOPMENT

Annual budgets shall be developed based on instructions received from the Ministry of Education. At the beginning of each budget development cycle, the Secretary Treasurer, in collaboration with the Superintendent, shall prepare and present, to the Finance and Audit Committee a recommendation to the Board, for final approval of the budget development plan or budget process.

The original annual budget and 3-year financial plan form the financial planning process and are aimed at ensuring transparency and accountability for the development of the financial forecast of the school district. The process shall include a proposed schedule of engagement activities to sharing the Board's budget information with partner groups and the public as well as receiving budget balancing proposals and feedback on proposed budget balancing options. The schedule of engagements activities will be posted on the school district website.

The three-year financial plan will build a financial strategy to complete longer-term initiatives and shall include the following:

- Three year enrolment estimates.
- Alignment with the Framework for Enhancing Student Learning to ensure funds are allocated for the improvement of student learning.
- Opportunities for local First Nations, Métis Community, partner groups and the public to provide input into the development.

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The annual budget process ~~for the development of original (preliminary) budgets shall include the following~~ utilizes the components from the three-year financial plan to clarify the funding commitments for the given year. The annual budget shall include the following:

- Proposed preliminary budget including base budget estimates and detailed proposed budget balancing proposals presentation.
- Opportunities for local First Nations, Métis Community, partner groups and the public to provide input in budget development.
- Preliminary budget including detailed budget balancing proposals presentation.

Board approved preliminary, amended budget and financial planning documents shall be posted on the school district website.

POLICY 3000 ~~BUDGET DEVELOPMENT-MONITORING~~ FINANCIAL PLANNING AND REPORTING

ADOPTED: 2022
Amended:



DISTRICT PRACTICE 3000

**BUDGET DEVELOPMENT,
MONITORING FINANCIAL PLANNING
AND REPORTING**

POLICY 3000 ~~BUDGET DEVELOPMENT MONITORING~~ FINANCIAL PLANNING AND REPORTING

ADOPTED: 2022

Amended:



DISTRICT PRACTICE 3000

**BUDGET DEVELOPMENT,
MONITORING FINANCIAL PLANNING
AND REPORTING**

In the development of the annual budget, the following must be observed:

- The budget for any fiscal year shall not deviate materially from the Board's policies and strategic priorities.
- Annual recurring expenditures must not be funded from non-recurring revenues.
- Revenues and expenditures must be projected in a manner that avoids fiscal jeopardy.
- Ancillary programs and activities must be operated to cover all direct and indirect operating costs.
- The Board shall not proceed with major building projects unless funding for the full capital and operating costs has been identified.

POLICY 3000 ~~BUDGET DEVELOPMENT MONITORING~~ FINANCIAL PLANNING AND REPORTING

ADOPTED: 2022

Amended:



DISTRICT PRACTICE 3000

BUDGET DEVELOPMENT, MONITORING FINANCIAL PLANNING AND REPORTING

BUDGET IMPLEMENTATION, MONITORING AND REPORTING

The Superintendent and the Secretary Treasurer are responsible for the communication and the implementation of the Board approved budget.

The budget is a “living” document. To this end the Board, through policy, intends to provide appropriate flexibility in budget management to enable the senior leadership team to maximize the use of fiscal resources while exercising effective budget control.

The Secretary Treasurer or designate is authorized to approve budget transfers within the Board approved budget in order to facilitate meeting contractual obligations, statutory requirements, approved staffing complement, or ~~approved~~ educational/operational objectives which have been approved and align with the three-year financial plan.

Permanent budget transfers that are not formula driven and result in increased or decreased staffing levels must be approved by the Board. In addition, budget transfer requests that would materially alter the Board approved fiscal plan must be approved by the Board.

Under the approval of the Secretary Treasurer, expenditure estimates may be exceeded where directly related revenue sources fully provide for the increased expenditure.

Unless otherwise instructed by the Board, monthly financial reports shall be presented to the Board providing a summative status of the performance against budget. Reporting will include an analysis and explanation of significant budget variances.

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POLICY 3000 BUDGET DEVELOPMENT MONITORING FINANCIAL PLANNING AND REPORTING

ADOPTED: 2022

Amended:



DISTRICT PRACTICE 3000

**BUDGET DEVELOPMENT,
MONITORING FINANCIAL PLANNING
AND REPORTING**

The Board will use the existing Ministry of Education financial planning and reporting requirements to demonstrate how financial resources are used to support the strategic planning and operational needs, including enhancing student educational outcomes. The Board will use the Financial Statement Discussion and Analysis Report to annually report on boards' progress towards meeting board objectives as outlined in the three-year financial plans.

POLICY 3000 ~~BUDGET DEVELOPMENT MONITORING~~ FINANCIAL PLANNING AND REPORTING

ADOPTED: 2022

Amended:



POLICY NO. 3100
TENDERING OF AUDIT SERVICES

POLICY:

The Board of Education believe that audit services should be tendered in an attempt to ensure that it is receiving the best service available at a competitive rate.

DISTRICT PRACTICE 3100 TENDERING OF AUDIT SERVICERS
REFERENCES:

ADOPTED: February 8, 2000
Amended: January 9, 2018, January 2020



DISTRICT PRACTICE 3100
TENDERING OF AUDIT SERVICES

DISTRICT PRACTICE:

1. At least once every three years the School District’s auditing service may be placed on tender, subject to the recommendation of the Finance and Audit Committee and the approval of the Board of Education.
2. In addition to cost, in selecting the successful firm, consideration will be given to previous service to the school district or other school districts, locality, reputation, and availability of otherservices.
3. The Secretary Treasurer shall make a recommendation to the Board of Education, as a result of the tendering process, as to the appointment of auditor.

POLICY. 3100 TENDERING OF AUDIT SERVICES

ADOPTED: February 8, 2000

Amended: January 9, 2018, January 2020



POLICY 3200 ACCUMULATED OPERATING SURPLUS

POLICY:

The Board of Education “Board” is responsible for ensuring fiscal stability, continuous measurement of the district’s financial health, and protecting against unforeseen circumstances which could negatively impact the education of students.

This policy establishes the Board’s objectives in terms of its accumulated operating surpluses. Accumulated operating surpluses are the result of spending less than the revenue that the district earned. The Ministry *Accumulated Operating Surplus Policy (AOS)* clarifies that a “reasonable” operating surplus should be the objective so that a public reader understand that surplus (funds meant for services to students) does not take away from student programs and services. Accumulated operating surpluses are an indicator of financial health in that they represent the net resources that can be used to provide future services, support educational goals, and mitigate short-term volatility.

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The Framework for Enhancing Student Learning (Framework) directs the Board to develop and implement a multi-year strategic plan that is aimed at improving educational outcomes for students. The Financial Planning and Reporting Policy directs the Board to develop multi-year financial plans that identify how resources and operational funding will support their strategic plans.

The Ministry AOS Policy should be read in conjunction with the AOS Policy Companion Guide that provides guidelines and resources to help boards to operationalize their local AOS Policies to meet Ministry policy directives.

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The financial plans and budgets, including the use of operating surplus, should clearly identify how they support strategic plans and other operational priorities of the school district including enhancing student outcomes. The Board must follow the guidelines and rules prescribed in the Accounting Practices Order and the School Act that describe the conditions under which surplus can be accumulated, restricted, used and transferred.

GUIDING PRINCIPLES

The following guiding principles form the basis for this policy:

- Healthy surplus levels are important in achieving educational goals including financial health and stability.
- Actual surplus balances need to be considered in regard to other school districts, especially those with similar rural and remote context, on an ongoing basis to gauge whether financial health is being achieved.

DISTRICT PRACTICE 3200 ACCUMULATED OPERATING SURPLUS

ADOPTED: May 8, 2018
Amended: XXX 2022



POLICY 3200
ACCUMULATED OPERATING
SURPLUS

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- Surplus goals need to be consistent with, and aligned to realistic longer-term financial plans (5 Year Capital Plans and the Long-Term Facility Plan), and the goals of the District Strategic Plan in context of the supporting strategic objectives.
 - Provide a contingency for financial risk, unexpected costs, and unforeseen circumstances.

DISTRICT PRACTICE 3200 ACCUMULATED OPERATING SURPLUS

ADOPTED: May 8, 2018
Amended: XXX 2022



DISTRICT PRACTICE 3200
ACCUMULATED OPERATING SURPLUS

DISTRICT PRACTICE:

The Secretary Treasurer shall be responsible for:

1. Recommending the appropriate balances to be maintained in the internally restricted, contingency reserve and unrestricted accumulated operating surpluses.
2. Recommending any increases/decreases and transfers to/from the operating surplus. Approval by the Board shall be through the district's annual budgeting process.
3. Recommending any revisions or amendment to this policy, as may be required from time to time, as a result of changes in Ministry of Education (Ministry) directives, accounting standards or economic conditions.
4. Present in the annual budgeting process transfers to local capital which are sufficient to allow efficient replacement or acquisition of assets consistent with the school district's capital plan. Transfers to local capital should be authorized through the budget bylaw or by separate board motion. They should be supported by a planned use of the local capital balance.
5. Present any transfer of funds between the operating fund and the capital fund not included in the district's annual budgeting process to the Finance and Audit Committee and for approval by the Board.
6. Reporting to the public and Board.

INTERNALLY RESTRICTED

The accumulated operating surplus built up in the district's operating fund that has been designated for specific uses. The following are examples of internally restricted categories:

1. Internally restricted due to nature of constraints on the funds. In recognition of some monies having constraints as to how they can be spent, funds may need to be internally restricted at the end of the fiscal year. Funds with external restrictions are to be included in Special Purpose Funds. Examples of categories are as follows:
 - Contractual obligations; and
 - ~~Aboriginal Indigenous~~ education spending target; and,
 - ~~Education plan.~~

POLICY 3200 ACCUMULATED OPERATING SURPLUS

ADOPTED: May 8, 2018
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DISTRICT PRACTICE 3200
ACCUMULATED OPERATING SURPLUS

2. Internally restricted due to anticipated unusual expenses identified. To support effective planning, there may be situations where district management has identified unusual non-recurring expenses anticipated to be spent in the upcoming fiscal year that will not be funded by revenues of that year. Examples of categories (one-time expenses) are as follows:
 - Exempt staff compensation;
 - Staffing and labour relations;
 - Employee benefits;
 - Anticipated severance; and
 - Implementation of new curriculum.
3. Internally restricted due to operations spanning ~~the current~~ multiple school years:
 - Future years operations (not beyond the next two fiscal years);
 - Schools and department surpluses and carry-forwards (not beyond the next two fiscal years);
 - Distributed learning and international student programs;
 - Operating projects in progress;
 - Technology, financial software transition, utilities, equipment and capital projects not specifically identified for specific initiatives; and
 - Strategic planning in context to the long-term facilities plan.

CONTINGENCY RESERVE OR UNRESTRICTED OPERATING SURPLUS

A portion of unrestricted surplus established to mitigate any negative impact that short-term volatility or emergent needs might cause.

1. Upon review of the annual financial statements, the Board will restrict a portion of accumulated operating surplus for the purpose of forming a contingency reserve.
2. The contingency reserve will be sufficient to reduce, to an appropriate level, financial forecast risk and/or unforeseen circumstances.
 - a. For major emergent operating situations. Such emergent situations cannot be anticipated and budgeted for (inclement weather, forest fires, and major equipment failure) and it may not be feasible to absorb the cost of such events in other budget areas in any given year.

POLICY 3200 ACCUMULATED OPERATING SURPLUS

ADOPTED: May 8, 2018
Amended: XXX 2022



DISTRICT PRACTICE 3200
ACCUMULATED OPERATING SURPLUS

- b. For one-time and intermittent projects. The school district undertakes certain one-time and/or intermittent projects that are larger in terms of costs. If these projects were funded from annual per-pupil based operating grants from the Ministry, annual fluctuations in educational service levels may result; therefore, it is not prudent to fund these projects from current annual per-pupil based operating grants from the Ministry.
 - c. To offset unrealized revenues. Some of the school districts revenue sources (International Student Program, facility rentals) are cyclical in nature and thus are subject to downturns in the economy. The school district tries to anticipate economic downturns by budgeting for a base dollar amount of these revenues in its general operations. Despite its best efforts, the school district is exposed to the possibility of unrealized revenues and/or declines in base revenues from year to year. It is not always possible to count on budgetary savings or other revenues to offset these shortfalls.
3. If accumulated operating surplus available and restricted for the purpose of the contingency reserve is not sufficient, the Board will allocate additional funds from the annual budget of the subsequent fiscal year to increase the contingency reserve.
 4. The contingency reserve is to be used only to fund additional cost pressures that result from circumstances beyond the school district's control, or, with the Board's approval, in response to unforeseen circumstances.
 5. When use of the contingency reserve reduces the balance below what is determined to be sufficient, the Board will adopt strategies for replenishing the contingency reserve within an appropriate timeframe.

~~UNRESTRICTED~~

~~The accumulated operating surplus built up in the school district's operating fund that has not been designated for specific uses.~~

~~1-6.~~ The school district needs to maintain unrestricted operating surplus balances for working capital purposes to maintain operating expenditures before operating grants from the Ministry are received.

~~2-7.~~ Maintaining minimum working capital levels eliminates or reduces the need to borrow externally and/or internally for operations.

~~8.~~ The school district may also require emergency funds from time to time, from its unrestricted operating surplus balance, for unforeseen costs.

~~3.~~

POLICY 3200 ACCUMULATED OPERATING SURPLUS

ADOPTED: May 8, 2018
Amended: XXX 2022

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DISTRICT PRACTICE 3200
ACCUMULATED OPERATING SURPLUS

4.9. The amount of Unrestricted Operating Surplus at the end of a fiscal year should be no less than 1% and no more than 3% of total operating budget.

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POLICY 3200 ACCUMULATED OPERATING SURPLUS

ADOPTED: May 8, 2018
Amended: XXX 2022



DISTRICT PRACTICE 3200
ACCUMULATED OPERATING SURPLUS

RESTRICTED FOR FUTURE CAPITAL COST SHARE

To support major capital projects that are identified in the board’s 5-year Capital Plan, and approved by the ministry for concept plan or business case development, boards may restrict operating surplus to satisfy capital project cost share expectations at the time the project is brought forward for funding approval.

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ACCUMULATED DEFICITS

Under section 156(12) of the School Act, a board must not incur a deficit of any kind unless the board has the approval of the minister or meets criteria prescribed by order of the minister. The criteria for incurring a deficit is prescribed in Section 3 of the Accounting Practices Ministerial Order.

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Consistent with this primary and secondary legislation, under ministry policy, a request to incur an accumulated operating deficit will only be approved if it is submitted by the board chair, or on a motion from the board and only if the board can explain why the accumulated deficit has been incurred. The board must not have a history of multi-year accumulated deficits, must have retired any previous accumulated deficits as required by the ministry, and must:

- Indicate the nature of the accumulated deficit;
- Demonstrate how the accumulated deficit will be repaid (generally within one to three years);
- Indicate the percentage that the accumulated operating deficit is under budgeted expenditures;
- Have appropriated, to the current year, all accumulated surplus from prior years; and
- Submit a deficit retirement plan.

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The minister may seek additional information to evaluate a board’s request if the board does not meet the above criteria. Approval will be considered on a case-by-case basis. The minister may specify terms or conditions directly related to the retirement of the deficit prior to approving the request (e.g., that a debt be retired at a minimum of 1/3 the total debt over a three-year period). The minister will require audited financial statements to approve the accumulated deficit.

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PLANNING, REPORTING AND COMMUNICATION TO PUBLIC

1. The Board will provide opportunities for local First Nations, Métis Community, partner groups and the public to provide input through the three-year financial plan and budget development process to allow consultation on the accumulated operating surplus. The engagement process and the accumulated operating surplus documents will be provide on the school district’s website.

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POLICY 3200 ACCUMULATED OPERATING SURPLUS

ADOPTED: May 8, 2018
Amended: XXX 2022



DISTRICT PRACTICE 3200
ACCUMULATED OPERATING SURPLUS

- 1.2. Accumulated Operating Surplus balances and changes will be reported in the Annual Financial Statements.
- 2.3. The District must provide the Ministry with an annual report on the budget allocation decisions (including operating surplus and local capital) demonstrating that approved allocations support boards' strategic objectives. Appendix A will be used to report on operating surplus and Appendix B to report on Capital surplus.
- 3.4. To ensure the Ministry receives all information relevant to operating surplus the Secretary Treasurer will provide additional information explaining how the funds were accumulated and how the operating surplus will be used through the Financial Statement Discussion and Analysis (FSD&A). The FSD&A will explain how operating surplus was used to support Board strategic plans.

POLICY 3200 ACCUMULATED OPERATING SURPLUS

ADOPTED: May 8, 2018
Amended: XXX 2022



POLICY 3300
GRANT APPLICATIONS

POLICY:

The Board of Education of School District No. 6 (Rocky Mountain) recognizes that the resources to fully fund public education in the K – 12 sector are the responsibility of the provincial government through the Ministry of Education. However, in order to provide enhanced or enriched educational opportunities for students or develop positive relationships with the community, the Board may seek or accept external funding through donations or grants.

DISTRICT PRACTICE 3300 GRANT APPLICATIONS

ADOPTED: May 14, 2019
Amended: March 10, 2020



DISTRICT PRACTICE 3300 GRANT APPLICATIONS

DISTRICT PRACTICE:

1. The District or schools may apply for grants from foundations and/or granting agencies by submitting an application providing that the proposed project/activity:
 - a) is consistent with the values, goals, directions of the school and District;
 - b) responds to a clearly understood educational need;
 - c) supports and does not undermine, either implicitly or explicitly, existing programs;
 - d) is beneficial to the school and/or community;
 - e) does not directly benefit in a material way an individual student or staff member;
 - f) does not require matching District funds unless prior approval from the Board has been obtained (school-generated funds can be used for matching requirements);
 - g) is subject to District procedures regarding accounting and tax receipts; and
 - h) neither exploits a captive audience nor exerts direct pressure to compel students, parents or the school community to support any commercial enterprise.
2. Principals may commit to grant applications in aggregate for a single project for up to \$5,000 and manage the project locally. Any grant submissions in aggregate for a single project for greater than \$5,000 must come to the Secretary Treasurer (or designate) for consideration and will be managed at the District level.
3. Only Principals (up to \$5,000), the Secretary Treasurer or the Superintendent may sign grant applications on behalf of the school or the District. **All** contracts in the name of the District must be executed by approved representatives of the District (i.e., Secretary Treasurer, Superintendent or designate).
4. Use of the District's charity number will be limited to those grants for which the District, school, or an intermediary (an agent or contractor) is an applicant and the District is the beneficiary.
5. School Parents' Advisory Council (PAC) or District Parents' Advisory Council (DPAC) should work with the school Principal or Superintendent prior to applying for grants that will impact the school/District. This will help ensure that if the grant is received, the school/District will support the project's implementation.



POLICY 3400

FEES FOR EDUCATION PROGRAMS

POLICY:

The Board of Education shall provide free of charge to every student, of school age, resident in the district and enrolled in an education program, to meet the general requirements for graduation set out in the [Ministerial Order M302/04](#):

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

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

Fees may be charged for non-education programs for such items as Students' Council, agenda books and lockers.

To ensure that fees do not become a barrier to student participation in educational programs, schools will establish fair, sensitive and confidential procedures which will allow participation by students who would otherwise be excluded due to financial hardship.

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

DISTRICT PRACTICE 3400: FEES FOR EDUCATIONAL PROGRAMS

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

ADOPTED: Nov. 1997
Amended: Feb. 2021



DISTRICT PRACTICE 3400

FEES FOR EDUCATION PROGRAMS

DISTRICT PRACTICE:

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

POLICY 3400: FEES FOR EDUCATIONAL PROGRAMS

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

ADOPTED: Nov. 1997
Amended: Feb. 2021



POLICY 3800

EXPENSES ON BOARD OF EDUCATION BUSINESS

POLICY:

The Board of Education (“Board”) recognizes that there are occasions when Trustees and other personnel in the District are required to travel within and outside the District in the performance of their duties. Where a Trustee, an employee, or other persons, approved by the Board or its senior leadership team, incur out-of-pocket expenses in the performance of such duties, the Board agrees to make reimbursement consistent with the regulations contained herein. The rate will be updated in accordance with the Rocky Mountain Teachers’ Association collective agreement.

POLICY 3800 EXPENSES ON BOARD OF EDUCATION BUSINESS
FORM 3800.1 EXPENSE CLAIM FORM – STAFF
FORM 3800.2 EXPENSE CLAIM FORM – SENIOR LEADERSHIP TEAM

ADOPTED: February 1996

Amended: March 2001, March 2003, June 2006, April 2011, April 2016, January 2017, April 2017, May 2018, April 2019, March 2020, June 2020, September 14, 2021



DISTRICT PRACTICE 3800
EXPENSES ON BOARD OF
EDUCATION BUSINESS

DISTRICT PRACTICE:

1. Information Regarding Claiming Expenses When Traveling:

Receipts

The School District will provide reimbursement for the expenses incurred in the course of District business. The School District will not provide reimbursement for alcoholic beverages. **Receipts are required for all expenses except meals where the meal allowance is claimed** (meal allowances cannot be claimed when meals are provided during the event/activity). All receipts must indicate that the amount claimed has been paid including the detail of the items consumed. Personal expenses must not be included on receipts. If paid by credit card, the receipt or comparable proof of payment (i.e. copy of credit card statement) must be attached. Do not include expenses which were paid for other persons accompanying the individual. Each person must claim their own expenses.

