

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

Rocky Mountain School District resides in the traditional unceded territory of the Ktunaxa and Secwépemc Nations. We honour the cultures, languages, and First Nations people of these territories.

Location: **Video Conference Meeting**
 Kimberley, Golden, Invermere District Offices
Date: February 11, 2025
Time: 6:00 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 January 14, 2025
- 4.2 Synopsis of in-camera meeting of January 14, 2025 (Alan Rice)

5. PRESENTATIONS/DELEGATIONS

6. MATTERS ARISING FROM THE MINUTES

7. STRATEGIC AND POLICY ISSUES

- 7.1 Policy Feedback
- 7.2 Policies or District Practices for Review
 - 7.2.1 District Practice 4200 - Personal Property
- 7.3 Third Reading
 - 7.3.1 Policy 1500 Appendix A: Violations to the Trustee Code of Ethics
- 7.4 Second Reading
 - 7.4.1 NIL
- 7.5 First Reading
 - 7.5.1 Policy 1600 Trustee Professional Learning
 - 7.5.2 District Practice 1600 Trustee Professional Learning

8. OPERATIONAL ISSUES

- 8.1 2024-2025 Amended Annual Budget Approval (Alan Rice)*
- 8.2 Board/Authority Authorized Course Approval (Steve Wyer)*

9. REPORTS

- 9.1 Superintendent's Monthly Update (Aaron Callaghan)*
- 9.2 Enhancing Student Learning Report Update (Steve Wyer)*
- 9.3 Budget Utilization Report – January 31, 2025 (Alan Rice)*
- 9.4 Field Trip Report (Steve Wyer)*
- 9.5 BC School Trustees Association (Scott King)
- 9.6 BC School Trustees Association, Kootenay Boundary Branch (Rhonda Smith)
- 9.7 BC Public Schools Employers Association (Jane Thurgood Sagal)

10. INFORMATION ITEMS

- 10.1 Correspondence - NIL
- 10.2 February and March 2025 Calendars*

11. FORTHCOMING EVENTS

2025.02.17	Family Day, Schools Not In Session
2025.02.18	Non-Instructional Day
2025.02.20	Shuswap LEA Ceremony, DTSS, 5:00 p.m.
2025.02.24	Windermere Staff Engagement, EMP, 4:15 p.m.
2025.02.25	Kimberley Staff Engagement, LPES, 4:15 p.m.
2025.02.26	Golden Staff Engagement, APES, 4:15 p.m.
2025.03.04	Labour Relations Committee, Virtual 12:30 p.m.
2025.03.04	Policy Committee, Virtual 4:30 p.m.
2025.03.06	BCSTA Meeting of Board Chairs, Vancouver, B.C.
2025.03.07	ECC Partner Liaison Meetings, Vancouver B.C.
2025.03.11	Board of Education Meeting, Virtual <ul style="list-style-type: none">• In-Camera, 4:45 p.m.• Regular Meeting, 6:00 p.m.
2025.03.17 - 2025.03.28	Spring Break

12. QUESTIONS FROM THE PUBLIC

13. ADJOURNMENT

*attachment

Rocky Mountain School District No. 6

MINUTES of the **REGULAR MEETING** of the Board of Education of School District No. 6 (Rocky Mountain) held Virtually in Kimberley, Golden, and at the Invermere District Offices in B.C. – **January 14, 2025**

Present:	Amber Byklum	Chairperson
	Jane Fearing	Vice-Chairperson
	Ron McRae	Vice-Chairperson
	Scott King	Trustee
	Darryl Oakley	Trustee
	Rhonda Smith	Trustee
	Jane Thurgood Sagal	Trustee
	Betty-Lou Barrett	Trustee
	Aaron Callaghan	Superintendent of Schools
	Steve Wyer	Assistant Superintendent
	Alan Rice	Secretary Treasurer
	Sharon Collin	Director of Instruction, Instruction and Learning
	Trent Dolgopol	Director of Instruction, Technology and Innovative Learning
	Crystal MacLeod	Director of Instruction, Early Learning and Child Care
	Amanda Garand	Manager, Human Resources
	Jacinda Harding	Manager, Finance
	Jenny Reid	District Principal Indigenous Education
	Glenn Goslin	District Principal Early Learning
	Eric Larocque	School Food Coordinator

Regrets: Ryan Stimming Trustee

1. CALL TO ORDER

Chairperson Byklum called the meeting to order at 18:00 hours.

2. ACKNOWLEDGEMENT OF TERRITORY

Chairperson Byklum acknowledged that Rocky Mountain School District resides in the traditional unceded territory of the Ktunaxa and Secwépemc Nations. We honour the cultures, languages, and First Nations people of these territories.

3. APPROVAL OF THE AGENDA

M/S THURGOOD SAGAL / SMITH

THAT the Board of Education of School District No. 6 (Rocky Mountain) approve the agenda as circulated.

APPROVED

4. APPROVAL OF THE MINUTES OF THE PRIOR MEETINGS

4.1 Regular Meeting: 2024.12.10

M/S SMITH / FEARING

THAT the minutes of the regular meeting of the Board of Education of School District No. 6 (Rocky Mountain) held on December 10, 2024 be approved as presented.

APPROVED

4.2 Synopsis of in camera meeting: 2024.12.10 Alan Rice

4.2.1 Property Matters: NIL

4.2.2 Legal Matters

4.2.2.1 Cybersecurity Threat Debrief.

4.2.3 Employee Matters:

4.2.3.1 The Employee Information Report was received and filed as circulated.

4.2.3.2 The Labour Relations Information minutes were received as presented.

4.2.3.3 Teacher Bargaining Report was received as presented.

4.2.4 Student Matters: NIL

4.2.5 Procedural Matters: NIL

5. PRESENTATIONS/DELEGATIONS NIL

6. MATTERS ARISING FROM THE MINUTES NIL

7. STRATEGIC AND POLICY ISSUES

7.1 Policy Feedback - NIL

7.2 Policies or District Practices for Review

7.2.1 Policy 3800 – Expenses on Board of Education Business

7.2.2 District Practice 3800 – Expenses on Board of Education Business

7.2.3 Update Policy 1010 – Common and Legal Names

Mr. Wyer provided updates where housekeeping or changes to District Practices occurred and answered questions.

7.3 Third Reading

7.3.1 Policy 1200 – Communication Protocol

7.3.2 District Practice 1200 – Communication Protocol

Mr. Wyer presented Policy 1200 – Communication Protocol for third reading and discussed changes to the District Practice 1200 – Communication Protocol.

M/S FEARING / SMITH

THAT the Board of Education of School District No. 6 (Rocky Mountain) approve the third reading of Policy 1200 – Communication Protocol presented at this meeting.

APPROVED

7.4 Second Reading

7.4.1 Policy 1500: Appendix A – Violations to the Trustee Code of Ethics

Mr. Wyer presented Policy 1500: Appendix A – Violations to Trustee Code of Ethics for second reading.

M/S KING / OAKLEY

THAT the Board of Education of School District No. 6 (Rocky Mountain) approve the second reading of the Policy 1500: Appendix A – Violations to the Trustee Code of Ethics.

APPROVED

7.5 First Reading NIL

8. OPERATIONAL ISSUES: NIL

9. REPORTS

9.1 Operational Plan Mid-Year Update Aaron Callaghan
District employees provided updates on their respective sections with regards to the District's operational plan and answered questions.

9.2 Superintendent's Monthly Update Aaron Callaghan
Mr. Callaghan presented the Superintendent's Monthly Update that highlights successes in the schools. The report highlights work at the district level and the report will be shared publicly.

9.3 Budget Utilization Report – December 31, 2024 Alan Rice
Mr. Rice presented the Rocky Mountain School District Budget Utilization Summary as of December 31, 2024 with preliminary amended budget figures and answered questions.

9.4 December Field Trip Report Steve Wyer
As per Policy and District Practice 8600, Mr. Wyer presented the December field trip report. There were a total of three high care field trips approved at the committee level last month.

- 9.5 BC School Trustees Association (BCSTA) Scott King
Trustee King provided updates from BCSTA Weekly on the Trustee Knowledge Series (BCTEA and Calls to Action), School Well-being and Mental Health Report, and Letters in response to Motions put forward from the BCSTA.
- 9.6 BC School Trustees Association, Kootenay Boundary Branch (KBB) Rhonda Smith
Discussion occurred on the motion building session with KBB on January 18, 2025. Trustee Smith brought up concerns about fines for passing school busses when red lights are flashing.
- 9.7 BC Public Schools Employers' Association Jane Thurgood Sagal
Trustee Thurgood Sagal provided an update on communication from BCPSEA regarding multi-factor authentication and that the BCPSEA AGM is being held January 30-31, 2025 in Vancouver.

10. INFORMATION ITEMS

- 10.1 Correspondence: NIL
10.2 January and February 2025 calendar*

11. FORTHCOMING EVENTS

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|------------|--|
| 2025.01.18 | Board of Education Working Session, Invermere 9:30 a.m. |
| 2025.02.04 | Labour Relations Committee, Virtual 12:30 p.m. |
| 2025.02.04 | Policy Committee, Virtual 4:30 p.m. |
| 2025.02.06 | District Wellness Committee, Invermere 9:30 a.m. |
| 2025.02.11 | Board of Education Meeting, Virtual |
| | <ul style="list-style-type: none"> • In-Camera, 4:45 p.m. • Regular Meeting, 6:00 p.m. |
| 2025.02.17 | Family Day, School not in session |
| 2025.02.18 | Non-Instructional Day |
| 2025.02.20 | Shuswap LEA Signing Ceremony, TBD 5:00 p.m. |

12. QUESTIONS FROM THE PUBLIC - NIL

13. ADJOURNMENT

Trustees agreed to adjourn by consensus.

The meeting adjourned at 19:40 hours.