Tips

Tips to a maximum of 15% of the cost of the meal, as per the cost limits outlined in section 4 below, may be claimed with proof of payment. If there is a desire to tip more than 15% the additional cost will be covered by the individual personally.

2. Mode of Transportation

The most economical method must be utilized considering travel time during the workday and other allowances eligible within this policy. If an individual opts to use their ~~own~~ own vehicle rather than travel by commercial transport, they may will claim the equivalent airfare if the cost is less. Meals, overnight costs and any other charges may only be claimed in accordance with what they would have been if they had travelled by air. Travelers must minimize interruption to learning when making travel arrangements.

2.1 By Car

Reimbursement is set at the rate ~~of \$.58~~ per kilometer as defined the BCTF/RMTA collective agreement. Where possible, carpooling should be used. Receipted parking charges will be reimbursed.

2.2 By Air

Receipts or tickets must be attached for airfare.

2.3 By Ferry

Receipts are required when vehicles are used. (Walk-on passengers do not need to submit a receipt.)



DISTRICT PRACTICE 3800
EXPENSES ON BOARD OF
EDUCATION BUSINESS

2.4 By Taxi

The most economical method of transportation should be used where possible (e.g. airport bus). If taxis must be used, please attach receipts.

3. Accommodation

- Individuals who stay with a friend or relative may claim \$30.00 per night without a receipt.
- Please ask for government rates when making hotel reservations.
- Hotel bills are required as proof of payment.
- If family is travelling with the individual, only the single rate ~~can be charged~~ will be reimbursed for hotel stays.

4. Meals When Traveling for Board Business

- Employees are only eligible to claim meals when they are traveling for Board business outside of their regular duties.

4.1 Out of District:

FULL DAY	\$60.00
Breakfast	\$16.00
Lunch	\$19.00
Dinner	\$25.00

4.2 In District (out of zone travel only):

FULL DAY	\$47.00
Breakfast	\$13.00
Lunch	\$15.00
Dinner	\$19.00

4.3 On the Day of Departure (out of zone travel only):

- To claim breakfast - leave before ~~7:00~~ 6:30 a.m. and be away for more than 4 consecutive hours.
- To claim lunch - leave before ~~12:11:00 noon~~ 12:00 p.m. and be away for more than 4 consecutive hours.
- To claim dinner - leave before ~~64:00~~ 6:00 p.m. and be away for more than 4 consecutive hours

* for Kimberley Zone-based employees, travel to Cranbrook is considered to be "in-zone".

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**DISTRICT PRACTICE 3800
EXPENSES ON BOARD OF
EDUCATION BUSINESS**

5. Miscellaneous Expenses

Telephone calls, internet charges, courier bills, photocopying charges, etc. may be claimed if they are directly related to district business.

6. Trustee Travel in District

Trustees will only be able to claim for travel within the District which occurs when travelling outside of their zone.



POLICY 6000
COMMUNITY USE OF SCHOOL DISTRICT PROPERTY AND FACILITIES

POLICY:

It is the policy of the Board of Education (“Board”) to allow the use of school facilities and/or grounds for community purposes subject to the following guidelines and in accordance with the associated district practice.

School functions take precedence over all others and any use of facilities and/or grounds which may interfere with school instructional time will not be permitted.

The following are the priorities for the use of school facilities:

- (a) Staff use
- (b) College Use
- (c) Cultural and recreational events organizations and clubs (non-profit)
- (d) Commercial enterprises

Note: Joint use agreements between the District and other bodies/institutions supersede this policy.

The use of school facilities and grounds will be discouraged if other suitable facilities and grounds are available in the community.

DISTRICT PRACTICE 6000 COMMUNITY USE OF SCHOOL DISTRICT PROPERTY AND FACILITIES
FORM 6000 COMMUNITY USE OF SCHOOL DISTRICT PROPERTY AND FACILITIES

ADOPTED: Feb.1999

Amended: Feb. 2000, Mar. 2003, Jun. 2006, Jun 2008, Feb. 2010, May 2013, Oct. 2015, Jan. 2020



DISTRICT PRACTICE 6000
COMMUNITY USE OF SCHOOL
DISTRICT PROPERTY AND
FACILITIES

DISTRICT PRACTICE:

1. BOOKING FACILITIES

- 1.1 The principal or the principal designate will be responsible for booking all activities in the school. All users will be required to sign the appropriate application form prior to use of facility. These forms are available at the school.
- 1.2 All facilities should be booked at least two weeks in advance of the event.
- 1.3 Schools will not be used, except with the approval of the Director of Operations or Operations Supervisor during the following periods: Christmas break, spring break, and summer break, in order to facilitate maintenance and cleaning. Those wishing to book facilities during these periods should submit their request one month in advance.

2. CONDITIONS

- 2.1 Groups booking school facilities will be required to have appropriate liability insurance and provide proof of insurance where required.
- 2.2 Smoking, vaping or the use of tobacco products is not permitted in School District buildings or on School District property.
- 2.3 Alcohol is only permitted on District property if permission is obtained from the Board of Education. A copy of a valid liquor license must be provided to the District Administration Office.
- 2.4 No person except a District employee authorized by the school's principal or the Director of Operations will be given keys or alarm combinations to the school.
- 2.5 On regular scheduled school days, a District employee shall be in attendance when school facilities are being used. An approved permit may need to be presented.
- 2.6 When school is not in session, a District employee will be called to open, close and clean the facility, as necessary. The user group will pay the cost of this call-out.
- 2.7 Groups using school facilities will be responsible for the costs of:
 - (a) rental of the facility, if applicable (see Schedule of User Fees);
 - (b) cleaning of the facility to a standard required by the Director of Operations or designate;

POLICY 6000 COMMUNITY USE OF SCHOOL DISTRICT PROPERTY AND FACILITIES
FORM 6000 COMMUNITY USE OF SCHOOL DISTRICT PROPERTY AND FACILITIES

ADOPTED: Feb.1999

Amended: Feb. 2000, Mar. 2003, Jun. 2006, Jun 2008, Feb. 2010, May 2013, Oct. 2015, Jan. 2020



DISTRICT PRACTICE 6000
COMMUNITY USE OF SCHOOL
DISTRICT PROPERTY AND
FACILITIES

- (c) damage to school property caused by the use of the facility by the user group;
- (d) alarm call-outs caused by members of the user group;
- (e) supervision of the facilities used and seeing that the members of the user group remain in the rented area;
- (f) seeing that all equipment approved for use is returned to its rightful place; and
- (g) any extra services that are required by the user.

- 2.8 The user group shall provide proper supervision to safeguard school property and will ensure that all policies and district practices of the District and the fire marshal are complied with.
- 2.9 The use of street shoes, or other footwear which could damage gym floors, is prohibited.
- 2.10 No equipment may be borrowed and removed from school property or used within the school by outside groups or individuals without the principal's approval or, in their absence, the principal designate.
- 2.11 Where special equipment such as projectors, video conference system, public announcement systems, or stage lighting are required, a trained operator must be in attendance.
- 2.12 The principal has the authority to refuse any group or organization the use of school facilities.

POLICY 6000 COMMUNITY USE OF SCHOOL DISTRICT PROPERTY AND FACILITIES
FORM 6000 COMMUNITY USE OF SCHOOL DISTRICT PROPERTY AND FACILITIES

ADOPTED: Feb.1999

Amended: Feb. 2000, Mar. 2003, Jun. 2006, Jun 2008, Feb. 2010, May 2013, Oct. 2015, Jan. 2020



POLICY 8800

FRENCH PROGRAMMING

POLICY:

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

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

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

DISTRICT PRACTICE <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

REFERENCES: LIST AND HYPERLINK APPROPRIATE REFERENCES

ADOPTED: DATE
Amended:



DISTRICT PRACTICE:

1. CORE FRENCH (FRENCH AS A SECOND LANGUAGE)

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

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

Thinking and Communicating

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

Personal and Social Awareness

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

2. FRENCH IMMERSION

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



DISTRICT PRACTICE 8800

FRENCH PROGRAMMING

graduate program, can be expected to provide students with functional bilingualism by the time they graduate.

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

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

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

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

3. INTENSIVE FRENCH

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

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



DISTRICT PRACTICE 8800

FRENCH PROGRAMMING

Program entry at grade 6:

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

- (a) A letter will be sent to all parents of grade 5 students within the zone in February of each school year explaining the program and the registration procedures.
- (b) There will be a deadline set for registration to the program. If more than 28 registrations for the program are received by the deadline, a lottery will be held to determine the students who will participate in the program. If this occurs, a waiting list for the program will be formed, according to the order in which the names were drawn after the class limit of 28 had been reached in the lottery.
- (c) In Windermere zone, each school will have a quota of seats out of the available 28 according to the number of students in grade 5 in the zone. Unused spaces are to be filled by lottery if necessary.
- (d) Siblings of students already enrolled in the program, **currently or graduated**, will not be included in the lottery but will have space in the program if a registration form is received by the deadline (a sibling is defined as one of two or more individuals having one common parent, or for whom parents have legal guardianship).
- (e) Late registrations will be placed on the wait list in the order that they are received.
- (f) Schools are required to inform parents of the opportunity to stay on the waiting list. However, in consideration of language acquisition challenges and student learning needs, entry into the program is closed after September 30 in each school year.

Program entry after grade 6:

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

Program Exit:

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

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

POLICY 8800 French Programming
FORM <INSERT HYPERLINK>

ADOPTED: June 2011
Amended: June 2016, June 2017, March 2021



DISTRICT PRACTICE 8800
FRENCH PROGRAMMING

Graduation

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

POLICY 8800 French Programming
FORM <INSERT HYPERLINK>

ADOPTED: June 2011
Amended: June 2016, June 2017, March 2021



POLICY 1300

PRESENTATIONS/DELEGATIONS AT BOARD OF EDUCATION MEETINGS

POLICY:

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



DISTRICT PRACTICE 8000

SELECTION OF LIBRARY RESOURCES

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

DISTRICT PRACTICE:

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

FORM 8000.1 [LIBRARY RESOURCES](#)

FORM 8000.2 [LIBRARY RESOURCES](#)

ADOPTED: February 8, 2022

Amended:



POLICY 8600
FIELD TRIPS

POLICY:

The Board of Education affirms the educational value of well-planned and supervised outdoor classroom activities, curricular and extra-curricular field trips. The primary purpose of these trips should be to enhance the educational experiences of the participants. These experiences enrich the curriculum and provide opportunities for young people to develop their academic, intellectual, social and physical capabilities. Such trips will supplement the curricular and extra-curricular programs in schools.

In utilizing time from the instructional day, the public must be assured that the activities undertaken:

- (a) are, or can be, directly related to the tasks the public school is expected to perform in a relatively short school year;
- (b) cannot be more appropriately undertaken in out-of-school time;
- (c) have been planned to achieve specific curricular outcomes or educational aims.

For field trips to be of educational benefit to all students, it is necessary to ensure that all students demonstrate the ability to participate safely and abide by the expectations set out in the School and District Codes of Student Conduct.

The Board of Education supports outdoor classroom activities, low risk and higher care field trips and travel excursion

REFERENCES: [Motor Vehicle Act](#)

DISTRICT PRACTICE 8600 FIELD TRIPS

FORMS 8600 FIELD TRIP APPROVAL

8600.1 Ski and Snowboard Parent Consent

8600.2 Low Risk Consent and Waiver

8600.3 High Risk Consent and Waiver

8600.4 Extra Curricular and Curricular Field Trips

ADOPTED: February 1999

Amended: June 2003, February 2005, October 2008, June 2011, June 2013, November 2013, December 2017



DISTRICT PRACTICE 8600 FIELD TRIPS

DEFINITIONS

OUTDOOR CLASSROOM ACTIVITIES

A local extension of the classroom or similar activities of a very low risk nature, occurring close to the school (i.e. short off-site walks) and at the discretion of the principals. Teacher/leader to student ratio is at the discretion of the principal.

BACKCOUNTRY

Semi-remote to remote location out of the community (e.g., river, wilderness lake, complex terrain with multiple junctions, long steep climbs/descents, rough trail terrain); lack of clear boundaries for activity, potentially far from support services, buildings and/or vehicles not immediately accessible; more than 30 minutes from a facility with available physician and lifesaving measures (YSO and WorkSafeBC).

FIELD TRIP

A field trip is an activity held outside of the school grounds and is not a travel excursion. It is a trip to a specified location and applies to both curricular and extracurricular activities. There are two types of field trips: low risk and higher care.

Low risk field trip

- The trip shall not involve any special safety considerations (e.g. does not include skiing, mountain biking, open water activities, outdoor rock or ice climbing, or back country activities).
- Granting final approval for low risk field trips shall be the responsibility of the principal.
- The principal of each school shall formulate procedures for approval and supervision of low risk field trips.
- In all cases, such approval must be obtained prior to the commencement of detailed planning or fundraising.
- Once the principal approves the low risk field trip, the plans need to be forwarded to the District Administration Building. No further approvals are required.
- Low risk field trip information will be consolidated into a report to the Board of Education in the following September.

Commented [SU1]: New procedure. All field trips and travel excursions will be sent to the DAB.
New procedure. Report to the Board of Education each fall.

REFERENCES: [Motor Vehicle Act](#)

POLICY 8600 FIELD TRIPS

FORMS 8600 FIELD TRIP APPROVAL

8600.1 Ski and Snowboard Parent Consent

8600.2 Low Risk Consent and Waiver

8600.3 High Risk Consent and Waiver

8600.4 Extra-Curricular and Curricular Field Trips

ADOPTED: February 1999

Amended: June 2003, February 2005, October 2008, June 2011, June 2013, November 2013, December 2017



DISTRICT PRACTICE 8600 FIELD TRIPS

Higher care field trip

- Higher care field trips require special safety considerations (e.g. skiing, mountain biking, open water activities, outdoor rock or ice climbing, or back country activities).
- Once the principal approves the higher care field trip, the plans need to be forwarded to the District Administration Building for Superintendent review and approval. Final approval resides with zone Trustees.
- Once final approval is received by the zone Trustees, the approved package will be sent back to the school.
- Higher care field trip information will be consolidated into a report to the Board of Education in the following September.

Commented [SU2]: Forms will be reviewed

TRAVEL EXCURSIONS

Travel excursions are overnight event/activities held outside of the school's precinct. Overnight travel excursions will be considered for students in grades 4-12. These include curricular and extracurricular activities. There are two types of excursions: low risk and higher care.

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Low risk travel excursions

- The destination for these trips shall not be beyond British Columbia or Alberta;
- The trip shall not be more than two (2) days (i.e. one overnight) in duration
- The trip shall not involve any special safety considerations (e.g. skiing, mountain biking, open water activities, outdoor rock or ice climbing, or back country activities).
- Once approval is granted by the principal, the low risk travel excursion planning package is required to be sent to the District Administration Building. No further approvals are required.
- Low risk travel excursion information will be consolidated into a report to the Board of Education in the following September.

Commented [SU3]: This has been expanded to the whole provinces.

Higher care travel excursions

- The destination for these trips is beyond British Columbia and Alberta.
- The trip is in excess of two(2) days (i.e. two overnight) in duration; or
- The trip may involve special safety considerations (e.g. skiing, mountain biking, open water activities, outdoor rock or ice climbing, or back country activities or international travel, etc.).
- Higher care travel excursions require advance planning and permission. Information regarding these requests should be forwarded to the Superintendent at least two (2) months prior to the

Commented [SU4]: This does not include the US anymore. More considerations when traveling internationally

Commented [SU5]: This is reduced.

Commented [SU6]: Increase to two months

REFERENCES: [Motor Vehicle Act](#)

POLICY 8600 FIELD TRIPS

FORMS 8600 FIELD TRIP APPROVAL

8600.1 Ski and Snowboard Parent Consent

8600.2 Low Risk Consent and Waiver

8600.3 High Risk Consent and Waiver

8600.4 Extra-Curricular and Curricular Field Trips

ADOPTED: February 1999

Amended: June 2003, February 2005, October 2008, June 2011, June 2013, November 2013, December 2017



DISTRICT PRACTICE 8600 FIELD TRIPS

date of the anticipated trip.

- Whenever possible such trips should be planned around holidays in order to minimize the number of instructional days lost.
- Zone Trustees may grant up to a total of five (5) Teacher-on-Call days for a higher care trip. Trips requiring more than five (5) Teacher-on-Call days need to be forwarded to the Board by the Zone Trustees.
- For trips outside Canada, parents are required to ensure medical coverage and a passport for their child, and will be required to sign a consent and waiver form which is recommended by the Schools Protection Program.
- Under certain circumstances where it is impossible to foresee higher care trips special consideration will be given without the usual two (2) month notice.
- Once the principal approves the higher care travel excursion, the plans need to be forwarded to the District Administration Building for Superintendent review and approval. Final approval resides with zone Trustees.
- Once final approval is received by the zone Trustees, the approved package will be sent back to the school.
- This information will be consolidated into a report to the Board of Education in the following September.

Commented [SU7]: Need clarification on these two points. From current policy not sure if this is still relevant

NOTE: all field trip and travel excursion requests must include a curricular connection to be considered for approval. Extracurricular field trips and travel excursions must be noted as such in the forms.

GENERAL CONSIDERATIONS:

When planning outdoor classroom activities, a field trip or travel excursion, the field trip/travel excursion leader will carefully consider the implications for student safety and the requirements for student conduct. Should a teacher determine that, in considering the responsibility for safety for all students, a student's conduct may jeopardize personal safety or the safety of others, the teacher will, as soon as possible:

- Communicate with the principal, the student's parents, and, as appropriate, may consult with the School-Based Team or other staff involved in the student's program.
- Work with the parents, principal, colleagues, and, where appropriate, the student, to develop an appropriate plan which could include, but not be limited to:
 - development of a behaviour plan to assist the student to change behaviour to permit the student to participate in the field trip;
 - adjusted/supported participation in the field trip, or
 - the development of an appropriate educational alternative to the field trip.

Commented [SU8]: This amendment was proposed at second reading. The new forms require this information. Not sure if we want to keep it in the district practice if the forms require this information.

Commented [SU9]: This is YSO language. I feel that this better reflects who could be leading a group (i.e. principal, counselor, a third party contractor).

REFERENCES: [Motor Vehicle Act](#)

POLICY 8600 FIELD TRIPS

FORMS 8600 FIELD TRIP APPROVAL

8600.1 Ski and Snowboard Parent Consent

8600.2 Low Risk Consent and Waiver

8600.3 High Risk Consent and Waiver

8600.4 Extra-Curricular and Curricular Field Trips

ADOPTED: February 1999

Amended: June 2003, February 2005, October 2008, June 2011, June 2013, November 2013, December 2017



DISTRICT PRACTICE 8600
FIELD TRIPS

- Ability of an individual student to pay his/her share of the cost must not be a factor in determining participation in curricular field trips.
- School rules will be adhered to on all outdoor classroom activities, field trips and travel excursions.
- The field trip/travel excursion leader is responsible for the arrangement and supervision of the travel. The principal must ensure that the transportation of pupils is in accordance with Board policy and district practice; and to ensure that any special requirements connected with the trip are met.

SUPERVISION RATIOS:

The following minimum supervision ratios are based on the outcome of the risk assessment and supervision ratio calculation tool.

Assuming there are no more than three higher risk factors and none of the are extreme (e.g., severe weather, several immature and/or aggressive participants, the table below be used as a general guideline to help teacher/leader to student ratios.

Total points	Overall Trip Risk Rating	Suggested Minimum Ratio
	<u>Outdoor classroom activities</u>	<u>At the discretion of the principal</u>
<10	Low Risk	Ages 5-9 (1:6) Ages 9-12 (1:10) Age 13+ (1:15)
11-20	Moderate Risk	Ages 5-9 (1:5) Ages 9-12 (1:8) Age 13+ (1:10)
21-30	Higher Care	Ages 5-9 (Excessive risk) Ages 9-12 (1:6) Age 13+ (1:8)
>30	Excessive for a school program	Reduce risk factors or cancel

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NOTE: Education Assistants who work directly with students with diverse abilities are NOT counted as additional adults.

NOTE: International travel excursions adult to student ratios may be subject to tour company regulations varying from the risk assessment and supervision ratio calculation too. If there is a discrepancy between

REFERENCES: [Motor Vehicle Act](#)

POLICY 8600 FIELD TRIPS

FORMS 8600 FIELD TRIP APPROVAL

~~8600.1~~ Ski and Snowboard Parent Consent

~~8600.2~~ Low Risk Consent and Waiver

~~8600.3~~ High Risk Consent and Waiver

~~8600.4~~ Extra-Curricular and Curricular Field Trips

ADOPTED: February 1999

Amended: June 2003, February 2005, October 2008, June 2011, June 2013, November 2013, December 2017



DISTRICT PRACTICE 8600 FIELD TRIPS

the two, the number of supervisors will be the higher of the two.

~~Schools will endeavor to provide supervisors of the same gender as the students being supervised on overnight trips. Appropriate sleeping arrangements should be made when students of different gender participate in a field trip. Schools and field trip leaders will make professionally appropriate decisions when assigning supervisors to groups of students to be supervised.~~

Commented [SU10]: Given the fluid nature of gender identification, we softened the language around providing supervisors of same gender.