Rocky Mountain School District No. 6

Synopsis of In-Camera Meeting – January 14, 2025

4. NEW BUSINESS

4.1 Property Matters: NIL

4.2 Legal Matters: NIL

4.3 Employee Matters:

4.3.1 The Employee Information Report was received and filed as circulated.

4.3.2 The Labour Relations Information minutes were received as presented.

4.3.3 The Teacher Bargaining Report was received as presented.

4.4 Student Matters: Nil



DISTRICT PRACTICE 4200

PERSONAL PROPERTY

DISTRICT PRACTICE:

1. Employees are encouraged **NOT** to keep personal property in School District facilities.
2. Employees may park in designated areas on School District property but do so at their own risk. The cost of damage to vehicles parked on School District property during the regular work-day will not be reimbursed by the School District unless the criteria in Article B.7.1 of the Collective Agreement is met.
3. The School District may consider reimbursement of the cost of damage to an employee's vehicle that occurs after normal working hours while the employee is supervising a special event, to the minimum deductible offered by ICBC or the actual cost, whichever is the lesser.
4. The limit of liability of the School District for personal property lost or damaged shall be ~~threeone thousand~~three hundred dollars (~~\$3001,000~~.00).
5. Payment to the employee shall be made upon submission of a receipt covering the cost of repairs or replacement.



POLICY 1500

TRUSTEE ROLE, RESPONSIBILITY AND CODE OF ETHICS

POLICY:

This policy is designed to clarify the role, responsibility, and conduct of members of the Rocky Mountain School District No. 6 Board of Education. As a member of the Board of Education, democratically elected Trustees are expected to govern in a just, equitable, unbiased, and ethical manner and to be role models in the community.

Trustees fully acknowledge the critical trust invested in the Board of Education by the electorate and are dedicated to governing the affairs and business of Rocky Mountain School District No. 6 in a professional manner. Trustees represent the broad needs of the entire school district and the community, allocating resources efficiently, equitably, and responsibly in the best interest of all students.

Trustees advocate for public education and promote the Mission, Vision, and Values of the District to other levels of government and relevant bodies. The Board of Education is committed to providing high quality education for all students within a supportive, accessible, and enriched learning environment. Trustees will uphold the commitments articulated in the Trustee Code of Ethics and address any violation at a closed meeting of the Board of Education.

CODE OF CONDUCT

1. AS A TRUSTEE:

- 1.1 I will participate to the fullest extent possible, considering all perspectives with an open mind, so that I may be involved in an informed and responsible way in the functions of the Board of Education and the District.
- 1.2 I will work with other trustees in a spirit of good will. I will respect differences of opinion and assist new trustees in feeling welcome to the Board of Education.
- 1.3 I will carry out my responsibilities in accordance with the *School Act* and Regulations, and Board Policy.
- 1.4 I will do my best to protect, conserve, and advance public education, providing students the best possible learning facilities and programming possible.
- 1.5 I will work to promote safe and respectful work environments in the interest of overall employee wellness.
- 1.6 I will, when parents or members of the community ask a question or raise a concern about a particular staff member, classroom, principal or school, follow the procedures of Policy 9200 Problem Solving Protocol and Appeals Bylaw in addressing the question or problem.
- 1.7 I will express my honest and most thoughtful opinions in Board of Education meetings, in an effort to have all decisions made for the best interests of the children and the schools.
- 1.8 I will recognize the integrity of my predecessors and associates, and the merit of their work.

ADOPTED: October 12, 1999

Amended: December 9, 2014, March 14, 2017, January 14, 2020, November 9, 2021



POLICY 1500

TRUSTEE ROLE, RESPONSIBILITY AND CODE OF ETHICS

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- 1.9 I will make no disparaging remarks, in or out of the Board meeting, about other Trustees or their opinions, but I reserve the right to make honest and respectful criticism.
 - 1.10 I will be prepared to listen to what other Trustees, other individuals, or groups, may have to say before making final decisions.
 - 1.11 I will not discuss the confidential business of the Board of Education in my home, on the street, or in my office.
 - 1.12 I will not use my role as Trustee for my own personal advantage or for the advantage of my friends, supporters, or business. If I become aware that I am in a position that creates a conflict of interest (direct, indirect; statutory or common law), I will declare the nature and extent of the conflict at a meeting of the Board of Education and abstain from deliberating or voting on the issue, giving rise to the conflict.
 - 1.13 I will carefully review all information packages in preparation for discussion at all scheduled meetings of the Board of Education and its committees.
 - 1.14 Commit to an appropriate use of social media and model appropriate digital citizenship.
 - 1.15 I commit to advancing Truth and Reconciliation and Anti-Racism.

2. AS A MEMBER OF THE BOARD OF EDUCATION:

- 2.1 I will act with integrity and the highest ethical standards in my personal and professional life, and in a manner that inspires public confidence in the Board of Education.
- 2.2 I will protect and enhance the reputation of the District and the Board of Education.
- 2.3 I will respect the confidentiality of communications between Trustees and Senior Administration.
- 2.4 I will recognize that authority rests with the Board of Education in legal session and not with individual members of the Board of Education, except as authorized by law.
- 2.5 I will vote for a closed meeting of the Board of Education if the situation requires it, and I will not participate in meetings of the Board of Education, which do not comply with Bylaw 1 – Procedural Bylaw.
- 2.6 I will abide by majority decisions of the Board of Education.
- 2.7 I will recognize that, although I am elected from a particular area of the District, my responsibility is to ensure that decisions are made in the best interests of the District as a whole.
- 2.8 I will consider it an important responsibility of the Board of Education to interpret the District's aims, methods and attitudes to the community. I will earnestly try to interpret the needs and attitudes of the community and do my best to translate them into the educational program of the schools.



POLICY 1500

TRUSTEE ROLE, RESPONSIBILITY AND CODE OF ETHICS

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- 2.9 When representing the Board of Education, I will fulfill various commitments and duties required by such representation such as voting, providing updates, and reporting back to the Board of Education.

3. IN MY RELATIONSHIP WITH THE SUPERINTENDENT, SECRETARY TREASURER, AND STAFF

- 3.1 I will function, in meeting the legal responsibility that is mine, as a part of a legislative, policy-forming body, and work through the administrative employees.
- 3.2 I will recognize the Superintendent, the Secretary Treasurer, and the senior leadership team as executive officers of the Board of Education.
- 3.3 I will endeavour to ensure the schools are staffed by the best trained, technical, and professional people it is possible to employ.
- 3.4 I will be respectful in my comments regarding the Superintendent or other District employees.

Appendix A VIOLATIONS OF THE CODE

The Trustee Code of Ethics requires each Trustee to commit to the highest ethical standards in their dealings with fellow Trustees, members of the school communities, and citizens of Rocky Mountain School District. The Board expects each member to adhere to the Code of Ethics (Policy 1200) in carrying out their role as Trustee. The Board recognizes that violations of the Code of Ethics can vary in severity and therefore, informal or formal procedures may be utilized to address alleged breaches, as appropriate.

Only serious and/or recurring breaches of the code(s) will be handled by the following official complaint procedure. A breach or violation is defined as something spoken, written, or actioned that violates the Rocky Mountain School District documented Code of Ethics, Codes of Conduct, mission, vision, values, policies and legal requirements.

The informal procedure may be used for non-serious breaches or an offence(s). A non-serious breach is defined as relatively minor or committed inadvertently or due to an error in judgement made in good faith.

Informal resolve will be done through a conciliation process between Trustee to Trustee and/or Administration leadership to Trustee. If resolution fails, the Board Chairperson or Vice Chairperson is consulted, and it is determined if the Board Chairperson attempts to gain resolution or if the formal process is to be taken.

PROCEDURES

1.0 Receiving Alleged Code of Ethics Breaches

It is imperative to establish and maintain clear, consistent, and effective procedures to receive any allegation of

ADOPTED: October 12, 1999

Amended: December 9, 2014, March 14, 2017, January 14, 2020, November 9, 2021



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breach of the Trustee Code of Ethics from complainants. Those procedures include:

- 1.1 Any alleged breach must be brought forward in writing to the Board Chairperson, designate or the Secretary Treasurer within 30 days of the alleged breach occurring. There may be exceptional circumstances which could allow an extension of this timeline. If an allegation is made against the Board Chairperson, the alleged breach shall be managed by the Secretary Treasurer. The written complaint must include:
 - the name of the Trustee who is alleged to have committed the breach;
 - the specific allegation(s);
 - information regarding when the breach came to the complainant's attention;
 - the complainant's grounds that a breach of the Code of Ethics has occurred;
 - the name and contact information of the complainant, as well as any witnesses to the matter, or any other persons who have relevant information regarding the alleged breach.
- 1.2 Once received, all Trustees, including the subject of the alleged complaint, must be provided with a copy of the complaint within seven (7) days of receiving it.

2.0 Complaint Resolution Options

It is imperative to establish and maintain clear, consistent, and effective procedures to respond to any allegation of breach of the Trustee Code of Ethics. Options to complaint resolution include:

- 2.1 A recommendation by the Board Chairperson, or the Secretary Treasurer if the alleged breach is by the Chairperson, not to proceed with the complaint.
- 2.2 An agreement that an informal resolution is appropriate.
- 2.3 Undertaking an investigation process, conducted with procedural fairness, concluding with the preparation and presentation of a report of the investigation's findings in a timely manner in a closed (in camera) meeting for the board's consideration.
 - 2.3.1 Based on the results of the investigation, the Board (excluding the alleged offending Trustee) shall by motion decide whether the Trustee has breached the Code of Ethics and impose sanctions appropriate to the severity of the breach.
- 2.4 Undertake a Board Hearing process in a closed (in camera) meeting to determine by motion (excluding the allegedly offending Trustee) whether the Trustee has breached the Code of Ethics and impose sanctions appropriate to the severity of the breach. The hearing must provide a fair opportunity for all parties to be heard, but parties are not obligated to make submissions or respond to questions. The procedures of a Board Hearing are as follows:

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Amended: December 9, 2014, March 14, 2017, January 14, 2020, November 9, 2021



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- 2.4.1 A quorum must be established for this meeting of the Board including Superintendent and Secretary Treasurer, and any Trustee conflicts must be declared. Minutes are to be taken by the Board's confidential Secretary, and legal counsel may be present at the discretion of the Trustee or the Board.
 - 2.4.2 If present, the complainant may provide a presentation which may be written, oral or both. Alternatively, the submitted written complaint is shared.
 - 2.4.3 The allegedly offending Trustee responds with a presentation to the Board which may be written, oral or both.
 - 2.4.4 The complainant, if present, and the Board Chairperson may reply to the respondent Trustee's presentation.
 - 2.4.5 The respondent Trustee may reply to the complainant's presentation and subsequent remarks.
 - 2.4.6 The remaining Board of Education Trustees may ask questions.
 - 2.4.7 The complainant, if present, may make final comments.
 - 2.4.8 The allegedly offending Trustee may make final comments.
 - 2.4.9 The full Board, excluding the allegedly offending Trustee, engage in private deliberation. Should clarification or more information be required, this may be obtained from the parties or the hearing may recess or be adjourned until a later date.
 - 2.4.10 Following deliberation, the Board Chairperson calls for a resolution to be placed before the Board. The resolution may indicate what action, if any, may be taken. A vote is conducted, requiring a two-thirds vote to pass.