Schools will communicate to parents information regarding supervision arrangements, including the names of the supervisors. Any changes should be communicated to parents in as timely a fashion as possible.

TRANSPORTATION:

- All transportation practices shall adhere to the regulations and requirements of the [Motor Vehicle Act](#).
- When a group of more than fourteen (14) students is being transported, a school bus or commercial vehicle and a professional driver must be considered.
- If private passenger vehicles are being utilized, the Principal must ensure that policy and district practice ##### are being followed.
- The Board of Education will not be responsible for physical damage or repairs to the individual's vehicle or for the loss of use or safe driver discount resulting from the use of the vehicle on school business.

Commented [SU11]: Ensure compliance with cupe language

Commented [SU12]: Surrena and I have started working on this policy too.

FORMS

~~LOW RISK COMMUNITY OUTDOOR CLASSROOM ACTIVITY~~

- Complete ~~Form 8600.1, Annual Parent/Guardian Informed Consent for Local Community Outdoor Classroom Activities.~~
- These form are to remain at the school.

Commented [SU13]: We believe there is no change in this practice just documented it in our district practice

LOW RISK FIELD TRIPS

- Complete ~~Form 8600.3, the Proposal for Local Low Risk Field Trip form (includes Risk Assessment and Supervision Calculation Tool and Checklist for Local Low Risk)~~
- ~~Complete Risk Assessment and Supervision Ratio Calculation Tool~~
- ~~Complete Checklist for Local Low Risk Field Trip form~~

Commented [SU14]: New forms

REFERENCES: [Motor Vehicle Act](#)

POLICY 8600 FIELD TRIPS

~~FORMS 8600 FIELD TRIP APPROVAL~~

~~8600.1 Ski and Snowboard Parent Consent~~

~~8600.2 Low Risk Consent and Waiver~~

~~8600.3 High Risk Consent and Waiver~~

~~8600.4 Extra Curricular and Curricular Field Trips~~

ADOPTED: February 1999

Amended: June 2003, February 2005, October 2008, June 2011, June 2013, November 2013, December 2017



**DISTRICT PRACTICE 8600
FIELD TRIPS**

- 4) Complete parent/guardian consent and waiver (This does not need to be submitted with field trip package to the DAB).
- 5) Principal approval required.
- 6) Submit to the District Administration Building. Information will be collated into a report to the Board of Education in the following September.

Commented [SU15]: No change

Commented [SU16]: New procedure

HIGHER CARE FIELD TRIPS

- 1) Complete the Proposal for Local Low Risk Field Trip form
- 2) Complete Risk Assessment and Supervision Ratio Calculation Tool.
- 3) Complete a Risk Management Plan. (Provide an itinerary card if involved in backcountry or water based travel i.e. canoe excursions with map attached).
- 4) Complete teacher/leaders readiness form for higher care activities if you are instructing and leading activity OR/ provide contractor information including certifications/licensing.
- 5) Complete Parent/Guardian consent, permission form, and waiver for children participating in a higher care activity
- 6) Complete Volunteer Application, Consent, Permission form and waiver, and Health Form for higher care activities.
- 7) Complete Checklist for Higher Care Activities.
- 8) Email the checklist with proposal, detailed trip plan, risk management plan, teacher/leader readiness form, volunteer forms to the District Administration Building for review no later than two months prior than the planned event.
- 9) The package will be sent to the Superintendent for review and approval. Final approval resides with zone Trustees.
- 10) Once approved, the approved field trip will be sent back to the school. Information will be collated into a report to the Board of Education in the following September

Commented [SU17]: We need assurances that our contractors have qualifications, bonded, insurance etc.

Commented [SU18]: This is a new procedure for field trips.

LOW RISK/HIGHER CARE TRAVEL EXCURSIONS

- 1) Complete the Proposal for Local Low Risk Field Trip form
- 1) Complete Risk Assessment and Supervision Ratio Calculation Tool
- 2) Complete Risk Assessment and Supervision Ratio Calculation Tool.
- 3) Complete a Risk Management Plan. (Provide an itinerary card if involved in backcountry or water based travel i.e. canoe excursions with map attached).
- 4) Complete teacher/leaders readiness form for low risk/higher care travel excursions if you are instructing and leading activity OR/ provide contractor information including

REFERENCES: [Motor Vehicle Act](#)

POLICY 8600 FIELD TRIPS

FORMS 8600 FIELD TRIP APPROVAL

8600.1 Ski and Snowboard Parent Consent

8600.2 Low Risk Consent and Waiver

8600.3 High Risk Consent and Waiver

8600.4 Extra Curricular and Curricular Field Trips

ADOPTED: February 1999

Amended: June 2003, February 2005, October 2008, June 2011, June 2013, November 2013, December 2017



DISTRICT PRACTICE 8600 FIELD TRIPS

certifications/licensing.

- 5) Complete Parent/Guardian consent, permission form, and waiver for children participating in higher care activity (look at current form vs. YSO form)
- 6) Complete Volunteer Application, Consent, Permission form and waiver, and Health Form for higher care activities
- 7) Complete Checklist for Low Risk/Higher Care Travel Excursions
- 8) Email the checklist with proposal, detailed trip plan, risk management plan, teacher/leader readiness form, volunteer forms to the District Administration Building for review no later than two months prior than then planned event.
- 9) The package will be sent to the Superintendent for review and approval. Final approval resides with zone Trustees.
- 10) Once approved, the approved field trip will be sent back to the school. Information will be collated into a report to the Board of Education in the following September

NOTE: Low risk travel excursions only require principal approval.

Commented [SU19]: We need assurances that our contractors have qualifications, bonded, insurance etc.

REFERENCES: [Motor Vehicle Act](#)

POLICY 8600 FIELD TRIPS

FORMS 8600 FIELD TRIP APPROVAL

8600.1 Ski and Snowboard Parent Consent

8600.2 Low Risk Consent and Waiver

8600.3 High Risk Consent and Waiver

8600.4 Extra-Curricular and Curricular Field Trips

ADOPTED: February 1999

Amended: June 2003, February 2005, October 2008, June 2011, June 2013, November 2013, December 2017



**FORM 8600.1
ANNUAL PARENT/GUARDIAN INFORMED
CONSENT FOR OUTDOOR CLASSROOM
ACTIVITIES**

Date:

Dear Parent/Guardian,

The purpose of this form is to inform you about some of the out-of-school activities and/or events in the local school community in which your child/ward will participate during this school year. Your signature at the bottom of this form confirms that you are aware of the information provided in this letter and permit your child/ward to participate in these activities.

School District No. 6 (Rocky Mountain)

And staff of

recognize that valuable and unique learning can take place outside of the school building. We are therefore encouraged to make use of the total resources available in the local community to meet curricular goals.

During the school year, student groups will engage in activities within the local community that take them out of the school building and, on occasion, off the school grounds. These activities may include but are not limited to activities and events such as

The risk of injury exists in all student activity. The safety and well-being of students is a prime concern and every effort is made to minimize the foreseeable risks inherent to each activity.

If, for some reason, your child/ward cannot, or ought not, to participate in local community off-site activities of this nature, please let us know.

Parental/Guardian Informed Consent

I/We understand and agree that the above is a part of the school program.

I/We also understand that as a result of participating in this program that the participant is expected to follow the school's procedures and code of conduct and that any deviations from these may result in consequences in line with the school's code of conduct.

I/We, having read and understood the above INFORMED CONSENT AGEEMENT in its entirety, consent that our child/ward may participate in local activities and events. (**Note:** Before your child/ward may participate in any local community activities, this signed consent form must be received by the school).

Student's Name (Please Print)

Grade

Parent/Guardian Signature

Date (yyyy/mm/dd)

Personal information contained on this form is collected under the authority of the School Act for the purpose of participating in school trips. If you have any questions about this form, please contact your school administrator.

**POLICY 8600
DISTRICT PRACTICE 8600**

DATE: August 2022



**FORM 8600.2
PARENT/GUARDIAN INFORMED CONSENT AND
ACKNOWLEDGEMENT OF RISK FOR LOW RISK
FIELD TRIPS**

To the Parent(s)/Guardian(s) of

Name of Teacher(s), Grade, School

Please read the contents of this *Consent and Acknowledgement of Risk* form. Clarify any questions or concerns with the Lead Teacher BEFORE signing it.

If this form is not signed and returned to the school by **(Insert Date Here)** your child will not be allowed to attend.

Date Form Must be Returned by (yyyy/mm/dd)

Program/Activity Information

Destination/activity

Date(s) (yyyy/mm/dd)

OR *Series of off-site activities (Specify program)*

Curricular Connections

Itinerary/activities

Method of transportation

By

Lead teacher

Total Number of Supervisors Planned

Supervisory arrangements

Non-curricular cost to the student

What to bring

Other consideration

Board Responsibilities

The board will make every reasonable effort to ensure or ascertain that:

- a. The staff, volunteers and/or service providers involved are suitably trained and qualified.
- b. The students are adequately supervised over the program/activity.
- c. The location(s) used are appropriate for the activity(ies) and group.
- d. Equipment used has been inspected and deemed appropriate and safe.
- e. A Safety Plan is in place to identify and manage known risks.
- f. An Emergency Plan is in place to deal with an injury or illness to any of the students, volunteers, or participants.

Potential Known Risks

Potential known risks include the following



**FORM 8600.2
PARENT/GUARDIAN INFORMED CONSENT AND
ACKNOWLEDGEMENT OF RISK FOR LOW RISK
FIELD TRIPS**

Additional Comments/Requirements

Consent and Acknowledgement of Risk

Destination/Program/Activity(ies)

Dates (yyyy/mm/dd)

1. I acknowledge my right to obtain as much information as I require about this program or activity(ies) and associated risks and hazards, including information beyond that provided to me by the school or board.
2. I freely and voluntarily assume the risks/hazards inherent in the program/activity(ies) and understand and acknowledge that my child/ward may suffer personal and potentially serious injury arising from their participation.
3. My child/ward has been informed that they are to abide by the rules and regulations, including directions and instructions from the school's and/or service provider's administrators, instructors, and supervisors over all phases of the program/activity(ies).
4. In the event my child/ward fails to abide by these rules and regulations, disciplinary action may require their exclusion from further participation, or that I be contacted to have them picked up, unless I have specified other transport arrangements. I assume all related costs.
5. I acknowledge that it is my responsibility to advise the Lead Teacher of any medical and/or health concerns of my child/ward that may affect their participation in the stated program or activity(ies).
6. I consent that the board, through its employees, agents and officers, may secure such emergency medical advice and services as they deem necessary for my child/ward's health and safety, and that I shall be financially responsible for any costs related to such advice and services.
7. Based on my understanding, acknowledgement, and consents as described herein,

Name of Student

Date of Birth (yyyy/mm/dd)

**has my permission to
participate**

Date (yyyy/mm/dd)

Parent/Guardian Name

Signature

Emergency Contact Numbers

Home

Day Phone No.

Evening Phone No.

Cell

Emergency Contact Numbers (on the day of field trip if different than above)

Home

Day Phone No.

Evening Phone No.

Cell

Home

Day Phone No.

Evening Phone No.

Cell



**FORM 8600.3
PARENT/GUARDIAN INFORMED CONSENT AND
ACKNOWLEDGEMENT OF RISK FOR HIGHER
CARE OUTDOOR AND AQUATIC ACTIVITIES, AND
TRAVEL EXCURSIONS**

To the Parent(s)/Guardian(s) of

Name of Teacher(s), Grade, School

Please read the contents of this *Consent and Acknowledgement of Risk* form. Clarify any questions or concerns with the Lead Teacher BEFORE signing it.

If this form is not signed and returned to the school by (INSERT DATE HERE) your child will not be allowed to attend.

Date Form Must be Returned by (yyyy/mm/dd)

Program/Activity Information

Destination/activity

Date(s) (yyyy/mm/dd)

OR *Series of off-site activities (Specify program)*

Curricular Connection

Itinerary/activities

Method of transportation

By

Lead teacher

Total Number of Supervisors Planned

Supervisory arrangements

Extra-curricular cost to the student

What to bring

Other consideration

Board Responsibilities

The board will make every reasonable effort to ensure or ascertain that:

- a. The staff, volunteers and/or service providers involved are suitably trained and qualified.
- b. The students are adequately supervised during the program/activity.
- c. The location(s) used are appropriate for the activity(ies) and group.
- d. Equipment used has been inspected and deemed appropriate and safe.
- e. A Safety Plan is in place to identify and manage known risks.
- f. An Emergency Plan is in place to deal with an injury or illness to any of the students, staff, or volunteers.

Potential Known Risks

Potential known risks include the following

Additional Comments/Requirements

**POLICY 8600
DISTRICT PRACTICE 8600**

DATE: August 2022



**FORM 8600.3
 PARENT/GUARDIAN INFORMED CONSENT AND
 ACKNOWLEDGEMENT OF RISK FOR HIGHER
 CARE OUTDOOR AND AQUATIC ACTIVITIES, AND
 TRAVEL EXCURSIONS**

Consent and Acknowledgement of Risk

Destination/Program/Activity(ies)

Dates (yyyy/mm/dd)

1. I consent to the mode of transportation for this activity.
2. I acknowledge my right to obtain as much information as I require about this program or activity(ies) and associated risks and hazards, including information beyond that provided to me by the school or board.
3. My child/ward has no illnesses, medical conditions or diverse abilities that make this trip inappropriate for them and I know of no health related or other reason why my child/ward should not participate in this trip.
4. I will supply suitable clothing for my child’s participation in all activities associated with the field trip. I accept full responsibility for any inadequate clothing or equipment which I provide. I am aware that I should contact the school for further information if I am unclear about what clothing or equipment is required for the activities or the possible weather conditions.
5. My child/ward is aware and agrees that he or she must wear appropriate safety equipment at all times while doing activities where this is required.
6. My child/ward and I understand that a failure to wear required or strongly recommended safety equipment could cause or contribute to a serious injury(ies).
7. I freely and voluntarily assume the risks/hazards inherent in the program/activity(ies) and understand and acknowledge that my child/ward may suffer personal and potentially serious injury arising from their participation.
8. My child/ward has been informed that they are to abide by the rules and regulations, including directions and instructions from the school’s and/or service providers administrators, instructors, volunteers, and supervisors over all phases of the program/activity.
9. In the event my child/ward fails to abide by these rules and regulations, disciplinary action may require their exclusion from further participation, or that I be contacted to have them picked up, unless I have specified other transport arrangements. I will be responsible for any costs associated.
10. I acknowledge that it is my duty to advise the lead teacher of any medical/health concerns of my child/ward that may affect their participation.
11. I acknowledge that the board may choose to cancel the trip if travel conditions are deemed unsafe (e.g., weather, health advisory). I accept that the board will not be liable for any costs associated with such a cancellation for extra-curricular trips.
12. I consent that the board, through its employees, agents and officers, may secure such emergency medical services and advice as they deem necessary for my child’s immediate health and safety, and that I shall be financially responsible for such services and advice.
13. Accidents can happen. They can be the result of the nature of the activity and can occur with or without any fault on either the part of the student or the school board, or its employees, or agents, or the facility where the activity is taking place. In permitting my child/ward to attend this trip, I am not relying on any oral or written representation or statements made by the School Board and its servants, agents, employees, or authorized volunteers, to induce me to permit my child to take the

**POLICY 8600
 DISTRICT PRACTICE 8600**

DATE: August 2022



**FORM 8600.3
PARENT/GUARDIAN INFORMED CONSENT AND
ACKNOWLEDGEMENT OF RISK FOR HIGHER
CARE OUTDOOR AND AQUATIC ACTIVITIES, AND
TRAVEL EXCURSIONS**

trip, other than those set out in this document.			
<i>Name of Student</i>		<i>Date of Birth (yyyy/mm/dd)</i>	
has my permission to participate			
<i>Date (yyyy/mm/dd)</i>	<i>Parent/Guardian Name</i>	<i>Signature</i>	
Emergency Contact Numbers			
<i>Home</i>	<i>Day Phone No.</i>	<i>Evening Phone No.</i>	<i>Cell</i>
Emergency Contact Numbers (on the day of field trip if different than above)			
<i>Home</i>	<i>Day Phone No.</i>	<i>Evening Phone No.</i>	<i>Cell</i>
<i>Home</i>	<i>Day Phone No.</i>	<i>Evening Phone No.</i>	<i>Cell</i>
Parental/Guardian Limited Waiver of Liability			
<i>(Consult Board Policy re: Inclusion or Exclusion of this Section of the Form)</i>			
I agree that in consideration of	School District No. 6 (Rocky Mountain)	offering my child	
<i>Student's Name</i>			
<p>an opportunity to participate in the activity/trip I waive any and all claims I may personally have, and release from all liability and agree not to sue the Board of Trustees, its officers, employees, agents, volunteers and representatives, for any personal injury, death, property damage or loss as a result of or arising from my child/ward's participation in the trip, arising out of any cause whatsoever, including negligence. I understand that my signature here waives my right to sue on my own behalf for damages I may incur, but <u>not</u> the right for myself or a guardian acting my child/ward's behalf to sue for damages owed the child. The child's rights to sue in the event of negligence are not affected by my signature here.</p> <p>I am 19 years of age or more and have read and understand the terms of this document and understand that it is binding upon me, my heirs, executors and administrators.</p>			
<i>Date (yyyy/mm/dd)</i>			
<i>Signature of Parent/Guardian</i>		<i>Printed Name of Parent/Guardian</i>	
<i>Address of Parent/Guardian</i>			
<i>Signature of Witness</i>		<i>Printed Name of Witness</i>	

**POLICY 8600
DISTRICT PRACTICE 8600**

DATE: August 2022



**FORM 8600.3
PARENT/GUARDIAN INFORMED CONSENT AND
ACKNOWLEDGEMENT OF RISK FOR HIGHER
CARE OUTDOOR AND AQUATIC ACTIVITIES, AND
TRAVEL EXCURSIONS**

Address of Witness

Note: This waiver element, if used, must be signed by ALL custodial parents or guardians of a child who is under the age of 19 years, unless other formal arrangements are made in writing.

Off-Site Experience Emergency Medical Information
(Write below or attach a separate page if more space is needed)

Student Name		Birth date (yyyy/mm/dd)	
BC Medical Services Plan Personal Health No.		Student School Accident Insurance: <input type="checkbox"/> Yes <input type="checkbox"/> No	
Allergies (e.g., specific drugs, certain foods, insect stings, hay fever) Specify			
Reaction(s) to above?			
Carries Epi pen? <input type="checkbox"/> Yes <input type="checkbox"/> No		Carries Ana Kit? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Medical/physical conditions that may affect participation in the stated program/activity (e.g., recent illness or injury, recent hospitalization or surgery, chronic conditions, phobias, etc.). Be specific.			
Specify the condition(s) and requirements for program modification or specific activities your child should not participate in			
Medication(s) taken at this time (name, reason, dosage, storage, potential side effects/treatment of such)			
Other Health/Medical/Dietary Concerns			
Name of Physician		Phone	
Date (yyyy/mm/dd)			
Name of Parent or Guardian who is filling out and signing this form		Signature of Parent/Guardian	



**FORM 8600.4
LOW RISK OFF-SITE ACTIVITIES PROPOSAL**

<i>Destination</i>				
<i>Departure date (yyyy/mm/dd)</i>	<i>Departure time</i>	<i>Return time</i>		
<i>Lead teacher/organizer</i>				
<i>Phone</i>	<i>Email</i>			
Curricular Connections				
<i>Grade</i>	<i># of students</i>			
Supervisors' Names <i>(Please print; add rows if needed)</i>		Staff (S)	Volunteer (V)	Other (O)
<i>Lead teacher</i>				
<i>Other Supervisor</i>				
<i>Other Supervisor</i>				
<i>Other Supervisor</i>				
<i>Total number of supervisors</i>				
<i>Name of service provider (SP) (if applicable)</i>		<i>SP contact person</i>	<i>SP phone</i>	
Transportation <i>(Check all that apply)</i>				
Method		Driver		
<input type="checkbox"/>	Walking	<input type="checkbox"/>	Professional driver	
<input type="checkbox"/>	Board-owned bus/van	<input type="checkbox"/>	Volunteer driver (staff/other supervisor)	
<input type="checkbox"/>	Public Transport	<input type="checkbox"/>	Volunteer driver (student)	
<input type="checkbox"/>	Charter bus	<input type="checkbox"/>	Other (specify)	
<input type="checkbox"/>	15-passenger van			
<input type="checkbox"/>	By service provider			
<input type="checkbox"/>	Transport not provided; participants responsible for own			
<input type="checkbox"/>	Other			

**POLICY 8600
DISTRICT PRACTICE 8600**

DATE: August 2022

Total cost and estimates for major budget items (e.g. food, gas, etc.)

Sources of funding (i.e., cost/student, other sources)

Equal access for all students: Yes No See attached

Special needs addressed: Yes No N/A See attached

Contingency plan

Educational Value

Student Learning Outcomes

Safety Guidelines

I am familiar with relevant board policies, district procedures and the *YouthSafe Outdoors: Safety First! Guidelines for BC School Off-site Experiences*: Yes No

Supervision Plan and Site Assessment

Briefly describe the supervision plan, processes, and site assessment to be used: e.g., large or small group setting(s); lead/sweep; head counts; buddy system; level of supervision (constant visual, on-site, in the area); other elements of supervision plan as relevant, proximity of communication, site risks, evacuation and emergency services access, washrooms and shelters.

Volunteer Plan (If relevant)

Process to identify, screen if/as appropriate

Background Check Reference Check Criminal Records Check Child Protection Training

Volunteer briefing process re: their roles and responsibilities (e.g. briefing to be conducted when, where, how, by whom)

Emergency Plan

First Aid kit(s) (stocked and carried/accessible): Yes No

Emergency communications equipment carried and/or accessible (check any and all that apply):

Telephone Cell phone Service Provider Responsibility None Other (specify):

Contacts and numbers, if relevant



FORM 8600.4
LOW RISK OFF-SITE ACTIVITIES PROPOSAL

<i>Name of Primary First Aider, if relevant</i>	<i>Certification(s) Held, if any</i>
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Attachments Checklist *(Check all that apply and attach to this form)*

<i>Program/Activity/Trip Plan</i>		<i>Volunteer Driver Application form</i>
<i>Parent/Guardian Correspondence</i>		<i>Service Provider Proposal, Agreement and/or Contract</i>
<i>Parental Consent, Acknowledgement of Risk and Limited Waiver for Higher Care Activities/Travel Excursions</i>		<i>Passenger List form</i>
<i>Volunteer Screening Form</i>		<i>Other (specify):</i>
<i>Completed Checklist for Local Low Risk Off-site Activities attached</i>		
<i>Relevant Safety First! Guidelines for the activities/outings attached. (highlight, copy and paste and save it in trip folder for submission)</i>		

Evaluation

Criteria for success of off-site experience

Process to determine success

<i>Name of Lead Teacher (please print)</i>	<i>Date (yyyy/mm/dd)</i>	<i>Signature</i>
<i>Name of Administrator (please print)</i>	<i>Date (yyyy/mm/dd)</i>	<i>Signature</i>



FORM 8600.4
LOW RISK OFF-SITE ACTIVITIES PROPOSAL

CHECKLIST FOR LOCAL LOW RISK OFF-SITE ACTIVITIES	
√ = Met X = Not Met ? = Need More Information – = Not Applicable	
Met	Criteria
	Program and activity are sanctioned by the board
	Educational and/or other value of the activity is evident (e.g., goals, objectives)
	The location/facility is assessed and appropriate for the students (e.g., sufficiently clean; hazards removed or identified to students)
	Accessibility/eligibility addressed (e.g., voluntary participation, special needs addressed)
	Students adequately prepared for activity (e.g., age, knowledge, skills, attitudes, fitness, clothing, equipment, follow-up)
	Duration of the activity is appropriate for the group and environmental conditions
	Equipment and supplies are adequate in quantity and quality and suitably arranged for the activity
	Number of supervisors and supervision plan is appropriate for group, activities and location
	Students have been informed re: rules, behavioral expectations, and consequences
	An instructional/leadership plan is in place that is appropriate to the students' age, experience and ability
	The teachers/leaders are competent for the particular group in the activity(ies) and location
	Inherent risks present have been identified and shared with parents/guardians and students
	A plan is in place to brief new volunteers re: activity, logistics, roles/responsibilities, safety plan, emergency plan, etc.
	Safety/risk management plan is appropriate (i.e., procedures for managing the key inherent risks of the activities, environments, and students)
	Any special or unique circumstances of the day are noted and a plan to manage these in place (e.g., regular teacher absent; a student with an injury or predisposing condition)
	Appropriate alternative contingency plan(s) are in place in the event the activity cannot proceed
	Emergency plan is in place to deal with injured/ill/lost/stranded student(s) (e.g., training, kits, communications plan, back-up transportation, Emergency Services access); and has been reviewed with all leaders and volunteers.
	Teachers/leaders understand the communications plan (who to call for what, contact names and numbers, and location of nearest communications equipment)
	Relevant student health and medical information, and parent/guardian and emergency contacts of students is at hand if needed (e.g., injury, illness, failure to pick up after program)
	First aid kit is stocked and accessible
	Budget and financial arrangements are managed if and as appropriate (e.g., receipts for supplies)
	Other relevant information unique to the activity, location or group. Specify:
<i>Comments</i>	

POLICY 8600
DISTRICT PRACTICE 8600

DATE: August 2022

Risk assessment and supervision ratio calculation tool

	Factors to Assess	Low Risk	0 points	Moderate Risk	1 point	Higher Risk	2 points	Comments
Man-date	Educational/recr'l value of the activity	High value		Some value		Limited value		
	Support of activity by parents/guardians	High support		Moderate support		Low support		
Leadership Factors	Leader relevant knowledge	Very knowledgeable		Adequate knowledge		Limited knowledge		
	Leader relevant health and fitness	Very healthy/fit		Adequate health/fitness		Limited health/fitness		
	Leader relevant specific skills	Very skilled		Adequate skills		Limited skills		
	Leader relevant experience	>20 days/last 3 yrs.		5-19 days in last 3 yrs.		<5 days/last 3 yrs.		
	Capability of assistant leaders/chaperones	Very capable		Adequate capability		Limited capability		
Student Factors	Student age	13+		9-12		5-8		
	Student relevant knowledge	Very knowledgeable		Adequate knowledge		Limited knowledge		
	Student relevant health and fitness	Very healthy/fit		Adequate health/fitness		Limited health/fitness		
	Student relevant specific skill	Very skilled		Adequate skills		Limited skills		
	Student relevant experience	>20 days/last 3 yrs.		5-19 days in last 3 yrs.		<5 days/last 3 yrs.		
	Student clothing/footwear adequacy	Good quantity/quality		Adequate quantity/quality		Limit'd quant./qual.		
	Student behavioral propensities	Mature		Adequate maturity		Immature		
	Presence of special needs students	None		1 special needs student		More than 1		
Trip/Activity Specific Factors	Group equipment adequacy	Good quant./qual.		Adequate quantity/quality		Limited quantity/quality		
	Emergency/first aid capacity (kit & skill)	Good quant./qual		Adequate quantity/quality		Limited quantity/quality		
	Nature of the activity(ies)	Low inherent risk		Some inherent risk		Significant inherent risk		
	Nature of the environment	Low inherent risk		Some inherent risk		Significant inherent risk		
	Familiarity with site/area & similar areas	Very familiar		Some familiarity		Low familiarity		
	Duration of the outing	Day trip		Overnight		>2 days and 2 nights		
	Season (assuming region in BC)	Sept.-Oct./May-June		Nov., Mar.-April		Dec.-Feb.		
	Anticipated weather	Mild/seasonal		Some concern		Cold/wet/stormy		
	External Communications Capacity	Immediate/reliable		Some concern(s)		Poor or unreliable		
	Time/distance from EMS arrival	< 20 mins.		20 mins. – 2 hrs.		>2 hours		
				Subtotal				
						Moderate + High		
						Overall Risk Rating		
Assuming there are no more than three higher risk factors and none of the higher risk factors are extreme (e.g., severe weather, several immature and/or aggressive participants), the table to the right can be used as a general guideline to help determine teacher/leader to student ratios. See notes following for qualifications.			Total Points	Overall Trip Risk Rating		Suggested Minimum Ratio*		
			< 10	Low Risk		Age 5-8 (1:6)	Age 9-12 (1:10)	Age 13+ (1:15)
			11-20	Moderate Risk		Age 5-8 (1:5)	Age 9-12 (1:8)	Age 13+ (1:10)
			21-30	Higher Care		Age 5-8 (Excessive risk)	Age 9-12 (1:6)	Age 13+ (1:8)
			>30	Excessive for a school program		Reduce risk factors or cancel		



**FORM 8600.5
HIGHER CARE OUTDOOR AND AQUATIC
ACTIVITIES, AND TRAVEL EXCURSIONS PROPOSAL**

HIGHER CARE FIELD TRIP OR TRAVEL EXCURSION INFORMATION			
<i>Name of trip or destination(s)</i>			
<i>Departure date (yyyy/mm/dd)</i>	<i>Departure time</i>	<i>Departure date (yyyy/mm/dd)</i>	<i>Return time</i>
<i>Grade</i>	<i># of students</i>		
Educational Value			
<i>Purpose of trip, curricular connections, goals and/or student Learning Outcomes</i>		<i>Student preparation (i.e. re: knowledge, skills, attitudes, fitness)</i>	
<i>Activity(ies) that will occur</i>		<i>Follow-up activity(ies) that will occur</i>	
Equal access for all students: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> See attached			
Diverse needs addressed: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/> See attached			
Evaluation			
<i>Criteria for success of off-site experience</i>			
<i>Process to determine success</i>			
Approval			
<i>Name of Lead Teacher (please print)</i>		<i>Date (yyyy/mm/dd)</i>	<i>Signature</i>
<i>Name of Administrator (please print)</i>		<i>Date (yyyy/mm/dd)</i>	<i>Signature</i>
<i>Superintendent of Schools (to be sent for approval no later than two months before planned activity)</i>		<i>Date (yyyy/mm/dd)</i>	<i>Signature</i>
<i>Trustee Committee (DAB to include correspondence)</i>			



**FORM 8600.5
HIGHER CARE OUTDOOR AND AQUATIC
ACTIVITIES, AND TRAVEL EXCURSIONS PROPOSAL**

CONTACT INFORMATION			
Supervisors' Names (please indicate if they are Staff (S), Volunteer (V), Other (O))	Role/ Responsibilities/ Duties	Capacities (relevant knowledge, skills, fitness and experience?)	Contact information C – cell A – alternate # E - email
<i>Lead teacher/organizer</i>			(C) (A) (E)
<i>Principal (participating in activity?)</i>			(C) (A) (E)
<i>Other Supervisor</i>			(C) (A) (E)
<i>Other Supervisor</i>			(C) (A) (E)
<i>Assistants/Volunteers</i>			
<i>Assistants/Volunteers</i>			
<i>Name of service provider (SP) (if applicable)</i>	<i>SP contact person</i>	<i>SP phone</i>	
<i>Total number of supervisors</i>			
Supervision Plan and Site Assessment.			
<i>Briefly describe the supervision processes and site assessment to be used: e.g., large or small group setting(s); lead/sweep; head counts; buddy system; level of supervision (constant visual, on-site, in the area); other elements of supervision plan as relevant. Please list features of the site, such as, availability of communication, distance and time from emergency service, emergency access, site risks, etc.</i>			
Volunteer Plan (If relevant)			
<i>Process to identify, screen if/as appropriate</i>			
<input type="checkbox"/> Background Check <input type="checkbox"/> Reference Check <input type="checkbox"/> Criminal Records Check <input type="checkbox"/> Child Protection Training			
<i>Volunteer briefing process re: their roles and responsibilities (e.g. briefing to be conducted when, where, how, by whom)</i>			
Communications Plan			
Schedule of routine check-ins			<i>Initials</i>
Method of communication			<i>Initials</i>
Person to be contacted			<i>Initials</i>
Contingency plan if check-in missed			<i>Initials</i>

**POLICY 8600
DISTRICT PRACTICE 8600**

DATE: August 2022



**FORM 8600.5
HIGHER CARE OUTDOOR AND AQUATIC
ACTIVITIES, AND TRAVEL EXCURSIONS PROPOSAL**

Yes No Other staff, supervisors, volunteers briefed re: logistics, roles/responsibilities/duties, expectations, communications, safety plan and emergency plan?

Transportation Plan (Check all that apply)

Method		Driver	
<input type="checkbox"/>	Walking	<input type="checkbox"/>	Professional driver
<input type="checkbox"/>	Board-owned bus/van	<input type="checkbox"/>	Volunteer driver (staff/other supervisor)
<input type="checkbox"/>	Public Transport	<input type="checkbox"/>	Volunteer driver (student)
<input type="checkbox"/>	Charter bus	<input type="checkbox"/>	Other (specify)
<input type="checkbox"/>	15-passenger van		
<input type="checkbox"/>	By service provider		
<input type="checkbox"/>	Transport not provided; participants responsible for own		
<input type="checkbox"/>	Other		

Driver(s) aware of route and safety expectations?

Volunteer driver information

Driver name	Vehicle (Make/Model)	License Plate #	Vehicle inspection completed

Other modes of transportation (public transit, planes, trains, ferry, boats etc.)



**FORM 8600.5
HIGHER CARE OUTDOOR AND AQUATIC
ACTIVITIES, AND TRAVEL EXCURSIONS PROPOSAL**

**POLICY 8600
DISTRICT PRACTICE 8600**

DATE: August 2022



**FORM 8600.5
HIGHER CARE OUTDOOR AND AQUATIC
ACTIVITIES, AND TRAVEL EXCURSIONS PROPOSAL**

Accommodation Arrangements			
Date of Arrival <i>(yyyy/mm/dd)</i>	Location (City/Town/ approx. land coordinates)	Name of Accommodation	Phone number
Budget			
Expenses		Source(s) of funding and amounts	
Transportation:		School budget:	
Food/Meals:		Fundraising (specify)	
Accommodations:		Fee/Student:	
Service Providers:		Other (specify):	
Fees/Licenses:		Other (specify):	
Other (specify)		Other (specify)	
<i>Total cost and estimates for major budget items (e.g. food, gas, etc.)</i>			
Emergency Plan			
First Aid kit(s) (stocked and carried/accessible): <input type="checkbox"/> Yes <input type="checkbox"/> No			
Emergency communications equipment carried and/or accessible (check any and all that apply): <input type="checkbox"/> Telephone <input type="checkbox"/> Cell phone <input type="checkbox"/> Service Provider Responsibility <input type="checkbox"/> None <input type="checkbox"/> Other (specify):			
<i>Contacts and numbers, if relevant</i>			
<i>Name of Primary First Aider, if relevant</i>		<i>Certification(s) Held, if any</i>	
<i>Name of school contact available 24/7</i>	<i>Home</i>	<i>Work</i>	<i>Cell</i>
Procedure if a participant is ill or has a non-life-threatening injury:			

Emergency Contacts		
Types of Emergency Service	Agency	Phone Number
Search and Rescue		
Medical		
Fire		
Police		
Names and locations of nearest medical facilities (<i>Distinguish where there are changes at different points along the trip</i>)		
Safety Guidelines		
I am familiar with relevant board policies, district procedures and the <i>YouthSafe Outdoors: Safety First! Guidelines for BC School Off-site Experiences</i> : <input type="checkbox"/> Yes <input type="checkbox"/> No		
Attachments Checklist (<i>Check all that apply and attach to this form</i>)		
Completed Checklist for Higher Care Outdoor and Aquatic Activities, and Travel Excursions (included in proposal)		Volunteer Consent and Acknowledgement for Higher Care Activities/Travel Excursions (to be completed)
Risk Management Plan including average weather forecast (included in proposal)		Volunteer Driver Application form (to be completed)
Risk assessment and supervision ratio calculation tool (included in proposal)		Service Provider Proposal, Agreement and/or Contract (to be completed)
Itinerary Card for backcountry and open water activities (included in proposal)		Passenger List form (to be completed)
Assessing Teacher/Leader Readiness for Higher Care Off-site Activities (to be completed)		Other (specify):
Volunteer Screening Form (to be completed)		
Parental/Guardian Consent, Acknowledgement of Risk and Limited Waiver for Higher Care Activities/Travel Excursions		
Relevant Safety First! Guidelines for the activities/outings attached.		



**FORM 8600.5
HIGHER CARE OUTDOOR AND AQUATIC
ACTIVITIES, AND TRAVEL EXCURSIONS PROPOSAL**

		CHECKLIST FOR HIGHER CARE OFF-SITE ACTIVITIES			
	√ = Met	X = Not Met	? = Need More Information	NA = Not Applicable	
Met	Criteria				
	Administrative process respected (e.g. proposal submitted to District Administration Building no later than two months before event unless it is for activities such as a championship and planning could not be made in advance)				
	Accessibility/eligibility policy addressed (e.g., equal access, voluntary participation, diverse abilities addressed)				
	Educational and/or other value of the activity is evident (e.g., goals, objectives)				
	Activity/trip is appropriate for the students (e.g. age, preparation, and follow-up)				
	Duration of the activity/trip is appropriate and can be accommodated in the organization calendar				
	Destination or route assessed and appropriate (through pre-visit and/or other data collection)				
	Itinerary and activities are outlined and fit the objectives				
	The group appears adequately prepared for activity (e.g., \ knowledge, skills, attitudes, fitness, clothing, equipment)				
	Program and activity are sanctioned by the board				
	Parent/guardian information meeting date is planned, if one is appropriate for the trip (e.g. multi-day travel excursions)				
	The location/facility is assessed and appropriate for the students (e.g., sufficiently clean; hazards removed or identified to students)				
	Parent/guardian acknowledgement of risk and consent collected				
	Relevant student health and medical information, and emergency contacts secured				
	Budget and financial arrangements appropriate (e.g. financial accessibility, sources of funding, payment schedule)				
	Transportation arrangements acceptable (type of vehicle and type of driver)				
	Number of supervisors and supervision plan are appropriate for group activities and sites/areas				
	Plan to ensure all students are clear re: rules, behavioral expectations and consequences				
	If overnighting, accommodation arrangements are acceptable (safety, hygiene, security)				
	Leadership is competent to instruct/lead the particular group in the identified activity(ies) and environment(s)				
	Plan in place to brief supervisors re: trip purpose, logistics, roles/responsibilities, safety plan, emergency plan, etc.				
	Risk Management Plan is in place (i.e. procedures for managing the key inherent risks of the activities, environments, and students).				
	Emergency Plan is in place to deal with injured/ill/lost/stranded student(s) or other members of the group (e.g., training, kits, communications equipment, back-up transportation, Emergency Services contacts)				
	Confirmation of the presence of appropriate alternative contingency plan(s) if the trip/part of the trip can't happen				
	Destination contact and phone number, e.g., outdoor centre, camp, local authority(ies)				
	Additional insurance needs addressed, if relevant (e.g., out-of-province medical, hospital care)				
	List of documents leader will carry (e.g., trip plan, permits, passenger lists, medical conditions and emergency contacts of students).				
	Principal or designate and Home Contact Person to receive copy of finalized trip plan, signed consent forms, passenger lists and other relevant documents				
	An appropriate plan in place to evaluate the activity/trip (e.g., criteria for success, process to evaluate)				
	Other relevant information unique to the particular trip. Specify:				
<i>Comments</i>					

**POLICY 8600
DISTRICT PRACTICE 8600**

DATE: August 2022

Risk assessment and supervision ratio calculation tool

	Factors to Assess	Low Risk	0 points	Moderate Risk	1 point	Higher Risk	2 points	Comments	
Man-date	Educational/recre'l value of the activity	High value		Some value		Limited value			
	Support of activity by parents/guardians	High support		Moderate support		Low support			
Leadership Factors	Leader relevant knowledge	Very knowledgeable		Adequate knowledge		Limited knowledge			
	Leader relevant health and fitness	Very healthy/fit		Adequate health/fitness		Limited health/fitness			
	Leader relevant specific skills	Very skilled		Adequate skills		Limited skills			
	Leader relevant experience	>20 days/last 3 yrs.		5-19 days in last 3 yrs.		<5 days/last 3 yrs.			
	Capability of assistant leaders/chaperones	Very capable		Adequate capability		Limited capability			
Student Factors	Student age	13+		9-12		5-8			
	Student relevant knowledge	Very knowledgeable		Adequate knowledge		Limited knowledge			
	Student relevant health and fitness	Very healthy/fit		Adequate health/fitness		Limited health/fitness			
	Student relevant specific skill	Very skilled		Adequate skills		Limited skills			
	Student relevant experience	>20 days/last 3 yrs.		5-19 days in last 3 yrs.		<5 days/last 3 yrs.			
	Student clothing/footwear adequacy	Good quantity/quality		Adequate quantity/quality		Limit'd quant./qual.			
	Student behavioral propensities	Mature		Adequate maturity		Immature			
	Presence of special needs students	None		1 special needs student		More than 1			
Trip/Activity Specific Factors	Group equipment adequacy	Good quant./qual.		Adequate quantity/quality		Limited quantity/quality			
	Emergency/first aid capacity (kit & skill)	Good quant./qual		Adequate quantity/quality		Limited quantity/quality			
	Nature of the activity(ies)	Low inherent risk		Some inherent risk		Significant inherent risk			
	Nature of the environment	Low inherent risk		Some inherent risk		Significant inherent risk			
	Familiarity with site/area & similar areas	Very familiar		Some familiarity		Low familiarity			
	Duration of the outing	Day trip		Overnight		>2 days and 2 nights			
	Season (assuming region in BC)	Sept.-Oct./May-June		Nov., Mar.-April		Dec.-Feb.			
	Anticipated weather	Mild/seasonal		Some concern		Cold/wet/stormy			
	External Communications Capacity	Immediate/reliable		Some concern(s)		Poor or unreliable			
	Time/distance from EMS arrival	< 20 mins.		20 mins. – 2 hrs.		>2 hours			
			Subtotal						
						Moderate + High			
						Overall Risk Rating			
Assuming there are no more than three higher risk factors and none of the higher risk factors are extreme (e.g., severe weather, several immature and/or aggressive participants), the table to the right can be used as a general guideline to help determine teacher/leader to student ratios. See notes following for qualifications.			Total Points	Overall Trip Risk Rating		Suggested Minimum Ratio*			
			< 10	Low Risk		Age 5-8 (1:6)	Age 9-12 (1:10)	Age 13+ (1:15)	
			11-20	Moderate Risk		Age 5-8 (1:5)	Age 9-12 (1:8)	Age 13+ (1:10)	
			21-30	Higher Care		Age 5-8 (Excessive risk)	Age 9-12 (1:6)	Age 13+ (1:8)	
			>30	Excessive for a school program		Reduce risk factors or cancel			

RISK MANAGEMENT PLAN

Risks	Hazards	Mitigation Strategies	Plan/Notes
Average Weather Forecast			
Average low/high temperature			
Average wind speed/direction			
Average precipitation type/amount			
<i>Site/area investigation (from pre-visit, guidebooks, talking to local authorities, etc.). Comment on results of investigation (e.g. suitability for group and objectives)</i>			
<i>Winter road conditions report (provide average information from DriveBC or other reliable source if available):</i>			
<i>Other local conditions report (e.g. from Parks office or other reliable source. May include snow report, water levels, wildlife warnings, etc. as relevant)</i>			



**FORM 8600.5
HIGHER CARE OUTDOOR AND AQUATIC ACTIVITIES,
AND TRAVEL EXCURSIONS PROPOSAL**

ITINERARY CARD FOR BACKCOUNTRY AND OPEN WATER ACTIVITIES

Day No.	Of Number of Days	Objective								Date (yyyy/mm/dd)
Location (Place Name, Camp #)	GPS Coordinates, Grid Reference, or Key Landmarks		Grid (Map) Bearing	Horizontal Distance	Height		Start Time	Program Activity	Known Hazards	Safety Procedures for These Hazards
	From	To			Gained	Lost				
Totals	Grid Reference refers to 6-digit location reference # (easterly, northerly)		Remember declination for field bearing	To nearest tenth of a kilometer	In meters or feet (specify)	In meters or feet (specify)			Keywords/ Phrases to cue unique hazards	Key words/phrases to cue unique procedures detailed in Risk Management Plan
Environmental Forecast for the day			(Enter data or note N/A if not applicable)				Alternative Routes/Plans			
Temperature (low/high)										
Wind speed/direction (from)										
Clouds (type/% coverage)										
Precipitation (type/amount)										
Time of dusk										
Water level (low, medium, high)										
Snow conditions (depth of base in cm/depth new in cm/avalanche hazard rating)										

**POLICY 8600
DISTRICT PRACTICE 8600**

DATE: August 2022



DISTRICT PRACTICE 1300

PRESENTATIONS/DELEGATIONS AT BOARD OF EDUCATION MEETINGS

DISTRICT PRACTICE:

1. PRESENTATIONS AT REGULAR BOARD MEETINGS

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

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

2. DELEGATIONS AT REGULAR BOARD MEETINGS

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

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

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



DISTRICT PRACTICE 1300

PRESENTATIONS/DELEGATIONS AT BOARD OF EDUCATION MEETINGS

previously considered that is relevant to any decision. A motion of the Board of Education to hear the delegation must be passed by having a majority of all Trustees cast an affirmative vote.