3.0 Sanctions for Breach of Code of Ethics

Where the Board determines that a Trustee has breached the Code of Ethics, the Board may censure the Trustee or enforce specific sanctions.

- 3.1 Upon the Board determining that a Trustee has breached the Code of Ethics, sanctions shall be applied. Possible sanctions include but are not limited to:

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POLICY 1500

TRUSTEE ROLE, RESPONSIBILITY AND CODE OF ETHICS

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- 3.1.1 Offending Trustee write letter of apology.
 - 3.1.2 Offending Trustee participate in a restorative justice process.
 - 3.1.3 Offending Trustee participate in specific training, coaching, or counselling as directed by the Board of Education.
 - 3.1.4 Board Chairperson write a censure letter marked “personal and confidential” to the offending Trustee, on the approval of a majority of the Voting Trustees at the closed meeting of the Board.
 - 3.1.5 Having a motion of censure passed by a majority of the Voting Trustees at the closed (in camera) meeting of the Board.
 - 3.1.6 Having a motion to remove the offending Trustee from one, some or all Board committees or other appointments of the Board passed by a majority of the Voting Trustees at the closed meeting of the Board.
 - 3.1.7 The Board of Education may, in its discretion and by resolution of all voting Trustees, make public any outcome of the Official Complaint Process, if it is considered reasonable and appropriate to indicate publicly its disposition of the complaint.
 - 3.1.8 The Board may bar the Trustee from attending all or part of a meeting of Board or a committee of the Board. With this absence authorized by the Board, the Trustee shall not receive any materials that relate to the meeting that are not available to the public. This sanction is appropriate when the infraction includes the failure to maintain the necessary confidentiality of information.
- 3.2 Sanctions shall be applied as follows:
- 3.2.1 The Board shall give the Trustee written notice of the determination and any possible sanctions in a timely manner;
 - 3.2.2 The Board shall provide the Trustee with 14 days to provide a written response regarding the determination and/or sanctions;
 - 3.2.3 After considering the submission, the Board shall confirm or revoke the determination and/or sanctions within 14 days of receiving the written submission;

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POLICY 1500

TRUSTEE ROLE, RESPONSIBILITY AND CODE OF ETHICS

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- 3.2.4 If the determination is revoked, the sanctions are revoked; and
 - 3.2.5 If the determination is confirmed, the Board may confirm, vary or revoke the sanctions. Where a breach of the Trustee Code of Ethics has occurred, sanctions of a Trustee shall be undertaken by the Chair by writing a letter of censure to the Trustee in question. This action shall be reported at the next Regular Meeting of the Board.
 - 3.3 For a second occurrence of a breach, a motion of censure shall be presented against the Trustee in question, at a Regular Meeting of the Board, unless to do so would require a disclosure of confidential information other than a previous letter of censure.
 - 3.4 For a third and subsequent occurrence, a motion to remove the trustee in question from one, or more, or all Board appointments shall be presented at a Regular Meeting of the Board.

Notwithstanding indemnification provided for trustees and damages incurred during the normal routines of their role, Trustees who have been sanctioned or have had other measures imposed upon them by the Board of Education under this policy can appeal those decisions at their own expense through the legal system.



POLICY 1600

TRUSTEE PROFESSIONAL LEARNING

POLICY

Trustee Professional Learning

Whereas the Board of Education for Rocky Mountain School District:

- Is committed to its vision and goals related to student success;
- Believes that fulfillment of Board responsibilities requires Trustees to remain informed and develop their knowledge and skills;
- Recognizes the need for and value in taking advantage of professional learning opportunities available to Trustees;

Rocky Mountain School District will encourage the participation of Trustees in appropriate learning opportunities, including accessing learning resources as well as attendance at conferences and workshops, that further build capacity for effective operations of the Board and governance of the School District.

Rocky Mountain School District will support Trustee expenses for relevant professional learning in accordance with Policy 3800 Expenses On Board Of Education Business and the District Practice associated with this policy.

DISTRICT PRACTICE

1. The Board financially supports and encourages participation in the following professional learning opportunities for all Trustees:
 - a. BCSTA Trustee Academy (Fall)
 - b. BCSTA Annual General Meeting and Conference (Spring)
 - c. BCSTA Kootenay Boundary Branch Meetings
 - d. In-house or local professional learning events
2. The Board supports additional professional learning activities and meetings for the Board Chair and other representatives (BCPSEA, BCSTA) as necessary.
3. It is expected that Trustees will make reasonable efforts to attend BCSTA events, particularly during the first year of their term.
4. In addition to the above-mentioned supported learning opportunities, a professional learning budget of \$1500 shall be set annually for each Trustee as of July 1, prorated in the year of an election. This account is to be used at the discretion of the Trustee for professional learning resources and/or activities as they relate to Trustee role and responsibilities. Unspent funds for any Trustee will be carried over for one school year, potentially supporting their participation in a major professional learning activity such as the Canadian School Boards Association National Gathering and Congress.
5. Additional professional learning expenses for a Trustee who has fully expended their budget may be approved by a majority vote of the Board.
6. Trustees must seek Board approval to attend any professional learning activity taking place outside of British Columbia. To do so, the Trustee must complete Appendix A - Form of Intention – and share with the Board Chair as early as possible. Trustees may not register for an event prior to Board approval.
7. The Board may choose to limit the number of Trustees that may attend a specific activity or event.
8. Within one month of their return from any professional learning activity, a Trustee will share a brief report to the Board as to the learning that occurred.

DATE: February 11, 2025

TO: Board of Trustees

FROM: Alan Rice, Secretary Treasurer

SUBJECT: Amended Annual Budget – June 30, 2025

ORIGINATOR: Alan Rice, Secretary Treasurer

REFERENCE: Amended Annual Budget – June 30, 2025



ISSUE

In accordance with section 113 of the School Act the Minister is requiring Amended Annual Budgets to be prepared, adopted by bylaw and submitted by February 28, 2025, extended to March 28, 2025, for this year due to delay in funding tables.

BACKGROUND

The ministry requires school boards to account fully for how they manage and spend the government's education funding. School District Financial Reporting provides school boards with a financial reporting framework. It also works with all boards to provide them with instructions and direction on budgeting, accounting and the reporting of the funds they receive from both the ministry and other sources. Under Section 113 (1)(a) and 9109B0, each year the Board must adopt an amended annual budget for that fiscal year.

CURRENT SITUATION

As a part of the 2024-25 collaborative budget process, we met with all principals and senior management to review staffing and discretionary spending. We have responded to changes in enrollment from standard schools. The budget review process also aimed to ensure the alignment of budget allocations with the FESL, district operational plans and school plans for student success.

Rocky Mountain School District is estimating to receive 90.9% of its operating revenue from provincial Ministry of Education and Child Care (MOECC) and other grants, 7.2% from tuition, 0.5% from prior year appropriated surplus, and 1.4% from other sources. The proposed operating budget for 2024-25 is allocated to be spent on salaries and benefits 83.5%; services and supplies 7.8%; student transportation, PD and travel, rentals and leases, dues and fees and insurance 7.0%; and utilities 1.7%.

Mr. Rice presented the Amended Annual Budget in detail to the Finance and Audit committee on February 4th. The recommendation from the Finance and Audit Committee meeting will be provided at the Public Board meeting.



AMENDED ANNUAL BUDGET

SCHOOL DISTRICT NO. 6 (ROCKY MOUNTAIN)

JUNE 30, 2025

DRAFT - NOT FINALIZED

February 06, 2025

SCHOOL DISTRICT NO. 6 (ROCKY MOUNTAIN)
AMENDED ANNUAL BUDGET - REVENUE AND EXPENSE
YEAR ENDED JUNE 30, 2025
DRAFT - NOT FINALIZED

STATEMENT 2

	2025 Amended Budget	2025 Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	3,534.250	3,509.250
Adult	1.750	2.000
Total Ministry Operating Grant Funded FTE's	3,536.000	3,511.250
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	55,667,495	53,220,301
Tuition	3,914,938	4,097,000
Other Revenue	1,284,271	1,210,470
Rentals and Leases	100,000	100,000
Investment Income	404,750	454,000
Amortization of Deferred Capital Revenue	2,210,418	2,192,207
Total Revenue	63,581,872	61,273,978
Expenses		
Instruction	49,003,344	47,791,527
District Administration	2,646,051	2,519,939
Operations and Maintenance	10,765,314	10,573,283
Transportation and Housing	2,594,421	2,503,346
Debt Services	28,800	28,800
Total Expense	65,037,930	63,416,895
Net Revenue (Expense), before Endowment Contributions	(1,456,058)	(2,142,917)
Budgeted Allocation (Retirement) of Surplus (Deficit)	284,458	810,524
Budgeted Surplus (Deficit), for the year	(1,171,600)	(1,332,393)
Budgeted Surplus (Deficit), for the year comprised of:		
Capital Fund Surplus (Deficit)	(1,171,600)	(1,332,393)
Budgeted Surplus (Deficit), for the year	(1,171,600)	(1,332,393)

SCHOOL DISTRICT NO. 6 (ROCKY MOUNTAIN)
AMENDED ANNUAL BUDGET - REVENUE AND EXPENSE
YEAR ENDED JUNE 30, 2025
DRAFT - NOT FINALIZED

STATEMENT 2

	2025 Amended Budget	2025 Annual Budget
	\$	\$
Budget Bylaw Amount		
Operating - Total Expense	54,122,580	53,453,249
Special Purpose Funds - Total Expense	7,036,774	6,229,870
Special Purpose Funds - Tangible Capital Assets Purchased	374,558	179,176
Capital Fund - Total Expense	3,878,576	3,733,776
Capital Fund - Tangible Capital Assets Purchased from Local Capital	300,000	1,050,000
Budgeted Retirement of Prior Years Deficits	-	-
Total Budget Bylaw Amount	65,712,488	64,646,071

SCHOOL DISTRICT NO. 6 (ROCKY MOUNTAIN)**STATEMENT 4****AMENDED ANNUAL BUDGET - CHANGES IN NET FINANCIAL ASSETS (DEBT)****YEAR ENDED JUNE 30, 2025****DRAFT - NOT FINALIZED**

	2025 Amended Budget	2025 Annual Budget
	\$	\$
Surplus (Deficit) for the year	(1,456,058)	(2,142,917)
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(374,558)	(179,176)
From Local Capital	(300,000)	(1,050,000)
From Deferred Capital Revenue	(10,028,357)	(7,162,535)
Assets Acquired by Lease	(225,443)	(50,000)
Total Acquisition of Tangible Capital Assets	(10,928,358)	(8,441,711)
Amortization of Tangible Capital Assets	3,849,776	3,704,976
Total Effects of change in Tangible Capital Assets	(7,078,582)	(4,736,735)
Acquisition of Prepaid Expenses	(50,000)	(50,000)
Use of Prepaid Expenses	50,000	50,000
Total Effect of change in Other Non-Financial Assets	-	-
(Increase) Decrease in Net Financial Assets (Debt)	(8,534,640)	(6,879,652)

SCHOOL DISTRICT NO. 6 (ROCKY MOUNTAIN)
AMENDED ANNUAL BUDGET - SCHEDULE OF CHANGES IN
ACCUMULATED SURPLUS (DEFICIT) BY FUND
YEAR ENDED JUNE 30, 2025
DRAFT - NOT FINALIZED

SCHEDULE 1

	Operating Fund	Special Purpose Fund	Capital Fund	2025 Amended Budget
	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	748,930	54,031	23,283,339	24,086,300
Changes for the year				
Net Revenue (Expense) for the year	(284,458)	374,558	(1,546,158)	(1,456,058)
Interfund Transfers				
Tangible Capital Assets Purchased	-	(374,558)	374,558	-
Tangible Capital Assets - Work in Progress	-	-	-	-
Local Capital	-		-	-
Other	-	-	-	-
Net Changes for the year	(284,458)	-	(1,171,600)	(1,456,058)
Budgeted Accumulated Surplus (Deficit), end of year	464,472	54,031	22,111,739	22,630,242

SCHOOL DISTRICT NO. 6 (ROCKY MOUNTAIN)**SCHEDULE 2****AMENDED ANNUAL BUDGET - OPERATING REVENUE AND EXPENSE****YEAR ENDED JUNE 30, 2025****DRAFT - NOT FINALIZED**

	2025 Amended Budget	2025 Annual Budget	Change	Change
	\$	\$	\$	%
Revenues				
Provincial Grants				
Ministry of Education	49,147,913	47,793,755	1,354,158	2.8%
Tuition	3,914,938	4,097,000	(182,062)	-4.4%
Other Revenue	295,271	232,470	62,801	27.0%
Rentals and Leases	100,000	100,000	-	0.0%
Investment Income	380,000	419,500	(39,500)	-9.4%
Total Revenue	53,838,122	52,642,725	1,195,397	2.3%
Expenses				
Instruction	42,020,951	41,585,824	435,127	1.0%
District Administration	2,637,801	2,512,439	125,362	5.0%
Operations and Maintenance	7,211,645	7,157,203	54,442	0.8%
Transportation and Housing	2,252,183	2,197,783	54,400	2.5%
Total Expense	54,122,580	53,453,249	669,331	1.3%
Net Revenue (Expense)	(284,458)	(810,524)	526,066	-64.9%
Budgeted Prior Year Surplus Appropriation	284,458	810,524	(526,066)	-64.9%

SCHOOL DISTRICT NO. 6 (ROCKY MOUNTAIN)**SCHEDULE 2A****AMENDED ANNUAL BUDGET - SCHEDULE OF OPERATING REVENUE BY SOURCE****YEAR ENDED JUNE 30, 2025****DRAFT - NOT FINALIZED**

	2025 Amended Budget	2025 Annual Budget	Change	Change
	\$	\$	\$	%
Provincial Grants - Ministry of Education				
Operating Grant, Ministry of Education	48,237,962	46,962,614	1,275,348	2.7%
INAC/LEA Recovery	(135,486)	(75,270)	(60,216)	80.0%
Other Ministry of Education Grants			-	
Pay Equity	207,823	207,823	-	0.0%
Transportation Supplemental	369,399	369,399	-	0.0%
Support Staff Benefits	46,822	46,822	-	0.0%
FSA Marking	8,187	8,187	-	0.0%
Early Learning Framework Implementation	-	-	-	
Labour Settlement Funding	413,206	274,180	139,026	50.7%
Total Provincial Grants - Ministry of Education	49,147,913	47,793,755	1,354,158	2.8%
			-	
Tuition			-	
International and Out of Province Students	3,914,938	4,097,000	(182,062)	-4.4%
Non-resident Tuition Fees	-	-	-	
Total Tuition	3,914,938	4,097,000	(182,062)	-4.4%
			-	
Other Revenues			-	
LEA/Direct Funding from First Nations	135,486	75,270	60,216	80.0%
Miscellaneous			-	
Artists in Education	7,200	7,200	-	0.0%
Donations	50,000	50,000	-	0.0%
Other	102,585	100,000	2,585	2.6%
Total Other Revenue	295,271	232,470	62,801	27.0%
			-	
Rentals and Leases	100,000	100,000	-	0.0%
			-	
Investment Income	380,000	419,500	(39,500)	-9.4%
			-	
Total Operating Revenue	53,838,122	52,642,725	1,195,397	2.3%

SCHOOL DISTRICT NO. 6 (ROCKY MOUNTAIN)**SCHEDULE 2B****AMENDED ANNUAL BUDGET - SCHEDULE OF OPERATING EXPENSE BY OBJECT****YEAR ENDED JUNE 30, 2025****DRAFT - NOT FINALIZED**

	2025 Amended Budget	2025 Annual Budget	Change	Change
	\$	\$	\$	%
Salaries				
Teachers	16,988,473	16,935,692	52,781	0.3%
Principals and Vice Principals	3,722,047	3,712,791	9,256	0.2%
Educational Assistants	3,635,058	3,376,314	258,744	7.7%
Support Staff	4,936,957	4,849,494	87,463	1.8%
Other Professionals	4,856,739	4,821,829	34,910	0.7%
Substitutes	2,081,505	2,021,810	59,695	3.0%
Total Salaries	36,220,778	35,717,930	502,848	1.4%
			-	
Employee Benefits	8,909,352	8,899,446	9,906	0.1%
			-	
Total Salaries and Benefits	45,130,130	44,617,376	512,754	1.1%
			-	
Services and Supplies				
Services	1,661,106	1,493,905	167,201	11.2%
Student Transportation	332,425	329,700	2,725	0.8%
Professional Development and Travel	848,985	874,984	(26,000)	-3.0%
Rentals and Leases	2,200	12,200	(10,000)	-82.0%
Dues and Fees	2,453,027	2,483,215	(30,188)	-1.2%
Insurance	166,500	166,500	-	0.0%
Supplies	2,584,707	2,531,869	52,838	2.1%
Utilities	943,500	943,500	-	0.0%
Total Services and Supplies	8,992,450	8,835,873	156,577	
			-	
Total Operating Expense	54,122,580	53,453,249	669,331	1.3%

SCHOOL DISTRICT NO. 6 (ROCKY MOUNTAIN)
AMENDED ANNUAL BUDGET - OPERATING EXPENSE
BY FUNCTION, PROGRAM AND OBJECT
YEAR ENDED JUNE 30, 2025
DRAFT - NOT FINALIZED

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
02 Regular Instruction	15,192,284	641,744	32,782	715,163	338,496	1,612,980	18,533,449
03 Career Programs	-	-	-	-	-	-	-
07 Library Services	149,177	-	-	126,246	-	2,000	277,423
08 Counselling	473,743	-	-	-	-	-	473,743
10 Special Education	1,096,694	101,958	3,602,275	8,986	642,841	214,805	5,667,560
30 English Language Learning	76,574	-	-	-	-	-	76,574
31 Aboriginal Education	-	-	-	-	817,305	2,220	819,525
41 Administration	-	2,978,344	-	420,109	-	40,000	3,438,453
60 Summer School	-	-	-	-	-	-	-
61 Continuing Education	-	-	-	-	-	-	-
62 International and Out of Province Students	-	-	-	52,420	640,686	-	693,106
1 Instruction Total	16,988,473	3,722,047	3,635,058	1,322,924	2,439,328	1,872,005	29,979,834
4 District Administration							
11 Educational Administration	-	-	-	-	521,994	-	521,994
40 School District Governance	-	-	-	-	148,413	-	148,413
41 Administration	-	-	-	-	893,948	-	893,948
4 District Administration Total	-	-	-	-	1,564,355	-	1,564,355
5 Operations and Maintenance							
41 Administration	-	-	-	-	254,670	2,000	256,670
50 Maintenance Operations	-	-	-	2,636,433	382,347	132,500	3,151,280
52 Maintenance of Grounds	-	-	-	93,072	-	15,000	108,072
56 Utilities	-	-	-	-	-	-	-
5 Operations and Maintenance Total	-	-	-	2,729,505	637,018	149,500	3,516,022
7 Transportation and Housing							
41 Administration	-	-	-	-	85,132	-	85,132
70 Student Transportation	-	-	-	884,528	130,907	60,000	1,075,435
7 Transportation and Housing Total	-	-	-	884,528	216,038	60,000	1,160,567
Operating Total	16,988,473	3,722,047	3,635,058	4,936,957	4,856,739	2,081,505	36,220,778

SCHOOL DISTRICT NO. 6 (ROCKY MOUNTAIN)
AMENDED ANNUAL BUDGET - OPERATING EXPENSE
BY FUNCTION, PROGRAM AND OBJECT
YEAR ENDED JUNE 30, 2025
DRAFT - NOT FINALIZED