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



DISTRICT PRACTICE 5225

CLASSROOM PLACEMENT

DISTRICT PRACTICE:

PLANNING

School District No. 6 (Rocky Mountain) “SD6” takes student placement very seriously and goes through a meticulous process. At the initial stage of planning, SD6 anticipates the enrolment of our students. Based on this projected number of students, the District receives our staffing entitlement.

Once the organization of the school has been decided upon and teachers have been assigned a class within that organization, the process of assigning students to classes begins. The class placement process ensures that thoughtful consideration of each child's social, emotional, and academic needs are aligned with those needs to create balanced and effective learning environments. The assignment of students to classes is decided by a team, which includes the child's current teacher, possible teachers for the coming year, specialists such as the learning services teacher, school counsellor, and the school administration. This professional team considers each placement carefully as they create classes that include a wide range of students who learn in a variety of ways.

Once the District has all of the information available, the following decisions can be made:

- the number of divisions at each grade level
- the number of students in each class
- where classes will be blended (4/5, 6/7, etc.)
- the amount of time provided to other disciplines in the school such as music
- what grade levels teachers will request to teach

STUDENT PLACEMENT

Student placement is a very complex process that SD6 takes very seriously. The District takes a collaborative approach when planning for student placement with all stakeholders (parents, students, staff) having a voice in the process.

1. ***Parent Input Form (optional):** Parents can complete the form ([link form here](#)) and send an electronic copy to the catchment school or print it off and drop it at the office. Information is available on the school's website . **The due date of parent input is May 31**, and it may not be possible to meet all input requests as classes are determined.

*Please note that the Parent Input for Student Placement form will not be accepted if names of staff members are used in the input, and the form will be returned to the sender with a reminder of the placement criteria. The goal is to meet the needs of all students in order to maximize their growth as learners.



DISTRICT PRACTICE 5225

CLASSROOM PLACEMENT

2. **Student feedback:** In late May, schools ask students to choose up to five students who they work well with (and not their best friend). We are unable to make any promises, and we do our best to accommodate students' lists by placing them with one or two students.
3. **Teacher/specialists:** The school staff and specialists (such as counselor, administrators, learning service teachers, etc.) place students and review lists several times up until the opening day of the new school year.

In addition to individual circumstances, criteria considered in the placement process include, but is not limited to, the following:

1. Workable instructional groups considering:
 - the child's academic needs and strengths
 - teaching and learning styles
 - the child's work habits
2. Positive social groups considering:
 - placements where a child can work positively and productively with other children in the class
 - peer support or conflicts
 - establishing the presence of positive leaders in each class
 - ratio of grades in blended classes
3. Balanced classes considering:
 - gender
 - students with special needs identifications
 - students who are English language learners
 - academic, social, and emotional needs and abilities
 - leadership abilities
4. Other Information considered:
 - the past history of students in blended or single grade classes
 - school-based resource team recommendations



DISTRICT PRACTICE 5225

CLASSROOM PLACEMENT

A Note on Blended Classrooms

All classrooms have a range of abilities within in them; however there are many benefits to having multigrade classes. Blended classrooms create diverse yet balanced groupings of students of mixed ages with different abilities and they promote enhanced social and emotional skills. Research supports that the blended classrooms can also yield higher language development and reading skills as younger students are challenged and older students act as peer mentors. Further having blended classrooms fosters a culture of caring and creates an environment where all students needs are being met, where they are at, through differentiating instruction for all learners.

When teaching a blended classroom it becomes evident that the curriculum lends itself to this scenario. With a focus on curricular competencies, and a holistic approach to content outcomes, a teacher is able to meet the needs of all students by differentiating learning to ensure all grade level needs are met.



FORM 5225
CLASSROOM PLACEMENT

It is important that students learn to work and socialize in environments of diversity. This prepares students for life in the 21st century and allows individual talents to shine. Teachers get to know their students very well during the course of a school year and consider each and every student as an individual and as part of the school community when considering class placement for students.

Parents and guardians understandably want to ensure that their child is placed in the best possible learning environment. If there is information that the current classroom teacher and/or the principal does not have and should consider when placing your child, please complete this form.

Please complete only the applicable lines, and then rank the priority on the left with 1 being the most important to you and 4 the least important.

PLEASE DO NOT REQUEST THAT YOUR CHILD WANTS OR DOES NOT WANT A SPECIFIC TEACHER. If a request of this nature is made, the form will be considered null and void, and it will be returned to you.

In order to have your input considered for placement, please complete this form and email or drop it off to: (insert your email address here) by May 31st.

Please be mindful that this form will be shared with the classroom teacher and other staff members that your child has worked with.

Student Name: _____ Current grade level _____

Name of Current Teacher: _____

_____ My child's academic / learning needs are: _____

_____ My child's emotional needs are: _____

_____ My child's social needs are: _____

_____ Other concerns that should be considered: _____

Parent/Guardian name: _____ Date _____

Submitting this form signifies parental approval.

FOR OFFICE USE ONLY

Date Received: _____

Signature of Office Recipient: _____



DISTRICT PRACTICE 8560

SCHOOL BASED TEAM

DISTRICT PRACTICE:

The following guidelines reflect current best practices to ensure the highest standard of School Based Teams. It is the principals' responsibility to ensure that these standards are met.

Definition of School Based Team:

An on-going team of school based personnel that have a formal role to function or serve as a collaborative problem-solving unit, assisting classroom teachers in developing and implementing instructional and/or management strategies and coordinating support resources for students within the school.

Purpose of School Based Team:

The SBT is responsible for the following:

- Planning, coordinating, and monitoring services and resources in the school for students who with require additional supports for success
- Providing regular opportunities for consultation with teachers on possible support strategies
- Supporting teachers in implementing appropriate strategies for students
- Identifying the need for additional district or community services and initiating appropriate referrals
- Facilitating planning and service delivery within the school (with school and district based supports)
- Ensuring a case manager is assigned to all designated students and that parents are involved or informed
- Other duties such as:
 - developing class lists,
 - determining school wide assessment requirements
 - reviewing school wide assessment data to inform programming
 - reviewing regularly progress and attendance of high risk students'

School Based Team Meetings:

Resources:

School Based Team Referral Form
School Based Team Meeting Agenda
School Based Team Notes

School Based Team Self Evaluation Rubric

References: [Ministry of Education Manual of Policies, Procedures and Guidelines Special Education](#)

ADOPTED: DATE

Amended:



DISTRICT PRACTICE 8560

SCHOOL BASED TEAM

- SBT members develop meeting norms which are communicated to all staff and reviewed at least yearly
- The norms ensure the SBT meetings are student centered, positive and solution based (respectful language, limited number of referrals, input from all parties allowed, rules regarding electronics at meetings, etc.) and that parents are aware of the process
- SBT dates for the school year should be set at the beginning of the year and should be held at least twice each month to allow for new referrals and reviewing students that were brought forward
- An agenda should be available to participating staff prior to the meeting
- SBT meeting action plans are stored and available for access by the support team

Members of the School Based Team:

The School-Based Team (SBT) must include the following members:

- Principal and/or vice-principal
- Learning Support Services teacher(s)
- School Based counsellor (high school)
- Staff member making the referral
- Parent/Student when appropriate

Where appropriate SBT may also include:

- English Language Learners' teacher
- Indigenous Education Support Worker
- Youth Care Worker
- Education Assistants
- District Inclusive staff (itinerant counsellor, district psychologist, speech and language pathologist, teacher of the visually impaired, teacher of the d/Deaf & hard of hearing, district vice principal of learning support services, etc.)
- Representatives from community services or other ministries (must have ROI)
- Other individuals who have pertinent information about the student (must have ROI)

Resources:

School Based Team Referral Form
School Based Team Meeting Agenda
School Based Team Notes

School Based Team Self Evaluation Rubric

References: [Ministry of Education Manual of Policies, Procedures and Guidelines Special Education](#)

ADOPTED: DATE

Amended:



Roles on the School Based Team:

The School Based Team Chairperson

- Is identified at the first meeting of the year and continues in that role for the school year
- Sets the agenda and distributes it to all staff and SBT members prior to the meeting
- Collects the referrals from teachers in the school, ensures the referrals are complete with necessary paperwork and completed file review
- Informs the teachers when to attend a meeting to discuss the referral
- Coordinates and shares the action plan and review cycle for each student

The School Based Team Note Taker

- Is a member of the committee who is NOT the Chairperson
- Keeps notes to ensure discussions, decisions and solutions are recorded accurately
- Ensures that the notes on individual students are kept separate to ensure confidentiality and for easy filing
- Files notes into a binder or computer file which can be shared with the team (including the referring teacher)
- Ensures the meeting notes are distributed to members of the SBT, referring teachers, the parent and processed in a timely manner

Referrals to SBT:

- As part of the meeting schedule, develop a consistent, known date for referrals to be submitted (monthly/weekly) so staff are aware of when to refer and when to be available to attend the SBT meeting as needed.

Resources:

School Based Team Referral Form
School Based Team Meeting Agenda
School Based Team Notes

School Based Team Self Evaluation Rubric

References: [Ministry of Education Manual of Policies, Procedures and Guidelines Special Education](#)

ADOPTED: DATE

Amended:



DISTRICT PRACTICE 8560

SCHOOL BASED TEAM

Reference:

https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/inclusive/special_ed_policy_manual.pdf

Resources:

School Based Team Referral Form
School Based Team Meeting Agenda
School Based Team Notes
School Based Team Self Evaluation Rubric

References: [Ministry of Education Manual of Policies, Procedures and Guidelines Special Education](#)

ADOPTED: DATE

Amended:



POLICY XXX

**COMMUNICATIONS AND MEDIA
RELATIONS**

POLICY:

The Board of Education “Board” recognizes that open, timely, and appropriate information to our school communities, parents, students, Indigenous and community partners, the public, and the media is necessary to strengthen relationships, promote program activities of the Board, and remain open and transparent.

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

DISTRICT PRACTICE <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

REFERENCES: LIST AND HYPERLINK APPROPRIATE REFERENCES

ADOPTED: DATE
Amended:



DISTRICT PRACTICE XXX
COMMUNICATIONS AND MEDIA
RELATIONS

DISTRICT PRACTICE:

Section 1 General guidelines:

- 1.1 All employees and members of the Board of Trustees are responsible for effective and efficient communications.
- 1.2 All communication within the organization and external to the organization shall:
 - a. Be provided openly, honestly and with integrity;
 - b. Contain accurate, timely, and understandable information;
 - c. Function two ways, with the creation of opportunities for meaningful dialogue;
 - d. Be prepared in an inclusive manner;
 - e. Be respectful, courteous and uphold the principles of the Human RightsCode.

Section 2 - Roles and Responsibilities

2.1 Chairperson of the Board

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

2.2 Trustees

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

2.3 Superintendent of Schools

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

DISTRICT PRACTICE <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

REFERENCES: LIST AND HYPERLINK APPROPRIATE REFERENCES

ADOPTED: DATE
Amended:



DISTRICT PRACTICE XXX
COMMUNICATIONS AND MEDIA
RELATIONS

2.4 Executive Assistant/Communications Officer

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

2.5 Principals

Principals or, in their absence, their delegates, are the official spokesperson for their individual school and are responsible for providing information on school specific activities and creating communication links with their local media personnel.

2.6 Employees

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

Section 3 - Responding to Concerns

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

Public Inquiries

All responses to public inquiries shall adhere to the requirements and process identified in this Policy and District Practice.

All responses to public inquiries shall adhere to the Policy and district Practice 9200 problem-solving protocol.

Section 4 – Media releases and requests

Media Releases

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

DISTRICT PRACTICE <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

REFERENCES: LIST AND HYPERLINK APPROPRIATE REFERENCES

ADOPTED: DATE
Amended:



DISTRICT PRACTICE XXX
COMMUNICATIONS AND MEDIA
RELATIONS

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

All requests for and/or proposed media releases by District administration staff of School District No. 6 (Rocky Mountain) are submitted to the **Executive Assistant/Communications Officer** for review prior to issuance. When applicable, the **Executive Assistant/Communications Officer** may suggest alternative language or format to ensure that documentation is consistent with Board messaging and standards.

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

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

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

Media Requests

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

Whenever possible, media requests received directly by individual trustees or board staff are responded to following consultation with the **Superintendent, Superintendent designate or**

DISTRICT PRACTICE <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

REFERENCES: LIST AND HYPERLINK APPROPRIATE REFERENCES

ADOPTED: DATE
Amended:



DISTRICT PRACTICE XXX
COMMUNICATIONS AND MEDIA
RELATIONS

Executive Assistant/Communications Officer, fellow staff and/or Board Trustees to ensure that the response is reflective of the position of the school board. Any personal opinions must be clearly identified as such and further, that such opinions are not necessary those of the school board.

DISTRICT PRACTICE <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

REFERENCES: LIST AND HYPERLINK APPROPRIATE REFERENCES

ADOPTED: DATE
Amended:

REGULAR MEETING: INFORMATION, RECOMMENDATION

DATE: April 12, 2022

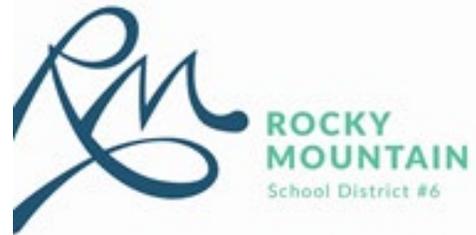
TO: Board of Trustees

FROM: Alan Rice, Secretary Treasurer

SUBJECT: Capital Bylaw-Annual Five-Year Capital Plan
Submission for 2022/23

ORIGINATOR: Alan Rice, Al Ure, Steve Jackson

REFERENCE: SD06_Capital Plans_2022-23_Response_Letter
Capital Plan Bylaw No 2022-23-CPSD6-01 - Draft



ISSUE

In accordance with Section 143 of the School Act, Boards of Education are required to adopt a single Capital Bylaw for its approved 2022/23 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:

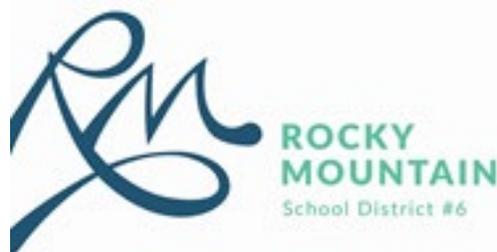
- School Enhancement Program– Building Envelope Upgrades at IOD \$792,000, HVAC Upgrade at EMPS \$265,000 and Lighting Upgrade (CNCP) at SSS \$325,000
- Two Replacement Buses \$318,504

CONCLUSION

That the Board of Education of School District No. 06 (Rocky Mountain) consider all three readings of Capital Plan Bylaw No. 2022/23-CPSD6-01 at this meeting.



DATE: April 12, 2022
TO: Board of Trustees
FROM: Karen Shipka, Superintendent of Schools
SUBJECT: Calendar 2022-23
ORIGINATOR: Stacey Ursulescu
REFERENCE: [Government of British Columbia news release, March 23, 2022](#)



ISSUE

The approved 2022-23 school calendar for School District No. 6 (Rocky Mountain) “District” specifies that the National Day of Truth and Reconciliation is a day of instruction. The Government has directed public sector employers, including the K-12 sector, to plan that schools will not be in operation that day.

BACKGROUND

At the March 8, 2022 regular meeting, the Board of Education “Board” approved the 2022-23 school calendar that included September 30, 2022, National Day of Truth and Reconciliation, as a day of instruction.

CURRENT SITUATION

On March 23, 2022 the Government of British Columbia provided an update on their commitment to engage Indigenous Peoples on how best to observe the National Day for Truth and Reconciliation and engagement with stakeholders in key business sectors. The engagement continues. The Government advised public sector employers, including the K-12 sector, that school districts should plan that schools will not be in operation on that day. The hours of instruction will not be reduced for the 2022-23 school year.

FINANCIAL IMPLICATIONS

Nominal. Exempt employees and Rocky Mountain Teachers’ Association (RMTA) are salaried employees. CUPE employees will be paid which would be budgeted for in their regular work schedule. Savings may be found through busses not operating and buildings being unoccupied.

CONCLUSION

That the Board of Education approve the revised 2022-23 school calendar that reflects the National Day for Truth and Reconciliation as a statutory holiday

RECOMMENDATION

Proposed motion:

THAT, The Board of Education for School District No. 6 (Rocky Mountain) approve the revised 2022-23 calendar as presented.





SCHOOL DISTRICT NO. 6 (Rocky Mountain)

620 - 4th Street, P.O. Box 430
Invermere, B.C. V0A 1K0

Corporate Board Office

P: (250) 342-9243

F: (250) 342-6966

2022-2023 SCHOOL CALENDAR

JULY

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Canada Day - Jul 1 instructional days 0

AUGUST

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Civic Holiday - Aug 1
Non-Instructional Day - (Ministry Day)
Aug 31 (for Pro-D)

SEPTEMBER

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Labour Day - Sep 5 Back to School - Sep 6
National Day for Truth and Reconciliation - Sep 30
Non-Instructional Days - (Ministry Days) - Sept 1 & 2

OCTOBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Thanksgiving - Oct 10 Non-Instructional Day (for Pro-D, PSA) - Oct 21
instructional days 19

NOVEMBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Remembrance Day - Nov 11 instructional days 21

DECEMBER

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Christmas/Boxing Day - Dec 25/26 (Dec. 27 in lieu)
Winter Break - Dec 19 - Dec 30
instructional days 12

JANUARY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

New Year's Day - Jan 1 (Jan. 2 in lieu)
School reopens - Jan 3 instructional days 21

FEBRUARY

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

Non-Instructional Day (for Pro-D) - Feb 13
Family Day - Feb 20 instructional days 18

MARCH

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Spring Break - Mar 20 - 31 instructional days 13

APRIL

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

School Reopens - April 3 Good Friday - Apr 7
Easter Monday - Apr 10 Non-Instructional Day (for Pro-D- RSA) - Apr 24
instructional days 17

MAY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Victoria Day - May 22 instructional days 22

JUNE

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Last day of school for students - Jun 29
Administrative Day - Jun 30 instructional days 21

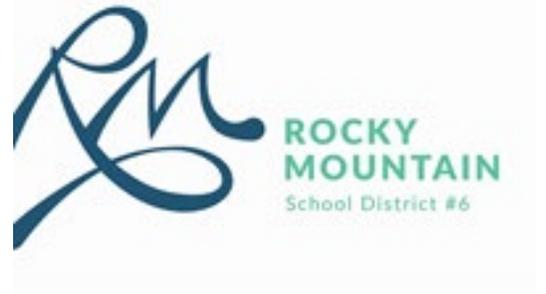
LEGEND:

- Instructional Days
- Non-Instructional Days
- Statutory Holidays

Hours of Instruction Offered:
Kindergarten: 853
Grades 1-7: 878
Grades 8-12: 952

Days of Instruction: 182
Non-Instructional Days: 7

DATE: April 12, 2022
TO: Board of Trustees
FROM: Karen Shipka, Superintendent of Schools
SUBJECT: Schedule of Board of Education meetings for the 2022-23 school year
ORIGINATOR: Stacey Ursulescu
REFERENCE:



ISSUE

The Board of Education “Board” be provided a draft schedule of meetings and a draft schedule of site visits for the 2022-23 school year.

BACKGROUND

Each year the Board of Education sets meeting dates and locations for the upcoming school year. The Board meets on the second Tuesday of every month, except in July and August, in various locations throughout School District No. 6 (Rocky Mountain). The Board holds their meetings at various schools throughout the school district in an effort to visit each school site several times during the 4-year tenure of each Board.

CURRENT SITUATION

Attached are two calendars, the schedule of Board of Education meetings and the schedule of school site visits. The Board of Education is required to adopt their schedule of Board of Education meetings and publicize their meeting dates.

FINANCIAL IMPLICATIONS

Board of Education meetings are accounted for annually through the budget planning cycle and process.

CONCLUSION

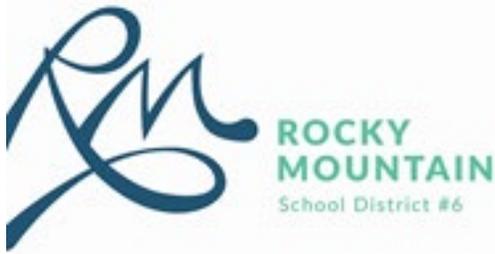
The Board of Education review and adopt their 2022-23 schedule of meetings and site visits.

RECOMMENDATION

Proposed Motion

THAT, the Board of Education of School District No. 6 (Rocky Mountain) approve the Board of Education, Schedule of Meetings and site visits for the 2022-23 school year as presented at this meeting.



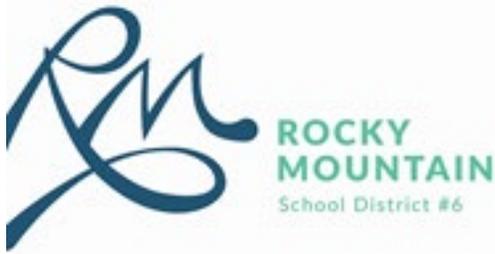


**School District No. 6 (Rocky Mountain)
Board of Education – Schedule of Meetings
2022-2023**

Board of Education meetings are held on a rotational basis at different schools located throughout School District No. 6 (Rocky Mountain) to provide Trustees with the opportunity to visit each school site. Meetings held during the winter months are conducted virtually from each zone office.

Tuesday, September 13, 2022	7:00 p.m.	Kimberley Zone , Lindsay Park Elementary School
Tuesday, October 11, 2022	7:00 p.m.	Golden Zone , Nicholson Elementary School
Tuesday, November 8, 2022	7:00 p.m.	Windermere Zone , District Administration Building
Tuesday, December 13, 2022	7:00 p.m.	Virtual, Zone Offices
Tuesday, January 10, 2023	7:00 p.m.	Virtual, Zone Offices
Tuesday, February 14, 2023	7:00 p.m.	Virtual, Zone Offices
Tuesday, March 14, 2023	7:00 p.m.	Virtual, Zone Offices
Tuesday, April 11, 2023	7:00 p.m.	Windermere Zone , J. Alfred Laird Elementary School
Tuesday, May 9, 2023	7:00 p.m.	Kimberley Zone , Marysville Elementary School
Tuesday, June 13, 2023	7:00 p.m.	Golden Zone , Alexander Park Elementary School





**School District No. 6 (Rocky Mountain)
Board of Education – Schedule of Meetings
2022-2023**

Board of Education meetings are held on a rotational basis at different schools located throughout School District No. 6 (Rocky Mountain) to provide Trustees with the opportunity to visit each school site. Meetings held during the winter months are conducted virtually from each zone office.

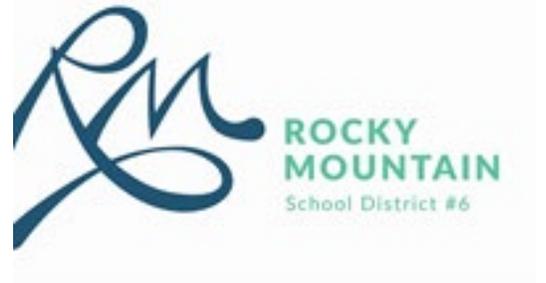
Tuesday, September 13, 2022	7:00 p.m.	Kimberley Zone , Lindsay Park Elementary School 10:00 – 12:45 Selkirk Secondary School (Lunch) 1:00 – 2:45 Lindsay Park Elementary School 5:30 Dinner 6:00 In camera meeting 7:00 Regular meeting
Tuesday, October 11, 2022	7:00 p.m.	Golden Zone , Nicholson Elementary School 10:00 – 12:30 Golden Secondary School (Lunch) 12:45 – 1:30 Golden Alternate School 1:45 – 3:15 Nicholson Elementary School 5:30 Dinner 6:00 In camera meeting 7:00 Regular meeting
Tuesday, November 8, 2022	7:00 p.m.	Windermere Zone , District Administration Building 8:30 – 10:00 Edgewater Elementary School 11:00 – 12:30 Martin Morigeau Elementary School (Lunch) 1:15 – 3:00 Eileen Madsen Elementary School 5:00 Dinner – District Administration Building 6:00 In camera meeting 7:00 Regular meeting
Tuesday, December 13, 2022	7:00 p.m.	Virtual, Zone Offices
Tuesday, January 10, 2023	7:00 p.m.	Virtual, Zone Offices
Tuesday, February 14, 2023	7:00 p.m.	Virtual, Zone Offices
Tuesday, March 14, 2023	7:00 p.m.	Virtual, Zone Offices



Tuesday, April 11, 2023	7:00 p.m.	<p>Windermere Zone, J. Alfred Laird Elementary School</p> <p>8:30 – 9:50 Windermere Elementary School</p> <p>10:00 – 11:00 Open Doors</p> <p>11:15 – 12:55 David Thompson Elementary School (Lunch)</p> <p>1:00 – 3:00 J. Alfred Laird Elementary School</p> <p>5:30 Dinner</p> <p>6:00 In camera meeting</p> <p>7:00 Regular meeting</p>
Tuesday, May 9, 2023	7:00 p.m.	<p>Kimberley Zone, Marysville Elementary School</p> <p>8:30 – 9:50 Kimberley Alternate School</p> <p>10:00 – 12:30 McKim Middle School (Lunch)</p> <p>12:45 – 2:15 Marysville Elementary School</p> <p>5:30 Dinner</p> <p>6:00 In camera meeting</p> <p>7:00 Regular meeting</p>
Tuesday, June 13, 2023	7:00 p.m.	<p>Golden Zone, Alexander Park Elementary School</p> <p>11:00 – 1:15 Lady Grey Elementary School (Lunch)</p> <p>1:30 – 3:00 Alexander Park Elementary School</p> <p>5:30 Dinner</p> <p>6:00 In camera meeting</p> <p>7:00 Regular meeting</p>



DATE: April 4, 2022
TO: Board of Trustees
FROM: Karen Shipka, Superintendent of Schools
SUBJECT: JUSTB4 Pilot Project
ORIGINATOR: Crystal MacLeod and Viveka Johnson
REFERENCE: [Deputy Minister's Expression of Interest, JUSTB4 Expansion, Childcare](#)



[Licensing Regulation, The Early Learning Framework](#)

ISSUE

As part of the new Ministry of Education and Child Care, an opportunity exists to explore opportunities for early learning programs.

BACKGROUND

The Deputy Minister's Bulletin on March 18 included an opportunity for Districts to submit an Expression of Interest (EIO) for provincial early learning programs including Strengthening Early Years to Kindergarten Transitions (SEY2KT), Changing Results for Young Children (CR4YC), Seamless Day and JUSTB4.

SEY2KT is a project that brings together community partners and school staff for six meetings to collaborate and create community projects to help ease the transition from early years to Kindergarten for children and families using the Compassionate Systems Leadership framework. CR4YC brings together Kindergarten teachers, Early Childhood Educators (ECEs) from community daycares and StrongStart facilitators for six meetings to collaborate and engage in pedagogical narration using the Early Learning Framework (ELF). A facilitator from outside the District guides this work and deepens participants' understanding of the ELF with a focus on children's social and emotional well-being. Seamless Day is a project that has ECEs providing before and after school care and working alongside Kindergarten teachers as full time school district employees

JUSTB4 is a drop-off, part-time (2-3 hours/day) preschool program for 4 year olds that provides them with an early childhood experience facilitated by a certified Early Childhood Educator (ECE) implementing the Early Learning Framework. For important context and accurate consideration, JUSTB4 is meant to connote that children should "just be four" years old, not that they are "just before Kindergarten."

(Please see attachment for the Ministry's full description for all of these projects.)

Based on the fact-finding work that was undertaken in November 2021, conversations with local providers (Mountain Child, Golden Child, and the Child Care Resource and Referral Centre) there is a desire and want for this kind of drop-off, part-time preschool program. Having said that, the Board would need to consider the



implications for current providers of drop-off, part-time preschool programs as it is possible that families who had plans to access a community program may decide to register their child in the JUSTB4 program instead.

CURRENT SITUATION

Currently the District is participating in the SEY2KT provincial pilot project in Invermere and the CR4YC pilot project in Kimberley and is putting in an EOI to expand these projects within the District. We are hoping to add a SEY2KT site in Golden and a CR4YC site in Invermere.

The District is not currently participating in the Seamless Day or JUSTB4 pilot projects. The District acknowledges the value and impact of early learning programs and as such would like to submit an expression of interest (EOI) to have one JUSTB4 site in Golden where a dedicated classroom that is being used for StrongStart in the morning and would be available for JUSTB4 in the afternoon.

FINANCIAL IMPLICATIONS

JUSTB4 comes with \$25,000 in funding guaranteed for three years.

CONCLUSION

If the expression of interest is accepted, JUSTB4 would allow the District to take the important first steps in offering a unique early learning experience for students.

It is also important to note that an EOI for JUSTB4 does not mean that the District will be selected as funding for this program is capped and only a certain number of districts will be chosen. The deadline for the District to submit an EOI is April 29, 2022.

RECOMMENDATION

The Board of Education support the District in putting forward and expression of interest for the JUSTB4 program.



DATE: April 12, 2022
TO: Board of Trustees
FROM: Alan Rice, Secretary Treasurer
SUBJECT: Budget Utilization Summary – March 31, 2022
ORIGINATOR: Alan Rice
REFERENCE: Budget Utilization Summary - March



ISSUE

That the Board of Education receive a report on year-to-date operating expenditures compared to budget and prior year data as information.

BACKGROUND

This report is to provide the Board with information concerning fluctuations in operating expenditures on a monthly basis.

CURRENT SITUATION

Instruction:

- Below budget by approximately \$1,150,000 or 3.09%.
 - Below budget for salaries and benefits by approximately \$877,000 or 2.68%.
 - Below budget for services by approximately \$154,000 or 4.41% primarily due to professional and contracted services.
 - Below budget for supplies by approximately \$119,000 or 11.33%.
- Overall increase in spending of approximately \$3,164,000 or 14.25% compared to prior year for the same timeframe.
 - Increase of approximately \$1,650,000 or 7.95% from prior year for salaries and benefits primarily for teaching and support staff and related replacement costs.
 - Increase of approximately \$1,506,000 or 182.38% from prior year for services primarily related to the homestay fees associated with the International program.
 - Increase of approximately \$7,000 or 1.09% from prior year for supplies.



Administration:

- Below budget by approximately \$1,000 or 0.06%.
 - Below budget by approximately \$14,000 or 0.91% for salaries and benefits.
 - Above budget by approximately \$24,000 or 6.84% for services primarily attributable to an increase in professional and contracted services, and dues and fees but partially offset by a reduction in travel.
 - Below budget by approximately \$11,000 or 31.10% for supplies.
- Overall increase in spending of approximately \$38,000 or 2.75% compared to prior year for the same timeframe.
 - Decrease of approximately \$16,000 or 1.41% from prior year for salaries and benefits primarily for exempt staff spread across all administration departments.
 - Increase of approximately \$53,000 or 22.93% from prior year for services primarily for travel and consulting services.
 - Increase of approximately \$600 or 4.1% from prior year for supplies.

Operations and Maintenance:

- Below budget by approximately \$170,000 or 2.79%.
 - Below budget by approximately \$218,000 or 5.88% for salaries and benefits primarily for support staff.
 - Below budget by approximately \$25,000 or 2.60% for services primarily attributable to professional and contracted services, and travel.
 - Above budget by approximately \$73,000 or 5.2% for supplies.
- Overall increase in spending of approximately \$270,000 or 7.25% compared to the prior year for the same timeframe.
 - Increase of approximately \$81,000 or 3.27% from prior year for salaries and benefits.
 - Increase of approximately \$73,000 or 11.61% from prior year for services primarily attributable to the tech department for deferred projects.
 - Increase of approximately \$143,000 or 14.44% from prior year for supplies primarily attributable to reallocation of costs to the COVID special purpose funds, and increases in utilities.

Transportation and Housing:

- Below budget by approximately \$32,000 or 1.7%.
 - Below budget by approximately \$19,000 or 1.52% for salaries and benefits primarily for support staff.
 - Below budget by approximately \$20,000 or 12.73% for services primarily attributable to a reduction in extracurricular bus trips due to COVID.
 - Above budget by approximately \$7,000 or 1.61% for supplies primarily attributed to engine repairs for buses.



- Overall decrease in spending of approximately \$49,000 or 3.58% compared to the prior year for the same timeframe.
 - Increase of approximately \$1,500 or 0.17% from prior year for salaries and benefits.
 - Reduction of approximately \$32,000 or 25.69% from prior year for services primarily attributable to insurance.
 - Decrease of approximately \$18,000 or 5.18% from prior year for supplies (bus engine repairs for buses in prior year).

CONCLUSION

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

RECOMMENDATION

Continue to monitor on a monthly basis.

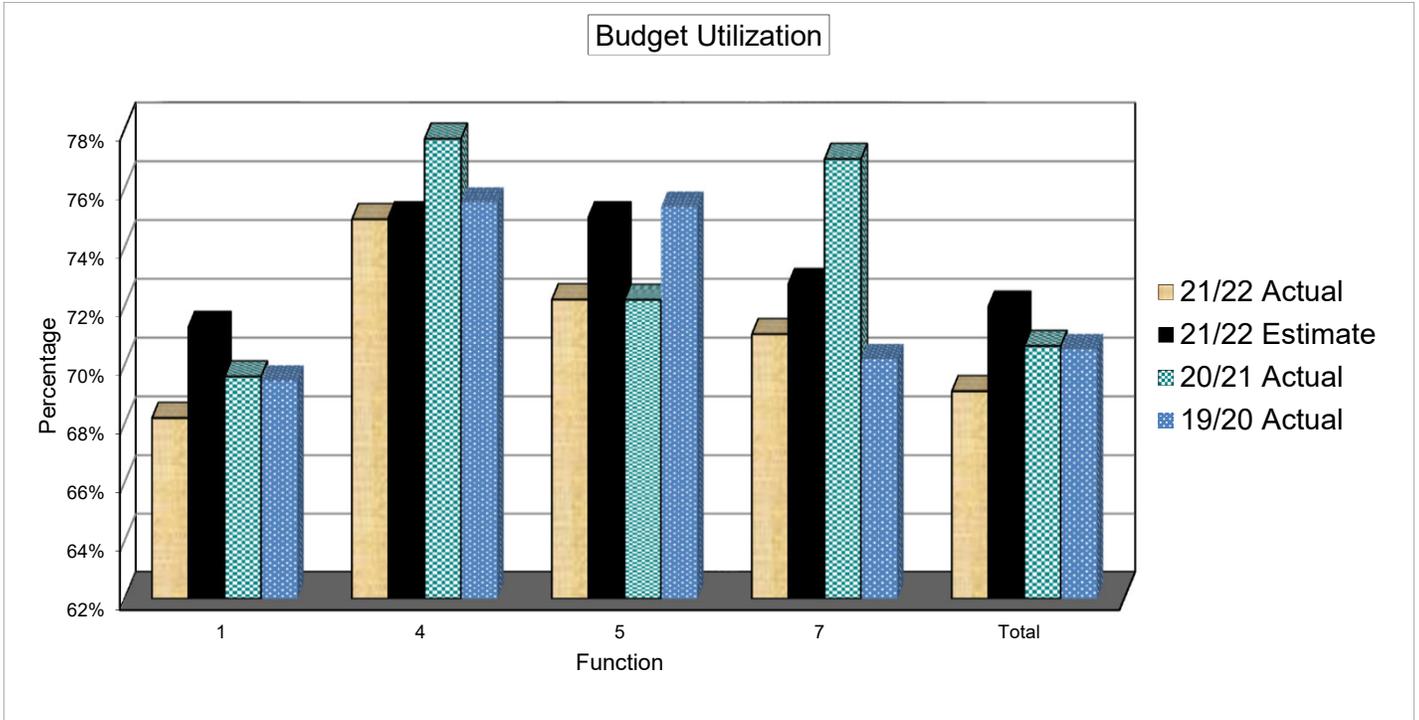
STRATEGIC ALIGNMENT

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



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

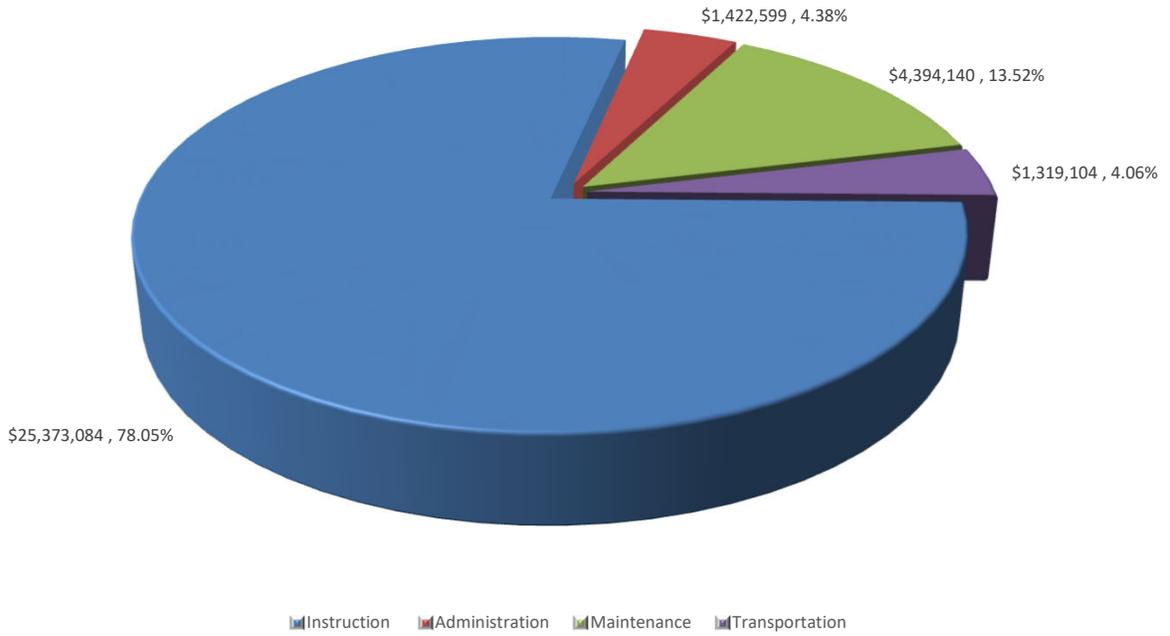
<u>FUNCTION</u>	<u>#</u>	<u>MONTHS</u>	<u>BUDGET</u>	<u>EXPENDED</u>	<u>ACTUAL</u>	<u>ESTIMATE</u>	<u>2020/21 ACTUAL</u>
Instruction	1	10	\$ 37,215,336	\$ 25,373,084	68.18%	71.27%	69.59%
Administration	4	12	\$ 1,898,256	\$ 1,422,599	74.94%	75.00%	77.68%
Maintenance	5	12	\$ 6,085,275	\$ 4,394,140	72.21%	75.00%	72.20%
Transportation	7	11	\$ 1,857,106	\$ 1,319,104	71.03%	72.73%	76.99%
Total			\$ 47,055,973	\$ 32,508,927	69.09%	71.96%	70.63%



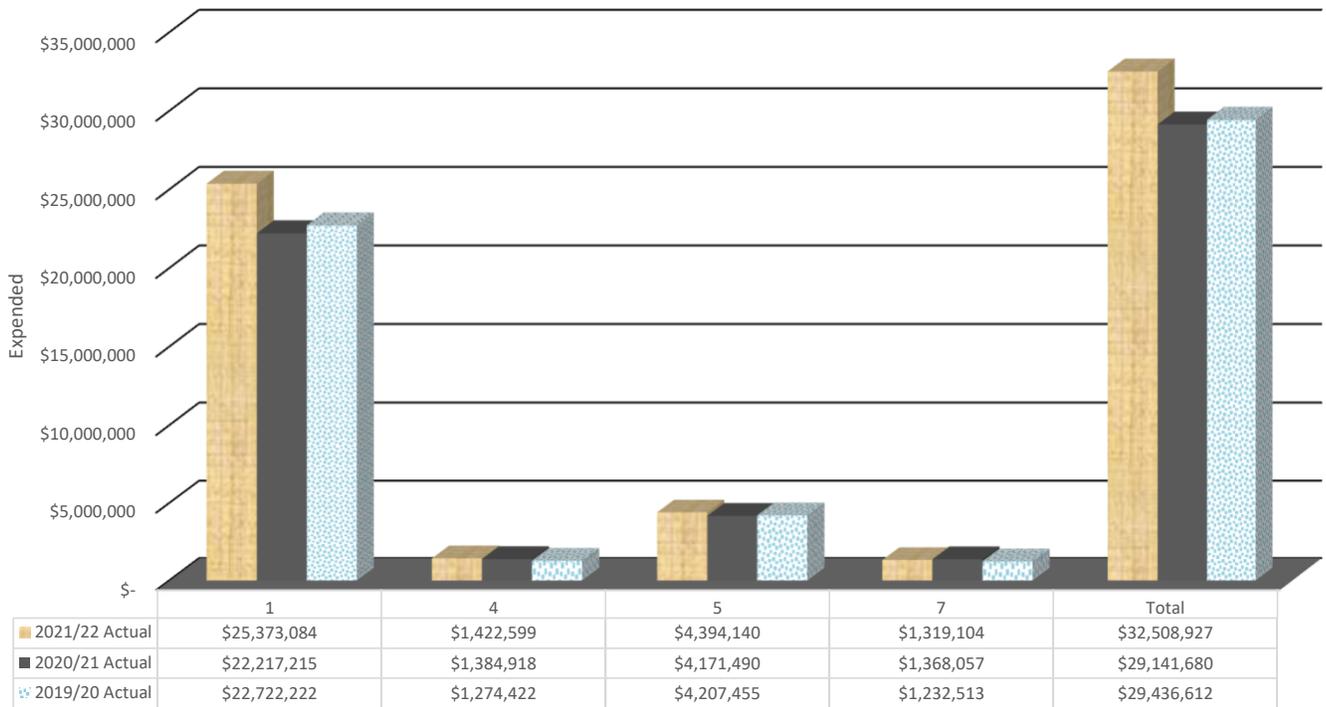
BUDGET ADJUSTMENTS:

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

Expenditures by Function



3 Year Actual Expenditure Comparison





P.O. Box 430 Invermere, B.C., Canada, V0A 1K0



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Alan Rice | Secretary Treasurer | alan.rice@sd6.bc.ca



Stacey Ursulescu | Executive Assistant | stacey.ursulescu@sd6.bc.ca

School District 6 Rocky Mountain is located on the traditional unceded shared territory of the Ktunaxa and Secwépemc peoples and the chosen home of the Métis.