SCHEDULE 2C

SCHEDULE 2C

	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2025 Amended Budget	2025 Annual Budget
	\$	\$	\$	\$	\$
1 Instruction					
02 Regular Instruction	4,505,450	23,038,900	1,579,372	24,618,272	24,852,767
03 Career Programs	-	-	1,000	1,000	9,934
07 Library Services	74,318	351,741	77,420	429,161	453,895
08 Counselling	114,709	588,452	8,100	596,552	544,549
10 Special Education	1,547,990	7,215,549	218,545	7,434,094	7,115,831
30 English Language Learning	18,541	95,115	500	95,615	16,078
31 Aboriginal Education	232,141	1,051,666	265,171	1,316,837	1,239,949
41 Administration	750,607	4,189,060	96,774	4,285,834	4,102,466
60 Summer School	-	-	-	-	-
61 Continuing Education	-	-	-	-	-
62 International and Out of Province Students	105,849	798,955	2,444,630	3,243,585	3,250,355
1 Instruction Total	7,349,605	37,329,439	4,691,512	42,020,951	41,585,824
4 District Administration					
11 Educational Administration	115,986	637,980	78,200	716,180	663,860
40 School District Governance	7,500	155,913	111,500	267,413	267,413
41 Administration	230,172	1,124,121	530,087	1,654,208	1,581,166
4 District Administration Total	353,659	1,918,014	719,787	2,637,801	2,512,439
5 Operations and Maintenance					
41 Administration	62,786	319,457	204,038	523,494	515,776
50 Maintenance Operations	834,311	3,985,591	1,290,268	5,275,859	5,188,157
52 Maintenance of Grounds	2,100	110,172	183,500	293,672	320,450
56 Utilities	-	-	1,118,620	1,118,620	1,132,820
5 Operations and Maintenance Total	899,197	4,415,219	2,796,426	7,211,645	7,157,203
7 Transportation and Housing					
41 Administration	20,061	105,192	12,530	117,722	113,126
70 Student Transportation	286,831	1,362,266	772,195	2,134,461	2,084,657
7 Transportation and Housing Total	306,891	1,467,458	784,725	2,252,183	2,197,783
Operating Total	8,909,352	45,130,130	8,992,450	54,122,580	53,453,249

SCHOOL DISTRICT NO. 6 (ROCKY MOUNTAIN)**SCHEDULE 3****AMENDED ANNUAL BUDGET - SPECIAL PURPOSE REVENUE AND EXPENSE****YEAR ENDED JUNE 30, 2025****DRAFT - NOT FINALIZED**

	2025 Amended Budget	2025 Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	6,417,582	5,426,546
Other Revenue	989,000	978,000
Investment Income	4,750	4,500
Total Revenue	7,411,332	6,409,046
Expenses		
Instruction	6,982,393	6,205,703
District Administration	8,250	7,500
Operations and Maintenance	16,667	16,667
Transportation and Housing	29,464	-
Debt Services	-	-
Total Expense	7,036,774	6,229,870
Net Revenue (Expense), before Endowment Contributions	374,558	179,176
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(374,558)	(179,176)
Total Net Transfers	(374,558)	(179,176)
Budgeted Surplus (Deficit), for the year	-	-

SCHOOL DISTRICT NO. 6 (ROCKY MOUNTAIN)
AMENDED ANNUAL BUDGET - CHANGES IN SPECIAL
PURPOSE FUNDS
YEAR ENDED JUNE 30, 2025
DRAFT - NOT FINALIZED

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	Endowment Earnings	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	Community-LINK	Classroom Enhancement Fund - Overhead
Deferred Revenue, beginning of year	\$ -	\$ -	107,313	\$ -	1,078,076	\$ -	\$ -	\$ -	\$ -	\$ -
Add: Restricted Grants										
Provincial Grants - Ministry of Education	195,843	166,284				96,000	22,050	110,458	445,058	220,682
Provincial Grants - Other										
Federal Grants										
Other			5,500		983,000					
Investment Income			1,750	1,000	2,500					
District Entered										
	195,843	166,284	7,250	1,000	985,500	96,000	22,050	110,458	445,058	220,682
Less: Allocated to Revenue	195,843	166,284	7,250	1,000	985,500	96,000	22,050	110,458	445,058	220,682
Recovered										
District Entered										
Deferred Revenue, end of year	-	-	107,313	-	1,078,076	-	-	-	-	-
Revenues										
Provincial Grants - Ministry of Education	195,843	166,284				96,000	22,050	110,458	445,058	220,682
Provincial Grants - Other										
Federal Grants										
Other Revenue			5,500		983,500					
Rentals and Leases										
Investment Income			1,750	1,000	2,000					
Income (Loss) from Investments in GBE's										
District Entered										
	195,843	166,284	7,250	1,000	985,500	96,000	22,050	110,458	445,058	220,682
Expenses										
Salaries										
Teachers								77,219	125,412	
Principals and Vice Principals										
Educational Assistants		143,484							52,920	
Support Staff										
Other Professionals							14,500		204,535	55,234
Substitutes							2,000			113,861
	-	143,484	-	-	-	-	16,500	77,219	382,867	169,095
Employee Benefits		22,800					5,550	25,739	60,589	31,587
Services and Supplies	16,667		7,250	1,000	985,500	96,000		7,500	1,602	20,000
District Entered										
	16,667	166,284	7,250	1,000	985,500	96,000	22,050	110,458	445,058	220,682
Net Revenue (Expense) before Interfund Transfers	179,176	-	-	-	-	-	-	-	-	-
Interfund Transfers										
Tangible Capital Assets Purchased	(179,176)									
Tangible Capital Assets - Work in Progress										
Other										
	(179,176)	-	-	-	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-	-

SCHOOL DISTRICT NO. 6 (ROCKY MOUNTAIN)
AMENDED ANNUAL BUDGET - CHANGES IN SPECIAL
PURPOSE FUNDS
YEAR ENDED JUNE 30, 2025
DRAFT - NOT FINALIZED

SCHEDULE 3A

SCHEDULE 3A

	Classroom Enhancement Fund	FN Student Transportation	MH in Schools	CR4YC	ECE Dual Credit	SEY2KT	ECL	Feeding Futures	Project Penny	Total
	\$				\$			\$		\$
Deferred Revenue, beginning of year	-	15,939			-			-	195,382	1,396,710
Add: Restricted Grants										
Provincial Grants - Ministry of Education	4,036,894	13,525	55,000	11,250	180,000	19,000	175,000	459,217	-	6,206,261
Provincial Grants - Other										-
Federal Grants										-
Other										988,500
Investment Income										5,250
District Entered										-
	4,036,894	13,525	55,000	11,250	180,000	19,000	175,000	459,217	-	7,200,011
Less: Allocated to Revenue	4,036,894	29,464	55,000	11,250	180,000	19,000	175,000	459,217	195,382	7,411,332
Recovered										-
District Entered										-
Deferred Revenue, end of year	-	-	-	-	-	-	-	-	-	1,185,389
Revenues										
Provincial Grants - Ministry of Education	4,036,894	29,464	55,000	11,250	180,000	19,000	175,000	459,217	195,382	6,417,582
Provincial Grants - Other										-
Federal Grants										-
Other Revenue										989,000
Rentals and Leases										-
Investment Income										4,750
Income (Loss) from Investments in GBE's										-
District Entered										-
	4,036,894	29,464	55,000	11,250	180,000	19,000	175,000	459,217	195,382	7,411,332
Expenses										
Salaries										
Teachers	3,308,059									3,510,690
Principals and Vice Principals										-
Educational Assistants										196,404
Support Staff										-
Other Professionals				7,700	100,000		152,000	77,075		611,044
Substitutes			35,000							150,861
	3,308,059	-	35,000	7,700	100,000	-	152,000	77,075	-	4,468,999
Employee Benefits	728,835		7,000	2,300	18,750		23,000	18,079		944,229
Services and Supplies		29,464	13,000	1,250	61,250	19,000		364,063		1,623,546
District Entered										-
	4,036,894	29,464	55,000	11,250	180,000	19,000	175,000	459,217	-	7,036,774
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	-	-	195,382	374,558
Interfund Transfers										
Tangible Capital Assets Purchased									(195,382)	(374,558)
Tangible Capital Assets - Work in Progress										-
Other										-
	-	-	-	-	-	-	-	-	(195,382)	(374,558)
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-	-

SCHOOL DISTRICT NO. 6 (ROCKY MOUNTAIN)
AMENDED ANNUAL BUDGET - CAPITAL REVENUE AND EXPENSE
YEAR ENDED JUNE 30, 2025
DRAFT - NOT FINALIZED

SCHEDULE 4

	2025 Amended Budget			2025 Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Provincial Grants				
Ministry of Education	102,000		102,000	-
Rentals and Leases		-	-	-
Investment Income		20,000	20,000	30,000
Gain (Loss) on Disposal of Tangible Capital Assets	-		-	-
Amortization of Deferred Capital Revenue	2,210,418		2,210,418	2,192,207
Total Revenue	2,312,418	20,000	2,332,418	2,222,207
Expenses				
Operations and Maintenance	-	-	-	-
Transportation and Housing	-	-	-	-
Amortization of Tangible Capital Assets				
Operations and Maintenance	3,537,002		3,537,002	3,399,413
Transportation and Housing	312,774		312,774	305,563
Write-off/down of Buildings and Sites	-		-	-
Debt Services				
Capital Lease Interest		28,800	28,800	28,800
Capital Loan Interest		-	-	-
Total Expense	3,849,776	28,800	3,878,576	3,733,776
Net Revenue (Expense)	(1,537,358)	(8,800)	(1,546,158)	(1,511,569)
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	374,558		374,558	179,176
Tangible Capital Assets - Work in Progress	-		-	-
Local Capital			-	-
Capital Lease Payment			-	-
Capital Loan Payment		-	-	-
Total Net Transfers	374,558	-	374,558	179,176
Other Adjustments to Fund Balances				
District Portion of Proceeds on Disposal	-	-	-	-
Tangible Capital Assets Purchased from Local Capital	300,000	(300,000)	-	-
Tangible Capital Assets WIP Purchased from Local Capital	-	-	-	-
Principal Payment				
Capital Lease	267,500	(267,500)	-	-
Capital Loan	-	-	-	-
Total Other Adjustments to Fund Balances	567,500	(567,500)	-	-
Budgeted Surplus (Deficit), for the year	(595,300)	(576,300)	(1,171,600)	(1,332,393)

DATE: February 5, 2025

TO: Board of Education

FROM: Aaron Callaghan, Superintendent

SUBJECT: Board Authorized Course Approval

ORIGINATOR: Steve Wyer, Assistant Superintendent

REFERENCE: BAA Proposal: Equine Studies 10



ISSUE

The Board of Education for Rocky Mountain School District will receive a proposal from David Thompson Secondary School for approval of a locally developed course Equestrian Studies 10.