School District No. 6 (Rocky Mountain) 2022-23 Budget Process

February	Communicate process and begin to build a very global budget
March	Meetings with senior leadership team to define budget expectations
Mid-March	Ministry will release funding estimates and school allocations determined
Mid-March	Initial collaborative teaching staffing discussions completed
Late-April	Initial collaborative EA staffing discussions completed
Early May	P/VP Meeting – school budgets will be submitted; conversation, feedback and/or input
Early May	Board Working Session and DPAC Engagement
Mid-May	Finance and Audit Committee Meeting; review draft budget
Early June	Community Engagement on School Plans (June 2 – Golden; June 7 – Invermere; June 9 – Kimberley) and provide Overview of Budget
June 14	Regular Board Meeting – final budget presented; request all three readings of bylaw (*)

*If not, we will call a special meeting for the third reading.



DATE: April 1, 2022

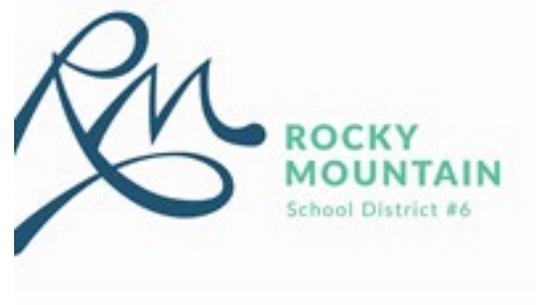
TO: Board of Trustees

FROM: Karen Shipka, Superintendent of Schools

SUBJECT: Policy 6300 Staff Use of District Facilities

ORIGINATOR: Steve Wyer, Assistant Superintendent

REFERENCE: [BC Schools' Protection Program](#)



ISSUE

The Board of Education will receive background information related to the removal of policy 6300 from the school district policy manual and district practice.

BACKGROUND

It has been past practice in School District No. 6 (Rocky Mountain) to allow staff to utilize facilities and equipment during non-work hours for non-work related purposes. Examples of such use would be using the automotive shop to change over one's car tires, or playing basketball in the gymnasium on the weekend. This perquisite use of facilities by school staff was formally described in policy 6300.

CURRENT SITUATION

Upon review of the policy manual, policy 6300 came up for discussion. The question arose about the liability incurred by the District in allowing staff to use equipment and facilities for non-work related purposes. Steve Wyer contacted BC Schools' Protection Program (SPP) – the District's insurance provider – to inquire about policy 6300. SPP advised that including staff use of facilities and equipment in a policy other than a policy for general community use, opened the District up to significant liability. Additionally, Steve Wyer discovered another potential vulnerability for the District related to WorkSafe BC claims. The advice the district received was that an employee is either acting in their capacity as an employee or they are not. In the case that they are acting in the capacity of their employment, it is appropriate for the District to carry the liability. In the case they are not acting in the capacity of their employment with the District, then they should be treated as a community member. The District should not carry the liability for anyone not working in the capacity of employment. As such, all of the appropriate protection and insurance against liability should be in place and assurance of such provided to the District by the community user. If an employee is not using the equipment and facility for a purpose related to their work, policy 6300 expressly implied that the District was accepting the liability associated with this use. The advice from SPP is to not accept the liability incurred in Policy 6300.



For example, if a teacher is changing over their tires in the auto shop on the weekend and an accident were to occur resulting injury to the employee, policy 6300, and the District, accepts the liability for any legal consequence following from such injury and costs related to the injury itself. Furthermore, the question is always raised, when an employee of the District is injured at their place of work, about whether the activity was part of their work with the District. This sometimes requires the District to defend the position that the non-work related activity was truly non-work related.

While there is a “user agreement” form in place for facility use under this policy, it is not sufficient to release the District from all liability.

Accepting such liability exceeds the level of tolerance to risk for the District, and therefore, the Board of Education decided to repeal and remove this policy.

Apart from the use of equipment and facilities for the purpose of work, facility user groups fall into three categories, according to the District’s insurance provider:

Commercial Users – *Individuals, partnerships, corporations, or other businesses set up for commercial or profit purposes, using the facilities with the intention of making a profit (e.g., promoter presenting concert in School District theatre).*

Non-Profit Users – *Individuals, organizations, associations, cultural or religious groups, educational, youth or service groups, or sports organizations set up for nonprofit activities using the facilities for fund-raising events (e.g. Big Brothers and Big Sisters holding a fund-raising auction).*

Community Users – *Individuals, organizations, associations, societies, or other groups resident in the community using the facilities for any casual and/or information community activities (e.g., community soccer tournament) (SPP User Group Guidelines)*

Note, there is no category established by SPP for use of facilities by staff that is recreational or not related to work.

When district facilities and equipment are used by the community there is serious risk incurred by the District.

“School Districts are exposed to risk of loss when they allow outside groups to use their facilities and equipment. If someone is injured or suffers property damage during the user group’s activity, the School District could be sued” (SPP User Groups)

It is important to consider some of the advice in the guidelines laid out for districts by SPP in considering which type of risk is appropriate. They write:

“Recognizing risk management is critical to the achievement of the government’s goals and responsibilities.” And that Risk Management should “support ministries in operational and strategic decision making”. (SPP Risk Management Guidelines for the Public Sector p. 4)



As mentioned earlier, if the facility use is work related the SPP carries the liability. However, if the use is of any one of the defined community uses, and appropriate insurance, agreement, and waivers are not in place the District could be sued. Since there is no description of liability coverage for staff outside of the performance of their duties in school facilities, staff using District facilities for recreational purposes should be treated as community users.

In determining whether the district should assume the risk of staff members doing non-work related activities in schools, this can be assessed using the risk matrix from BC Schools' Protection Program provided here.

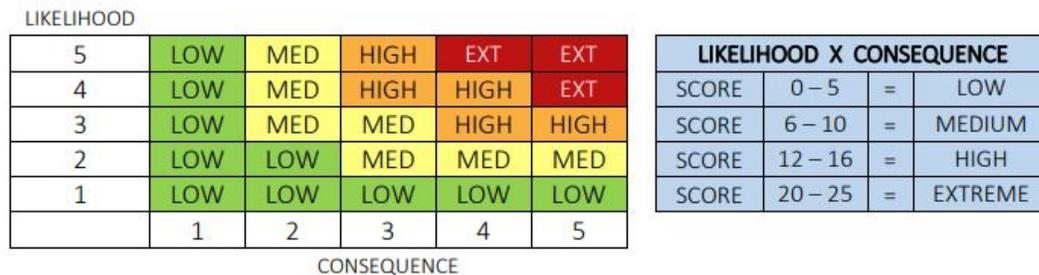


Figure 9: Risk Rating Matrix

Likelihood = Probability of the risk event actually occurring		
Score	Criteria	Probability (%)
5	Almost Certain	80%-99% or Once a year or more frequently
4	Likely	61%-79% or Once every three years
3	Possible	40%-60% or Once every five years
2	Unlikely	11%-39% or Once every 15 years
1	Almost certain not to happen	0%-10% or Once every 25 years

Each year we have employees injuring themselves while doing activities: some work related and some not. So the likelihood of injuries occurring is “almost certain”. When coupled with the serious consequence (lawsuit, injury costs) of that injury occurring to a staff member using facilities for recreational purposes and without proper mitigating actions (insurance, procedure, waivers, etc), the vulnerability of the District to risk is “extreme”.

While every organization incurs and accepts some level of inherent risk in its operations, that accepted risk is balanced with the value it carries with respect to the organization’s priorities. Staff use of school facilities presents an extreme risk and provides little value advancing the District’s strategic priorities.



IMPLICATIONS

For some staff, the repealing of policy 6300 will be a change in practice. It may also frustrate some staff who have been using school facilities on a regular basis. Ongoing communication from Principals to staff is required to ensure the District establishes clarity related to this policy. The senior management team has requested that principals and vice principals communicate directly in staff meetings to all staff about what this policy means at their sites. In no way is this policy intended to prevent staff from doing work related activities during non-work hours. Staff may still work in the school during non-instructional hours: they may use the office, use the photocopier, access book rooms and other resource locations, as well as the learning commons. Staff may prepare for their courses and for assessment in District facilities.

If staff wish to use facilities in a recreational way, they do so as members of the community and the parameters of such use are defined in policy 6000.

Some examples of non-work related activities prohibited with a repeal of policy 6300 include, but are not limited to:

- Use of the gym and equipment to play sports, or exercise.
- Use of the wood shop to complete a project for the staff member's home
- Allowing family to use facilities and equipment while the staff member completes work related activities
- Using the brush saw from the operations department to clear yard waste at home
- Use of the automotive shop to change the oil of the staff member's vehicle.
- Using the school's canoe for a family paddling trip
- Borrowing sports equipment for personal, family use or use by others.

Another important implication is the optics created in the public by staff use of District facilities and equipment. The facilities and the equipment are public assets acquired by the District for the purposes of student learning. The openly visible use of these public assets for personal use by staff may create a public perception of preference or violation of trust.

Additional wear and tear on facilities and equipment is another implication of personal staff use of facilities and equipment. Additional wear and or breakage of equipment or facilities could have a negative effect on the primary use of facilities and equipment for students.

CONCLUSION

Policy 6300 created vulnerability to liability through the risks created by non-work related staff use of district facilities and equipment. The District sought advice on this policy from Schools' Protection – our insurance carrier – and from WorkSafe BC – in assessing the District's liability incurred as a result of policy 6300. The risk of liability to the District inherent in policy 6300 is extreme.

STRATEGIC ALIGNMENT

- Accountability - for ourselves, our students, and our communities for professionalism, transparency and quality results.
- Equity – We strive to build learning environments that are equitable, honour diversity and inclusion, are safe and healthy places to work and learn.



DATE: April 12, 2022
TO: Board of Trustees
FROM: Karen Shipka, Superintendent of Schools
SUBJECT: Technology Update
ORIGINATOR: Trent Dolgopol
REFERENCE: District Technology Plan



ISSUE

That the Board of Education receive the District Technology Update as information.

BACKGROUND

In the fall of 2021 the District Technology Plan was published in support of the District Strategic Operational Plan. The plan was created in response to the IT Optimization Review that was completed in the fall of 2020 and through a collaborative process involving the District Technology Advisory Committee (DTAC).

CURRENT SITUATION

We are now implementing the Plan and making progress towards the goals. Evidence of Phase 1 objectives are as follows (this is not an exhaustive list but provides context):

Network Infrastructure

- Data centre refresh/upgrade completed
- Backup system upgrade completed
- SchoolConnect upgrades completed (user account management)
- Staff ID automation – in-progress
- Self-Serve Password portal upgrades completed
- School servers refresh – in-progress
- Centralization of most schools/sites
- Continued refinement of tech support practices – in-progress
- Asset management practices now in place (continuing to refine)
- Wireless infrastructure assessment and upgrades – in-progress
- Created a refresh budget to ensure the equitable distribution of resources
- Secondary & Alternate Schools refresh process complete
 - Collaborative process with schools
 - Inclusion of additional cloud devices
 - Device ratios – previous goal was 1:3, new goal was 1:2, realized ratio ~ 1:1.9
 - Deployed ~780 devices



- Elementary Schools refresh process in-progress
 - Collaborative process with schools
 - 10/11 schools in-progress
 - Beginning process with the remaining school within the next month
 - Device ratios – past goal was 1:5, new goal is 1:3, so far we are achieving ~ 1:2.5
- Revised tech SR system
- Support for secondary CCTV system upgrades – in-progress
- District conference room upgrades completed
- Restructuring of Apple device/app management system – in-progress
- District, school, and staff websites refresh project completed
- Digital signatures solutions investigated and decided upon
- Administrative cell phone refresh plan – in-progress
- Updates made to system integrations (ie. SchoolConnect, Destiny, SchoolMessenger)
- MyEd system opportunities investigation (ie. Family & student portal, online registration, online forms, online payments) – in-progress
- Tech Centre renovation completed

Professional Learning

- Established Tech Leaders Network
 - Met in October for a full day
 - On-going postponement of additional collaborative sessions
 - Next session will be scheduled before the end of May, 2022
- Established a School Administrative Assistant Team/Network
- Tech Leaders collaboration with school PVP's to implement staff learning opportunities
- Tech Support Role not sustained this year
- Staff training sessions (building staff capacity):
 - MyEd – contacts, school setup, scheduling, End of Year Rollover (EOYR), assessment entry, Learning Services use
 - SchoolMessenger – communications and SafeArrival
 - MyEd Analytics (PVP access to data to support school planning)
 - Ministry Reporting (1701's)
 - Microsoft – Office 365/OneDrive/Teams/Forms/paperless classroom/assistive technologies
 - Rally websites
 - ShareEd
 - FocusEd digital resources
 - Apple devices
 - AssetPlanner service request system
 - Adobe digital signatures
 - YouTube

Student Learning

- Leverage Tech Leaders Network to support this priority
 - Progress delayed due to inability to meet collaboratively for the past several months
- Currently connecting with district educators on an as needed basis to evaluate software and apps
- Schools currently utilizing Teams and Seesaw to share student work and feedback about learning
- Curated list of apps has been provided to PVP's
 - List will be published on our website in the near future



- Digital tools and resources are shared on our new district website
 - Progress delayed due to inability to meet collaboratively for the past several months
- Student access to devices is increasing
 - Greater opportunity for access digital tools and resources and for the integration of technology across the curriculum
- Curating resources to support ADST on our new website
- On-going collaborative opportunities for the Tech Leaders Network

The District Technology Advisory Committee meets two time per year as per the Committee Terms of Reference. One meeting has taken place this school year and the second meeting is scheduled for later this spring. At these meetings the Committee reviews Plan progress and discusses next steps. Committee input is utilized to support decisions about next steps in our Plan implementation.

FINANCIAL IMPLICATIONS

The Technology Department continues to utilize the District budget allocated to Technology to implement our District Technology Priorities. We are experiencing increasing demands for technology as a foundational educational resource in combination with increasing costs of hardware, software, and other digital resources. In addition, with the utilization of these tools, our students and staff continue to require on-going opportunities for learning opportunities related to the use of digital tools and resources. The District team regularly reviews budgetary needs, prioritize resources, and allocates financial resources in an effort to support the diverse needs of the District. On-going increases to the Technology budget will be required to sustain the current infrastructure and meet the demands for growth in this area.

CONCLUSION

We are making progress towards our District goals outlined in the Technology Plan. With sustained efforts we will:

- Ensure a robust and secure infrastructure to support district technology needs
- Improve upon our staff's collective capacity
- Provide high quality digital resources and instruction to support student learning



DATE: April 12, 2022

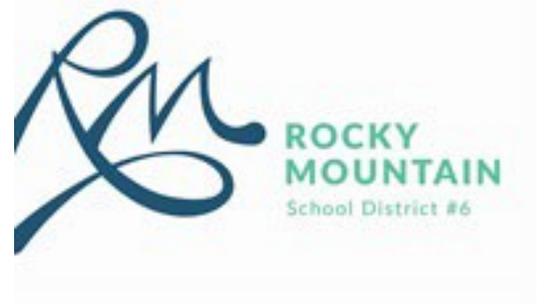
TO: Board of Trustees

FROM: Karen Shipka, Superintendent of Schools

SUBJECT: District Vice Principal Update

ORIGINATOR: Steve Wyer, Assistant Superintendent

REFERENCE: [3 Year Strategic Plan](#)



ISSUE

The Board of Education will receive an update on the work of District Vice Principals for activity during the month of March.

BACKGROUND

During the 2020-2021 school year the Senior Management Team developed an operational plan to address the most important priorities for the Board of Education as expressed in the District Strategic Plan. The plan included an additional organizational level – District Vice Principal – to support and multiply outcomes in key areas of the plan: literacy, numeracy, and equity and inclusion for our learners with diverse abilities and for our learners who are Indigenous.

CURRENT SITUATION

Please see the details of the work of the District Vice Principals in the descriptions below. This month the team has been taking stock of our initiatives so far this year. We have been meeting as a team to review progress and develop a forward reaching plan for the remainder of the strategic cycle. March included two weeks of Spring Break Holiday.

Barb Carriere – District VP Literacy

- Gathered Grade 5 teachers for grade group meeting number 2. Teachers shared findings and extended their activities into the next meeting which is a full day
- Worked with staff at Selkirk and Edgewater to refine evidence collection for literacy
- Design phase of literacy assessment to match the FSA, GLA, and the DRAFT Proficiency Benchmarks
- Planned and consulted with assistant superintendent on strategic plan and budget for next year



Kristin Insull – District VP Numeracy

- Senior Numeracy Team monthly meeting
- DVP strategic planning meeting
- Gr. 8/9 Assessment going out for spring trial with focus group
- Design meeting for fall assessment task

Jenna Jasek – District VP for Indigenous Learning and Equity

- Scheduled 4 dates for upcoming LEA negotiations with Akisqnuq
- Set meetings and invitations for BCTEA joint planning, targeted funding engagement, and strategic plan consultations
- Held in person meeting with Principals and Indigenous Education Support Workers
- Connecting with Elders and rights holders to set protocol for Elders in schools
- Meet with partners to re-engage community on the Equity in Action Project

Crystal McLeod – District VP Early Learning

- Sharing survey results of before and after school care with PVP, senior team, and the Board
- Convened meeting with PVP in all communities to develop consistent timelines for Kindergarten transition events
- Kindergarten – ECE project survey has been completed by all participants
- Ready, Set, Learn community collaboration to provide in community events three times throughout the next school year

Kari Mason – District VP Student Support Services

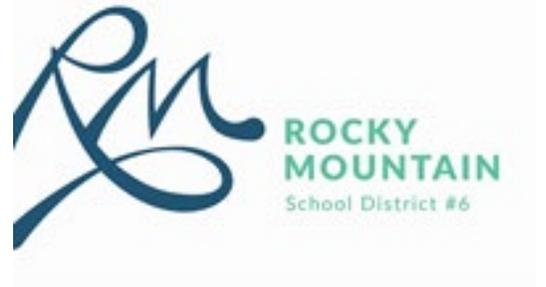
- Trauma informed practice sessions at schools
- Visits to schools to monitor SBT practices
- Meeting with Windermere PVP to develop a successful transition model to secondary school
- Multi-agency meeting to ensure consistent and effective support for youth through the community
- Prepare for mock audit of Special Education Categories.

STRATEGIC ALIGNMNET

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



DATE: April 4, 2022
TO: Board of Trustees
FROM: Karen Shipka, Superintendent of Schools
SUBJECT: Before and After School Care
ORIGINATOR: Crystal MacLeod and Viveka Johnson



REFERENCE: [Letter from Minister Whiteside and Minister Chen](#), [Policy 6100](#), [Childcare Licensing Regulation](#), [School Act](#)

ISSUE

As the childcare crisis continues across the province, government is strongly encouraging school districts to provide before and after school programming for school-aged children. District Policy 6100 was amended in February and supports the use of District property for childcare and school districts can serve as licensed childcare providers.

BACKGROUND

The District conducted an investigation in each community to determine the number of providers offering before and after school care. In Kimberley, the District has one third-party after school care provider leasing space in a school building. Summit Community Services operates the Bee Hive after school program in Marysville Elementary School. This is a licensed program with two RAs (Responsible Adults) and it is currently running at full capacity with a waiting list of families.

In Golden, the District currently has Mountain Child Daycare operating a third-party licensed daycare and after school program in the building attached to APES. The after school program is only available for children who have siblings registered in their daycare.

In Invermere, the District currently has Windermere Valley Daycare operating a third-party licensed daycare and after school program in the basement of the board office. The District provides bussing to the after school program for students from EMP.

CURRENT SITUATION

At the February Board meeting, the District shared an intention to conduct a survey. The District sent out a survey to all current K-6 families as well as 2022/23 registered K-families to gauge the need for before and after school programs in all communities. We received 300 responses and these results show that across the District families have indicated they would access programs in their child's school, if available. This includes families who already have before and/or after school care arrangements in place.



Below is a breakdown of the schools in each zone indicating how many families would access before and/or after school programming if offered as well as the number of families who already have access to before and/or after school programming. (For further details please see Attachment 1)

Golden Zone

Alexander Park – 39 after school, 14 before school (20 already accessing other programming)
Nicholson – 15 after school, 7 after school (4 already accessing other programming)
LGES – 2 after school, 1 before school (2 already accessing other programming)

Windermere Zone

Edgewater – 22 after school, 3 before school (12 already accessing other programming)
Eileen Madson – 44 after school, 18 before school (18 already accessing other programming)
JALES – 6 after school, 2 before (8 already accessing other programming)
Windermere – 22 after school, 6 before school (14 already accessing other programming)
Marting Morigeau – 6 after school, 6 before school (***does not show up on data slide because 0 of these families indicated that they are already accessing other programming***)

Kimberley Zone

Lindsay Park – 44 after school, 18 before school (8 already accessing other programming)
McKim – 19 after school, 9 before school (14 already accessing other programming)
Marysville – 40 after school, 16 before school (18 already accessing other programming)

While our schools lack available classroom spaces across the district, we have the potential to creatively license ancillary spaces to uncover opportunity and address need. For example, Bee Hive utilizes the library, gym, and playground at Marysville.

While there is a clear indication that there are before and after school needs across the District, there are many additional factors to consider as we move ahead with offering before and/or after school care in schools. Considerations of site selection, operation (District vs third party), licensing, staffing, and overall management of programs (registration, invoicing, fee collection, etc.).

CONCLUSION

Given that there is a need for before and after school care in each community further investigation is required. In the three main communities where services already exist, it would be wise to have a conversation with those providers who already have lease agreements with us to determine if there would be interest in expanding their offerings within our school building (third-party model). If there is no interest from these providers then the district would run a district-operated program. Where services are not available, the district could offer a district operated program.

The Childcare Flow Chart (Attachment 2) outlines the path for third-party operated programming as well as the pathway for district-operated programming.

Next Steps

- Investigate whether or not third-party providers already in partnership with the District are interested in leasing space and operating before and after school care programs in schools
- Move ahead with licensing in schools that we do not have any third-party providers in partnership with the District (i.e. Edgewater, Nicholson, Martin Morigeau) – understanding that going through the licensing process does not require that we open up the spaces and provide programming.



Total responses across the District:

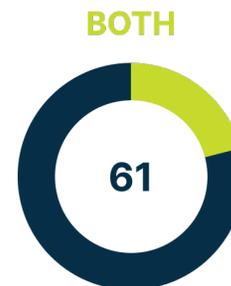
Question: If available, would you be interested in accessing before and/or after school care?



School District No. 6 Rocky Mountain

If you would be interested in accessing
BEFORE and/or **AFTER** school care?

300 Total Submissions



Total responses across the District

Question: If available, would you be interested in full-time or part-time care?

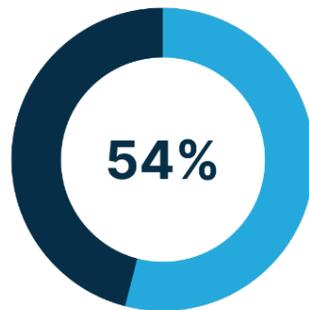


School District No. 6
Rocky Mountain

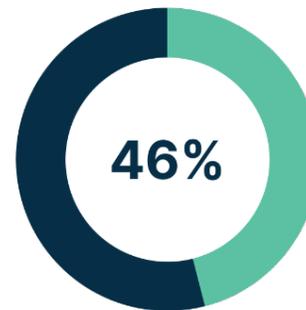
If you would be interested in accessing BEFORE and/or AFTER school care, would you prefer **Part-time** or **Full-time**?

300 Total Submissions

FULL-TIME



PART-TIME



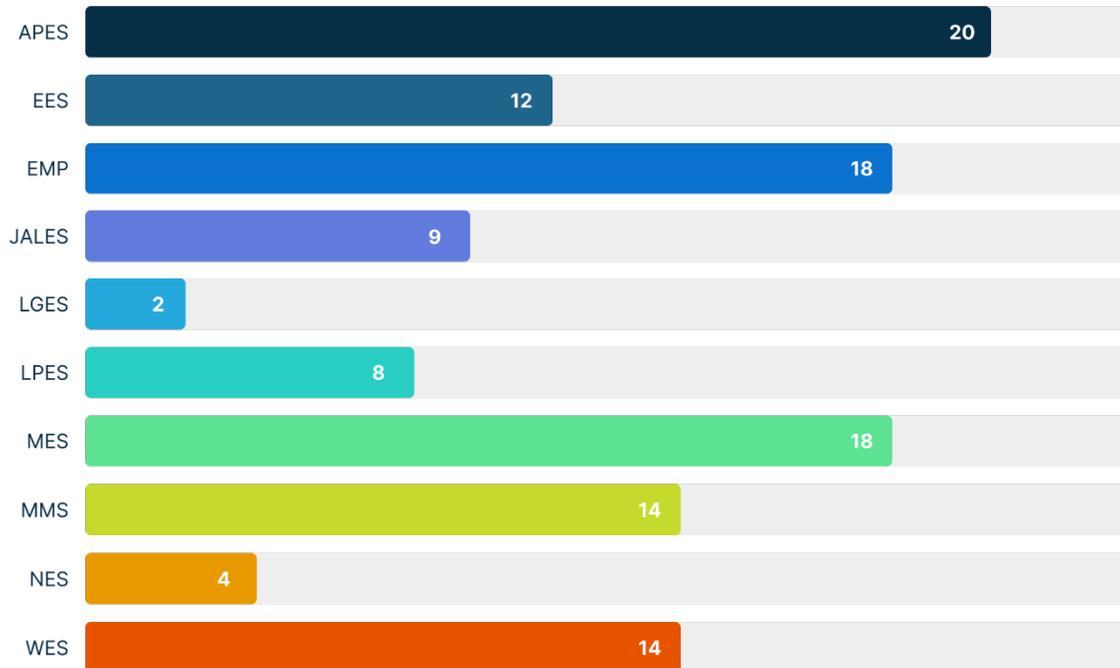
Total responses across the District

Question: Do you currently have before and/or after school care in place?



Do you currently have **Before**
and/or **After School Care** in place?

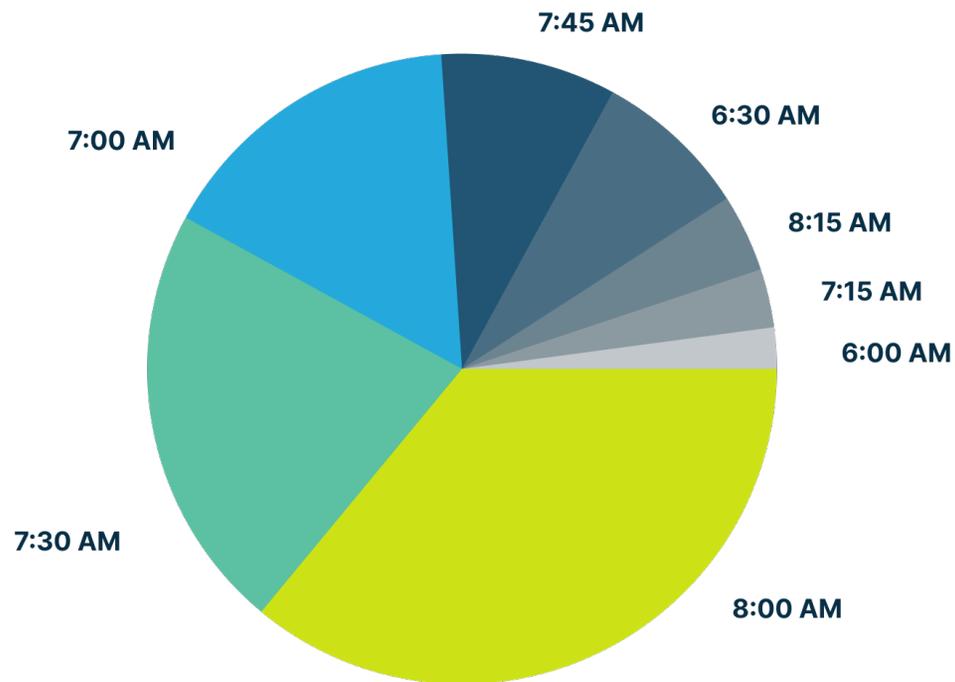
Number of students per school -----



Total responses across the District

Question: What time would you ideally like before school care to start?

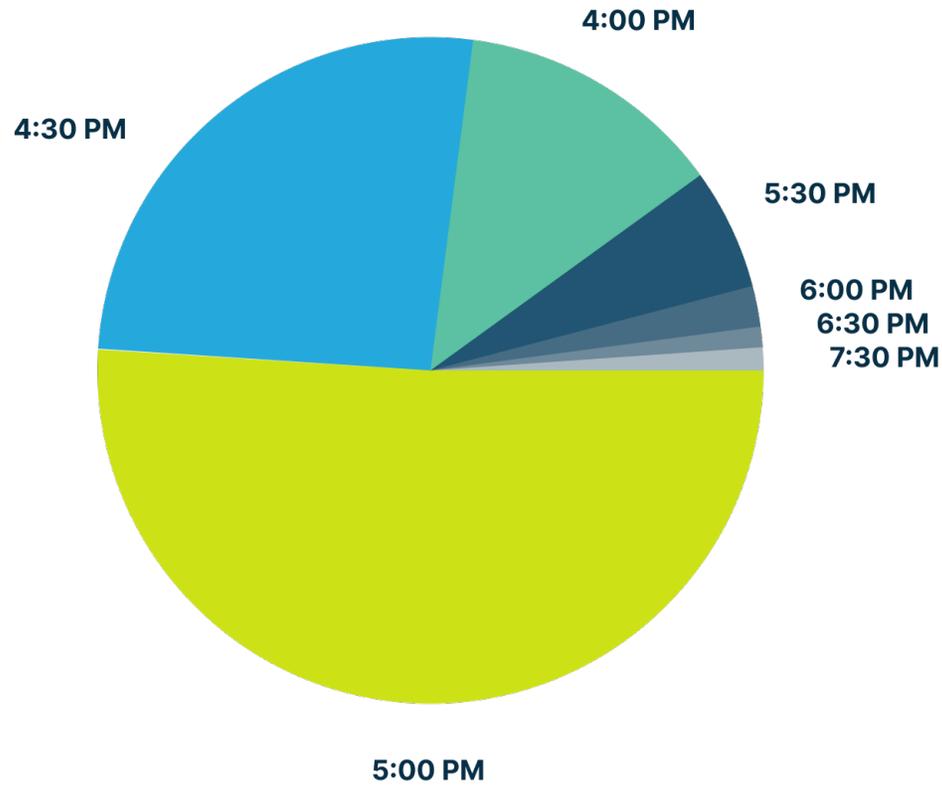
Ratio at each time

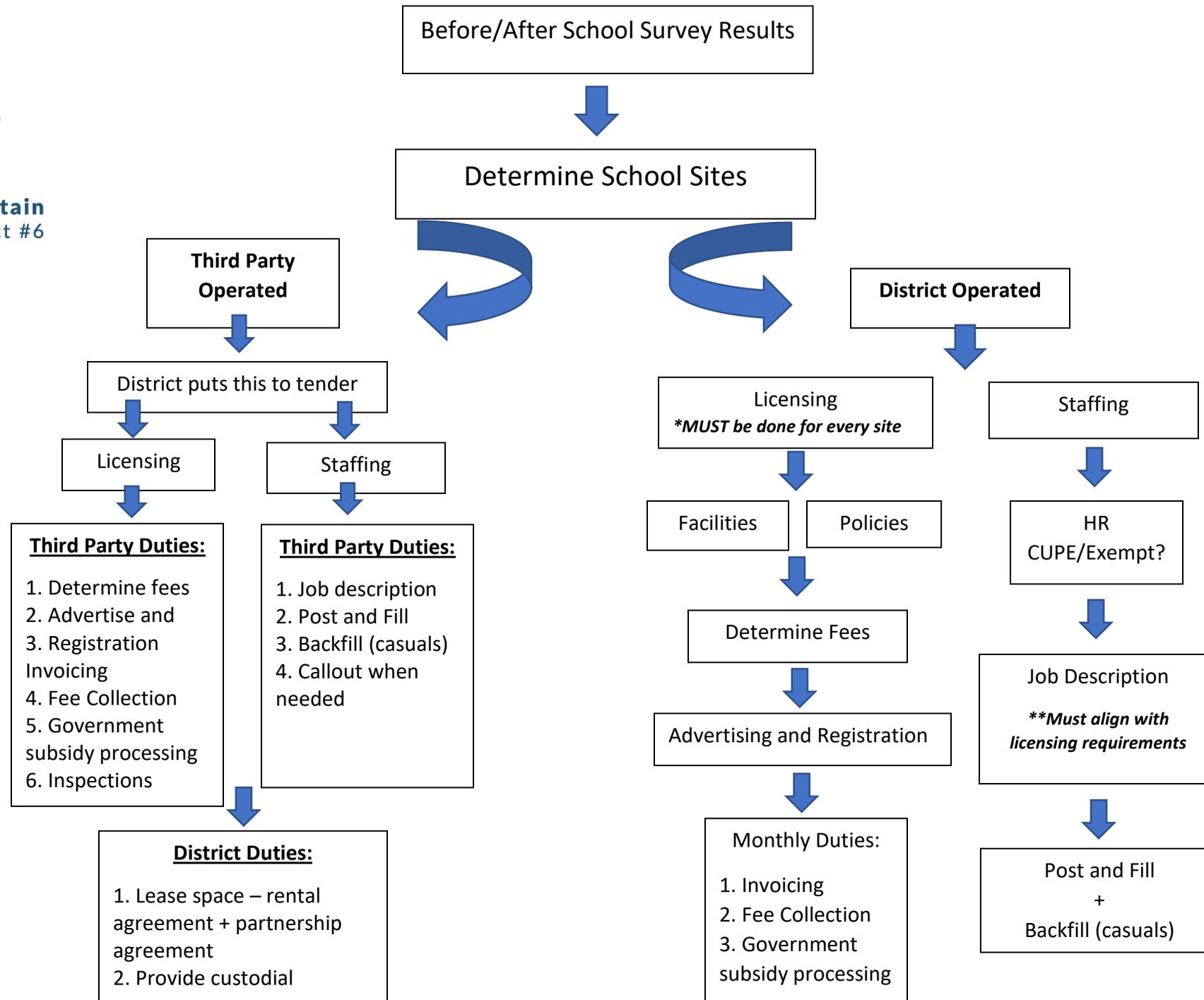


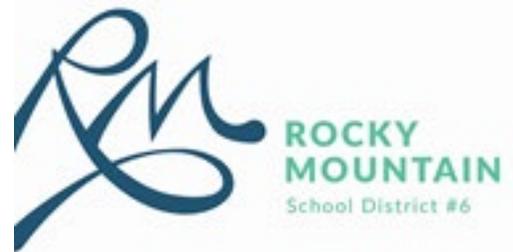
Total responses across the District

Question: What time would you ideally like after school care to finish?

Ratio at each time







DATE: April 12, 2022

TO: Board of Trustees

FROM: Karen Shipka, Superintendent of Schools

SUBJECT: Electric Bus Fleet

ORIGINATOR: Al Ure, Director of Operations and Steve Jackson, Operations Consultant

REFERENCE: Electric School Buses

ISSUE

This report is to update the Trustees regarding a request from a parent who would like to see the school district commit to purchasing only electric school buses in the future.

BACKGROUND

A concerned parent is very supportive of electric school buses and has noticed that our [Energy use and Conservation policy #6200](#) does not specifically mention electric buses. She mentioned in her correspondence to the our school district that including a move to only electric school bus purchases would be a way of making a stronger commitment in this area. She stated that “making a tangible commitment to this would show leadership in the community”. Below is a link to the health benefits of electric buses that she provided.

https://can01.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.forourkids.ca%2Felectric_school_bus&data=04%7C01%7Cstacey.ursulescu%40sd6.bc.ca%7C05cc285f7bd849e2152908da12808ff1%7C2edfac574cf5414f812ab7937488750d%7C0%7C0%7C637842640655791817%7CUnknown%7CTWFpbGZsb3d8eyJWljiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IjEkaWwiLCJXVCi6Mn0%3D%7C3000&reserved=0

CURRENT SITUATION

In 2020 we purchased our first electric school bus. It was one of the first group of electric school buses delivered into the Province of BC as part of a pilot program. That bus is currently operating out of Golden. In 2021 we ordered our second electric school bus, it is expected to arrive in June 2022. This bus will be operating out of the Windermere zone and just recently (March 2022) we received the response letter from the Ministry of Education regarding our minor capital requests for 2022/23 capital funding. We were notified that 2 of the 3 buses we requested were approved for replacement and will be receiving \$159K for each bus.



Currently we are applying for grants to support the purchase of our 3rd electric bus. If those grants are successful we intend to purchase an electric school bus for the Kimberley zone. We would then have one electric school bus operating in each zone of the school district and will continue to learn from the operation of these buses. As we move forward we would like to continue to purchase electric school buses, but are cognizant of the fact that there is currently additional costs which must be covered by the district.

The additional cost to purchase an electric school bus currently is approximately \$250K. We make up most of this difference with grants. However, we are required to use school district operating funds to complete the purchase.

In addition to the environmental benefit that electric buses provide we also have completed many building retrofits over the years that are focused on reducing our carbon footprint. Another focus area is our white fleet which we are now investigating electric service vehicles. It is our current goal to purchase 4 electric service vans in 2023, if the incremental costs of electric vehicles is within our budget. Currently the upcharge for service vans is more reasonable than the upcharge for school buses. However, in the future we fully expect the price variance for school buses to fall as production increases and technology advances, which should make the electric school buses more reasonable.

FINANCIAL IMPLICATIONS

Electric school buses cost approximately \$400K with Ministry funding of approximately \$160k creating a shortfall of \$240K. Today there are grants available to make up the majority of the difference, with the balance of the funding (approx. \$60-90K) needed to be supplemented from the operating funding.

CONCLUSION

In comparison to fossil fuel vehicles there are significant operating cost savings and environmental benefits moving to electric vehicles. However, without the certainty of additional grant funding, committing all future purchases to the higher cost electric vehicles could negatively impact funding for students.

RECOMMENDATION

The recommendation is to support the continued move to electric bus and white fleet in a coordinated manner and as we can afford the additional costs. The Policy Committee may want to include a statement in the Energy Use and Conservation Policy that supports this direction.

STRATEGIC ALIGNMNET

A statement in the Energy Use and Conservation Policy would align with the preferred future of our School District. Ultimately this would benefit our students and communities.



April 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12 Board of Education meeting, Selkirk Secondary School In camera 6:00 p.m. Regular 7:00 p.m.	13	14	15 Good Friday	16
17 Easter	18 Easter Monday	19	20	21 BCSTA Spring Forum Vancouver	22 BCSTA Spring Forum Vancouver	23 BCSTA Spring Forum Vancouver
24 BCSTA Spring Forum Vancouver	25 Non-instructional day for Pro-D, RSA	26 Policy Committee meeting Virtual 4:30 p.m.	27	28	29	30

May 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3 Labour Relations Committee meeting Virtual 12:30 p.m.	4	5	6	7 Board Working Session Invermere 8:30 a.m.
8	9	10 Board of Education meeting, Lady Grey Elementary School In camera 6:00 p.m. Regular 7:00 p.m.	11	12	13	14
15	16	17	18	19	20	21
22	23 Victoria Day	24	25	26	27	28
29	30	31				