BACKGROUND

David Thompson Secondary School is designing an academy called The Equestrian Program. While steps for the Board to approve the academy and the fee schedule are still to come in the future, the school is proposing to bring in this locally developed course as part of the academy.

CURRENT SITUATION

In seeking approval for the course ahead of approval for the academy, this will allow the school to present the program to students to determine whether it would generate the interest required to run the program. How many students express interest will also determine the fee schedule for the academy. Additionally, if the Board Authorized course is approved, all of the courses included in the academy can be presented to the Parent Advisory Council. The school would then seek approval of the fee schedule for the academy from the PAC and the Board as set forth in Section 82 of the *School Act*.

Previously the Board has approved an Equine Studies 10 Course in the community of Kimberley at Selkirk Secondary. This proposal builds on that course and situates the course in a context of a broader program of study. Furthermore, this current proposal would replace the existing one, should it be approved. The current proposal before the Board includes the same learning outcomes but adds a component of learning on animal human interactions.

The proposal is comprehensive, accurate, and aligns with the format required by the district and the Ministry of Education and Child Care.



FINANCIAL IMPLICATIONS

FINANCIAL IMPLICATIONS

The course itself does not carry financial implication. However, as mentioned above, when the Board is asked to review the fee schedule for the entire program, a student fee will be proposed in alignment with Section 82 of the *School Act*.

CONCLUSION

The Equestrian Studies Course adds value to the learning opportunities in Windermere by extending learning into an area of passion for many students. The course considers all aspects of student learning and safety with respect to owning, caring for, riding, and conducting oneself around horses.

RECOMMENDATION/POSSIBLE MOTION

That the Board of Education for Rocky Mountain School District approve Equine Studies 10 under the parameters set forth for the approval of Board Authorized Courses by the Ministry of Education and Child Care.

KEY MESSAGES

Equine Studies 10

- Is a locally developed Board Authorized course offering for students in Rocky Mountain School District.
- The course is 100 credit hours and students will receive 4 elective credits upon completion.
- The course will be added to a catalogue of previously approved courses in Rocky Mountain



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: SD6- Rocky Mountain	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD6
Developed by: Simone Randall	Date Developed: December 12, 2024
School Name: David Thompson Secondary School	Principal's Name: Heather English
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Equine Studies 10	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 100

Board/Authority Prerequisite(s):

None, but students should have a strong interest in horses/riding and be physically capable of riding in a standard riding program (*this program does not offer therapeutic riding for students with physical and/or mental challenges*). Students will apply for the program, and will be selected by David Thompson's selection committee.

Special Training, Facilities or Equipment Required:

- Teacher will need to be experienced in providing riding/horsemanship instruction, preferably with a history of coach or instructor. This is essential to maintain standards of best practice and safety.
- A partnership will be required with a professional riding coach/trainer in the community that can provide well trained & safe lesson horses, a suitable facility, tack, safety equipment (such as ASTM-SEI approved helmets), and skilled coaching.
- Individual student insurance coverage, included with HCBC membership (plus additional optional coverage and other membership benefits)
 - Horse Council of BC Membership
<http://www.hcbc.ca/index.php/membership/membership-types/individual-family/>
 - Automatic Insurance Coverage (included with membership)
<http://www.hcbc.ca/index.php/membership/membership-benefits/automatic-insurance/>

- There is also *additional, optional*, accidental death & dismemberment insurance coverage that parents/guardians can add for an additional fee (it raises the claim limits and adds fracture and dental components).
<http://www.hcbc.ca/index.php/membership/membership-benefits/optional-insurance/>
- Other membership benefits include: access to free online industry-specific training courses (pasture management, nutrition, parasite control, etc.), webinars with highly qualified professionals, and free training courses from the University of Guelph, Ontario.
<https://hcbc.ca/programseducation/equine-education/>
- NOTE: Parents/guardians can also enroll their student in Kids Plus Insurance Program <http://www.kidsplus.ca/>

Course Synopsis:

This is an introductory to intermediate level course that will allow students to gain or further their knowledge in all areas of horsemanship, in a personalized way, depending on their initial level when entering the course. Along with covering the basics of riding, students will further develop their skills under the instruction of professional horse trainers/coaches/instructors. Students will be expected to demonstrate correct safety procedures while working with and around horses at all times, while acquiring basic knowledge of the following units of study:

- Barn Safety, Horse Psychology, Horse Handling, Vocabulary
- Horse Breeds, Colours, Markings, Anatomy, Gaits, Grooming, Tack & Equipment
- Saddling, Bridling, Leg-wrapping, Lunging, Mounting/Dismounting, Riding, Maintaining a detailed Riding Journal
- Horse Health, Care, and Nutrition
- History of the Horse, Equine Disciplines/Sports, Equine Industry Trades & Professions
- Special Inquiry Project Portfolio (equine-related topic of choice).

Students may have the opportunity to achieve rider level certification in a Horse Council BC accredited program (such as EC, or CHA), discipline specific testing levels (dressage testing, reining pattern testing), or other equally credible programs (such as Pony Club, or 4-H.)

This course is part of the Equestrian Program. This program is an individualized and experiential program, providing 300 hours of instruction, delivered both on DTSS campus (2 days/week, or its equivalent) and off-campus at the barn (3 days/week, or its equivalent), rain or shine. Equine Studies 10 represents 100 of those instructional hours. Students do not require any previous horse handling/or horseback riding experience. Students will learn everything from how to work safely around horses, basic care and maintenance (grooming, feeding, etc.), as well as riding skills. Riding instruction will happen in small groups, with experienced coaches, and will be individualized based on each rider's initial level of comfort and experience, with an emphasis on safety, fun, and equestrian sport education. Students will each ride once a week, and then work on other written/online/and fieldwork components related to the program during the rest of the week's classes. In the Equestrian Program, students will earn credit for Equine Studies 10, Environmental Science 11, and Physical and Health Education 10.

Goals and Rationale:

Columbia Valley has a long-standing history with horse sport, being home to the Windermere Valley Saddle Club, and to the Rocky Mountain Riders Club. This course is designed to provide high school students with the opportunity to connect to those important community roots, by gaining competence and confidence within the complex and rewarding relationship that exists between a rider and a working horse. This will be facilitated by skilled professionals from both the school and the barn. Students will also benefit from learning in an applied and decidedly low-tech/low-stress outdoor environment (barn) three afternoons per week (or its equivalent), encouraging personal wellness, practicing goal setting, and reflecting on their learning. *(The other afternoons each week will be spent on campus at DTSS, where students will have access to technology for various assignments.)* In addition, exposure to the course content and equine professionals in this course can be used as a springboard to education and employment opportunities within the horse industry in our community and beyond.

Note: 100 hours of instruction will be provided at both the barn and at the school. Students will spend three afternoons per week (or its equivalent) at the barn, and two afternoons per week (or its equivalent) at school. Students will each ride once per week and then complete the other learning outcomes both at school and at the barn during their “non-riding” days/times. Bus transportation is to be provided by SD6, and travel time is not included in the instructional time for the course. There will be a fee for busing. Families may also wish to purchase the optional insurance from HCBC. Students who are unable to cover the fee will be looked at on an individual basis in accordance to School District #6 Board Policy #3400.

Indigenous Worldviews and Perspectives:

This program’s goals and teaching methodology will reflect and be consistent with the **First People’s Principles of Learning:**

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, & relational (focused on connectedness, reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one’s actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one’s identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teaching-tools/aboriginal-education/principles_of_learning.pdf

BIG IDEAS

Safe and effective communication with horses begins with a strong foundation of basic horsemanship knowledge and skills

Effective communication with horses is a journey that takes time, skill, practice, patience, perseverance, trust, and honest self-reflection

Good equine health and nutrition form the basis of a long, happy, and rewarding horse/human partnership

The Equine Industry is full of viable career options & it employs a wide variety of people with different skill sets

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Safety & Handling</p> <ul style="list-style-type: none"> Identify and recite the barn safety rules Demonstrate appropriate barn safety Demonstrate and explain safe and effective horse handling <p>General Horsemanship</p> <ul style="list-style-type: none"> Demonstrate appropriate grooming methods & correct use of grooming tools. Identify horse colours and markings on paper, and on real horses Identify names & locations of basic horse anatomy Identify names & locations of basic horse tack parts <p>Health & Nutrition</p> <ul style="list-style-type: none"> Identify and demonstrate stable management practices that maintain good equine health Demonstrate basic horse first aid skills Help to feed the horses, and muck out stalls correctly 	<p><i>Students are expected to know the following:</i></p> <p>Horse Psychology</p> <ul style="list-style-type: none"> Describe and explain various horse behaviors, body language, and basic tenets of horse psychology Explain and demonstrate how horses mirror our emotions/respond to our leadership, and how this knowledge can give us insight into our own personal wellness and our effectiveness as learners and leaders. <p>General Horsemanship</p> <ul style="list-style-type: none"> Describe a wide variety of horse breeds and their originally intended purposes Locate and explain the names & functions of basic horse anatomy Locate and explain the names & functions of basic horse tack parts Explain how the tack/equipment we use works, why it is used, and how to maintain it

Riding

- Demonstrate steps involved in saddling, bridling, and polo-wrapping a horse correctly
- Demonstrate appropriate lunging techniques
- Safely demonstrate the correct way to mount and dismount a horse
- Demonstrate correct basic riding technique.
- Set realistic goals for personal progress, as they relate to riding and general horsemanship.
- Deconstruct, summarize, and reflect upon their learning experiences with horses on a regular basis throughout the course.

Equine Sports & Careers

- Compare and contrast a wide variety of equestrian disciplines/sports
- Compare and contrast the many trades and employment opportunities in the equine industry
- Research an equine related topic of choice
- Network with the appropriate professionals regarding the equine topic of choice
- Design and demonstrate the deeper knowledge/appreciation/and skills learned regarding their chosen topic.

Health & Nutrition

- Describe a wide variety of equine illnesses/conditions and their prevention and/or treatment
- Knowledge of basic horse first aid
- Identify and describe the various types of feed available to horses
- Evaluate the benefits and drawbacks of each type of feed that is readily available/widely used
- Identify and describe what factors affect the design of a healthy nutrition program for individual horses

Riding

- Identify equipment involved in saddling, bridling, and polo-wrapping a horse correctly
- Explain the reasons & correct technique for lunging
- Explain the rationale for the riding techniques they are learning in their lessons

Equine Sports & Careers

- Describe the history of the horse, and their value to societies and Indigenous cultures around the world
- Describe the pathway to becoming a professional in a wide variety of equine industry trades and professions

Curricular Competencies – Elaborations

Safety & Handling

- Identify and recite the barn safety rules
- Demonstrate appropriate barn safety by consistently following the safety rules
- Demonstrate and explain safe and effective horse handling, including haltering, leading, tying quick release knots, using cross-ties, reading horse body language, and maintaining personal space.

General Horsemanship

- Demonstrate appropriate grooming methods and correct use of grooming tools.
- Identify horse colours and markings on paper, and on real horses
- Identify names & locations of basic horse anatomy
 - Parts of the horse, including the body/hooves/and inside the mouth
- Identify names & locations of basic horse tack and equipment parts
 - Names of saddle/bridle/other equipment parts

Health & Nutrition

- Identify and demonstrate stable management practices that maintain good equine health
 - Including barn cleanliness, vaccination and deworming practices, regular exercise, proper footing for the weather conditions, etc.
- Demonstrate basic horse first aid skills
 - Application of stable wraps; how to clean, disinfect, and dress simple wounds; cold hosing protocols; and when to call the vet
- Help to feed and water the horses
- Help to muck out stalls correctly

Riding

- Demonstrate steps involved in saddling and bridling a horse correctly and safely
- Demonstrate appropriate, effective, and safe lunging techniques
- Safely demonstrate the correct way to mount and dismount a horse
- Explain the rationale for the riding techniques they are learning in their lessons, such as proper seat position; starting; stopping and turning; how to ride at a walk, trot, lope and backup; and maintaining safe distances from other horses and riders.
- Set realistic goals for personal progress, as they relate to riding and general horsemanship.
 - Maintain a journal to reflect this skill
- Deconstruct, summarize, and reflect upon their learning experiences with horses.
 - Maintain a journal to reflect these skills

Equine Sports & Careers

- Compare and contrast a wide variety of equestrian disciplines/sports
- Compare and contrast the many trades and employment opportunities in the equine industry
- Research an equine related topic of choice
- Network with the appropriate professionals regarding the equine topic of choice
- Design and demonstrate the deeper knowledge/appreciation/and skills learned regarding their chosen topic.

Content – Elaborations

Horse Psychology

- Describe and explain various horse behaviors, body language, and basic tenets of horse psychology
 - That horses are prey animals and therefore act and react as such (unlike dogs or cats, which are predators)
- Explain and demonstrate how horses (as prey animals) mirror our emotions/respond to our leadership, and how this knowledge can give us insight into our own personal wellness and our effectiveness as learners, trainers, and leaders.

General Horsemanship

- Describe a wide variety of horse breeds and their originally intended purposes
- Locate and explain the names & functions of basic horse anatomy
 - Parts of the horse's body/hoof/and inside of the mouth
- Locate and explain the names & functions of basic horse tack parts
 - Parts of the saddle/bridle/other training equipment
- Explain how the tack/equipment we use works, why it is used, and how to maintain it (such as how it is cleaned, etc.)

Health & Nutrition

- Describe a wide variety of equine illnesses/conditions and their prevention and/or treatment
 - Including the various forms of colic, laminitis/founder, scratches/mud fever, mange, arthritis, ringworm, rain rot, Cushings disease, navicular disease, and other common equine ailments
 - Illnesses that can be prevented by vaccination, and vaccination schedules
 - Parasite management (healthy deworming practices)
- Knowledge of basic horse first aid: use of stable wraps, poultice use, how to disinfect and dress simple wounds, when to call the vet
- Identify and describe the various types of feed available to horses
 - Including both roughages (types of hay/alfalfa/mixes) and concentrates (grains, extruded feeds, & supplements)
- Evaluate the benefits and drawbacks of each type of feed that is commonly available/widely used
- Identify and describe what factors affect the design of a healthy nutrition program for individual horses
 - Such as: age, level of activity, pregnancy, temperament, metabolic rate, etc.

Content – Elaborations

Riding

- Identify all of the equipment involved in saddling, bridling, and polo-wrapping a horse correctly
- Explain the reasons, correct technique, and safety consideration involved in lunging horses
- Explain the rationale for proper riding techniques that they are learning in their lessons
 - Including rider position in the saddle; how to ride the walk, trot, lope and backup; and maintaining safe distances between horses.

Equine Sports & Careers

- Describe the evolutionary history of the horse, and the role humans have played in developing the wide variety of specialized breeds we see today
- Explain the horse's value to society
 - Agriculture, transportation, economic progress
- Describe the horse's importance to various human cultures
 - Including many Indigenous Peoples around the world
- Describe the pathway to becoming an equine industry professional in a wide variety of equine trades and professions
 - Including college Farrier Programs & apprenticeships, university & veterinary school, breed/discipline/or sport-specific credentials, breeding, training, coaching, horse massage therapy, equine dentistry, and many others.

Recommended Instructional Components:

This course will include:

- Direct interactive personalized instruction by teacher and equine professionals
- Indirect instruction through the use of manuals, and other forms of text and video
- Guest speakers (in person, and video resources)
- Practical, applied activities and tasks
- Use of information materials/technology/professional networking for research
- Peer modelling and group work in an applied setting

This course supports the Graduation Focus Areas of Tourism & Hospitality, Science & Applied Science, Trades & Technology, and Fitness & Recreation.

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Students will be assessed using: written and online tests/quizzes, visual representations, journaling, written assignments and diagraming, individual discussion, and skill demonstrations. Each unit will be weighted to reflect the amount of time spent on each topic area. Each unit includes both formative and summative assessment methods.

Every assessment will be criteria-based by making use of strategies such as rubrics, checklists, and self-evaluation. There will be a number of assignments, including a major research project, where students will produce and present a portfolio of their learning.

Students may also choose to complete optional rider level testing (such as EC, CHA, discipline specific pattern testing, Pony Club, or other recognized body) in order to demonstrate their growing riding and horsemanship skills and have them documented in an industry-recognized way. Student certification in rider levels will be awarded at the end of each term, by the appropriate certified professionals, if available. *Additional certifications may require additional fees.*

Assessment Table:

Unit/Topic	Title	% of Final Grade
Unit 1	Barn Safety, Horse Psychology, Horse Handling, Vocabulary	15%
Unit 2	Horse Breeds, Colours, Markings, Anatomy, Gaits, Grooming, Tack & Equipment	15%
Unit 3	Saddling, Bridling, Lunging, Leg Wrapping, Mounting/Dismounting, Riding, Journals	30%
Unit 4	Horse Health, Care, and Nutrition	15%
Unit 5	History of the horse, Equine Disciplines/Sports, Equine Trades	15%
Unit 6	Special Project Portfolio	10%
Total Percent		100%

Learning Resources:

- **Manuals:** Equine Canada Learn to Ride and Stable Management Manuals, Certified Horsemanship Association Rider Level Manuals, and Canadian Pony Club.
- **Selected DVD/online video/and text resources** from: Horse Council BC, Certified Horsemanship Association, Western Canada Veterinary College, University of Guelph, and trainers such as Steve Rother/Warwick Schiller/Jonathan Field/Stacey Westfall/etc.
- **Industry Magazines:** Horse and Rider, Western Horseman, Practical Horseman, Equus, Pacific Horse Journal, Prairie Horse Journal, Saddle Up, etc.
- **Guest Speakers:** Farriers and their apprentices, Trainers, Coaches, Veterinarians, Vet Techs, Grooms, Back Country Horsemen Association, etc.

Additional Information:

We require our community partner (Coach & barn) to provide professional horse trainers/coaches/riding instructors, riding facilities that ideally include an *indoor* arena, an outdoor arena, well trained & safe lesson horses, all tack & safety equipment (such as ASTM-SEI approved helmets), all horse training/healthcare/feed/farrier/and veterinary service costs, a heated meeting space, and access to washroom facilities.

SUPERINTENDENT'S MONTHLY UPDATE

FEBRUARY 2025

EDGEWATER ELEMENTARY SCHOOL – STRENGTHENING COMMUNITY RELATIONS

‘Stewardship for the Future’ has been a priority for students and staff at Edgewater Elementary School this year, with intentional efforts focused on developing partnerships within the local community and taking the learning beyond the walls of the classroom.

The four principles of stewardship are ownership, responsibility, accountability and reward. With these in mind, a number of ideas were generated early in the year to kickstart this initiative, including engaging in land-based learning, partnering on projects with local service groups, making connections with local seniors, and developing a better understanding of and appreciation for the local community. These plans are now coming to fruition, and students are making strong connections across the curriculum, competencies and community.



Grade 4-5 students head out to deliver ‘thank you’ cards and flowers to local businesses for their support of Edgewater Elementary School.



Members of the Leadership Club connect with local seniors during a visit to Columbia House and Columbia Garden Village retirement homes in Invermere.

In the Fall, learning beyond the classroom saw students focus on salmon and their importance here in the Columbia Valley. Through this study, students also made connections to language, building relevant vocabulary in Ktunaxa, Secwépemc, Michif and French.

Members of the Leadership Club also made their first of four planned visits to Columbia House and Columbia Garden Village retirement homes in Invermere where they spent the day with local seniors. The students had time to read, play cards, play bingo and simply chat with elders.

Students and staff are excited for this work to continue in the second half of the school year.





WORKING ALONGSIDE SHUSWAP BAND



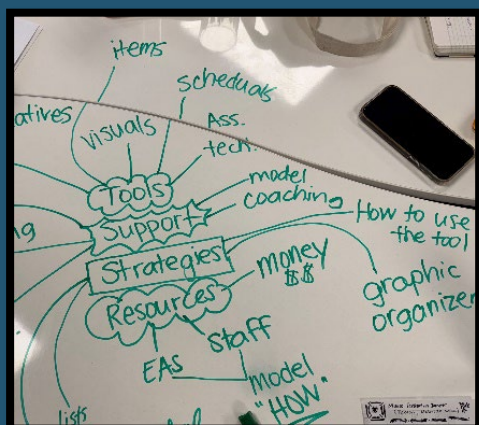
RMSD has entered into an agreement with Shuswap Band in support of student success.

Aligning with the Board's Strategic Plan priority area of Equity, Diversity and Inclusion, Rocky Mountain School District has entered into an agreement with Shuswap Band in support of the success of their 40+ learners. The Local Education Agreement (LEA) was implemented effective October 2024, with ongoing implementation efforts being led by a Joint Oversight Team consisting of both school district and Shuswap representatives.

Recently the first round of school-based meetings were held across the Windermere community schools, and an upcoming LEA Celebration is planned for February 20th to be held at David Thompson Secondary from 5-7 PM.

District Principal of Indigenous Education and Equity, Jenny Reid, indicated that the school-based meetings have emphasized the exceptional work of the schools in both supporting Shuswap students and collaborating with the Shuswap Band. The schools' partnership with the Shuswap Student Navigator exemplifies this collaborative approach, ensuring everyone works together effectively to support Shuswap students.

NEW TEACHER COLLABORATION



New Teacher collaboration took place recently in Invermere with a focus on Inclusion, Curriculum and MyEd.

A second collaboration session for New Teachers took place on January 23rd, aligning with the 'Capacity for Self & Others' priority area of the Board's Strategic Plan. Teams continued conversations about the BC curriculum, as well as explored both MyEd and inclusionary classroom practices. School District team members supporting the day included IT's Karsen Seel, Director Trent Dolgopol and Assistant Superintendent Steve Wyer.

Through discussion teachers addressed questions about what inclusion should look like in today's classrooms. Top of mind was students' sense of belonging, seeing themselves in the learning and the use of Universal Designs for Learning (UDL) to normalize supports and tools for inclusion. Success stories centered on the way students feel, connect, and demonstrate agency when they are able to meaningfully participate in classroom learning.

Teams also spent some time talking about ways the BC Learning Pathways can assist in planning for inclusion and student reporting. The BC Learning Pathways provide descriptive language about proficiency in numeracy and literacy, allowing teachers to best meet the differing abilities of students in the classroom.





DRUMMING IN THE NEW YEAR AT J.A. LAIRD ELEMENTARY SCHOOL



A strong arts education benefits all students, communities, and societies by contributing to the development of well-rounded, educated citizens. Students at J. A. Laird Elementary School have had a wonderful start to the new year by participating in weekly drumming workshops hosted by Patrick Carrick from *Rhythm by Nature*. These sessions provide a supplement to the school's Arts curriculum, as students participate in fun, hands-on activities that teach musical concepts such as beat, rhythm, tempo, pitch and dynamics.



In addition, these sessions address many of the Core Competencies as students learn about teamwork, collaboration and cooperation. Each class is working toward a performance piece they will present at the school's Family Assembly scheduled for Tuesday February 11th.



With a focus on curriculum and competencies, students at J.A. Laird Elementary School participate in weekly drumming sessions with Patrick Carrick. Funding for the initiative has come from ArtStarts in Schools and the school's PAC.





OVERCOMING OBSTACLES PROGRAM HAVING IMPACT AT MCKIM MIDDLE SCHOOL

Aligning with the school's goal of fostering a supportive and empathetic environment, the Overcoming Obstacles program has ignited a transformative journey in conflict resolution among students. This month, the Youth Care team crafted powerful lessons focusing on the importance of the language we use in our conversations every day.

Student conversations focused on the importance of empathy. Ms. Justine and Mr. Anders encapsulated this by encouraging them to "put themselves in someone else's shoes." By revisiting earlier discussions on consent and boundaries, they deepened their understanding of interpersonal relationships. The lesson began with reflections on the profound effects of both kind and hurtful words, prompting students to connect emotionally with their own experiences.



McKim Middle School students consider the power of their words in a lesson as part of the Overcoming Obstacles Program.



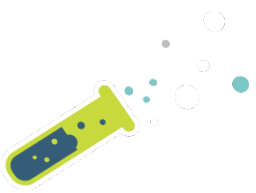
As part of the work on conflict resolution, students focus on empathy and language, with specific emphasis on kind and hurtful words. Like toothpaste, words can't be put back in the tube!

To illustrate these concepts, a thought-provoking video was used to highlight the weight of words. This exploration of language culminated in a powerful activity with toothpaste, demonstrating that while unkind words can be easy to say, they often leave lasting impressions, much like trying to put toothpaste back into a tube.

Students left the session with the understanding that their words hold immense power. By prioritizing kindness and empathy, they committed to using language that builds friendships and nurtures a positive community.

The success of this program reaffirms McKim Middle School's dedication to the emotional well-being of its students, paving the way for a generation that values the school mantra 'Good thoughts, good words, and good deeds'.





LANGUAGE-BASED LEARNING INITIATIVE AT DAVID THOMPSON SECONDARY

This year at DTSS, the staff started strong by gathering together on the land to learn how to identify plants, their Ktunaxa names, and their traditional uses. Alfred Joseph's Walkabout was the perfect place for the staff to get in sync for the school year. Led by Ktunaxa teacher Martina Escutin (DTSS Class of 2012) and using Alfred's trail markings, staff trained their ears and strengthened their tongues to pronounce the Ktunaxa plant names. It was a joyful day spent in the forest. Staff was appreciative for Alfred's work, labeling the plants, and developing and sharing his Walkabout Language Learning guide. This experience taught the staff that "Ktunaxa is all around us".

In the Fall, Gr. 8 teachers Mr. Cortes and Ms. Salucop also took their students to experience the walkabout with Alfred as their guide. It was an excellent extension of their August learning. There are plans to continue this initiative by working with students from EMP to label plants from the Walkabout book on a nearby walking trail. This collaborative, community-building plan highlights the commitment to celebrating Indigenous language and knowledge at DTSS.



Staff from David Thompson Secondary School build personal and professional capacity by participating in Alfred Joseph's Walkabout, learning Ktunaxa language with teacher and former DTSS student Martina Escutin. Ktunaxa is everywhere!



Shuswap Elder Diana Cote works alongside a student at Open Doors Alternate School with a focus on traditional medicines.



Students in Mr. Hein's class at Lady Grey Elementary participate in a density inquiry.

SOCIAL MEDIA SNIPPETS

Follow us on Facebook!



DATE: February 11, 2025
TO: Board of Education
FROM: Aaron Callaghan
SUBJECT: Enhancing Student Learning Report
ORIGINATOR: Steve Wyer
REFERENCE: [2024 Enhancing Student Learning Report \(Section B\)](#)



PUBLIC BOARD MEETING

ISSUE

District staff wish to provide an update to the Board of Education on the Framework for Enhancing Student Learning (FESL).

BACKGROUND

The Enhancing Student Learning Report (ESLR) was submitted to the Ministry of Education and Child Care in September 2024 as part of the annual requirement of FESL. This report summarizes the district's strategic efforts resulting in student achievement K-12. In support of continuous improvement of student outcomes, FESL requires districts to report student metrics in specified areas of literacy, numeracy, social emotional wellness, and transitions.

CURRENT SITUATION

The Framework Team from the Ministry of Education and Child Care provided written feedback to the school district in January after a review of the submitted report. The Ministry document identifies strengths and considerations across seven focus areas. Their feedback in these areas is as follows:

- **District's Overall Approach to Continuous Improvement**
 - *The District's Report shows clear evidence that the district has embedded continuous improvement processes to consistently monitor and adjust practices accordingly.*
 - **Strength:** *the report shows that the district has a defined continuous improvement cycle in place, as indicated by the ongoing evidence reviews, engagement and aligned district structures*
 - **NB.** This feedback was an improvement over the previous year's report in that the district reported better alignment of engagement and district structures as they contribute to improvement.



PUBLIC BOARD MEETING

- **Ongoing Data and Evidence Review**
 - *The district's report shows clear evidence that the district has embedded comprehensive data and evidence review processes.*
 - **Strength:** *the report clearly identifies areas for growth based on the results of the data analysis and connects these areas of growth to district priorities.*
 - **Consideration:** *future reports will benefit from the inclusion of local data to support the triangulation of data sources.*
 - **NB.** *This aspect of the report was also an improvement from the prior year's feedback in that the district did a better job of disaggregating data for priority populations.*
- **Ongoing Strategic Engagement**
 - *The district's report shows clear evidence that the district has embedded broad, meaningful, and ongoing engagement processes.*
 - **Strength:** *the report explains how feedback from the ongoing engagement processes is used to inform the district's next steps.*
 - **NB.** *This area was an improvement on previous feedback that encouraged the district to provide more information about how feedback informed the planning processes.*
- **Alignment**
 - *The district's report shows clear evidence that the district has embedded vertical and horizontal alignment processes.*
 - **Strength:** *the report provides evidence of strong vertical and horizontal alignment, specifically between:*
 - *Operational plans and the district strategic plan*
 - *School plans and the district plan*
 - **NB.** *This feedback was an improvement from the prior year in that the district did a better job of describing the ways strategies were resourced to implement action across schools.*
- **Improving Equity of Learning Outcomes**
 - *The district's report shows some evidence that the district focuses on cohorts of Indigenous Learners and is working to further improve equity of learning outcomes.*
 - **Strength:** *the report demonstrates a clear focus on Indigenous Learners, including ongoing community engagement and the use of the district's Indigenous Information Management System. It is a promising practice that the Indigenous Education Department is sharing planning through Indigenous Education Circles and through Chief and Council invitations.*
 - **Consideration:** *future reports will benefit from identifying specific interventions and strategies that address the learning gaps for these cohorts.*
- **Children and Youth in Care**
 - *The district's report shows some evidence that the district focuses on children and youth in care and is working to improve equity of learning outcomes.*
 - **Strength:** *The report demonstrates a focus on children and youth in care, including individual programming for students.*
 - **Consideration:** *future reports will benefit from identifying how the district monitors the effectiveness of ongoing supports for children and youth in care.*



- **Students with Disabilities or Diverse Abilities**

- *The district's report shows some evidence that the district focuses on students with diverse abilities and is working to improve equity of learning outcomes.*
- **Strength:** *The report included some targeted strategies to support students with diverse abilities, such as the implementation of Competency-Based IEPs.*
- **Consideration:** *future reports will benefit from using evidence-informed targeted interventions and strategies to address specific learning gaps from the data.*

CONCLUSION

The district received feedback on the Enhancing Student Learning Report submitted in September 2024. Many areas of the report received positive feedback reflecting growth in the district's reporting and continuing improvement. The district can use this feedback to refine its design of ongoing strategic and operational planning.

KEY MESSAGES

- The RMSD Enhancing Student Learning Report was submitted to Ministry of Education and Child Care in September 2024 as per FESL requirements.
- With a focus on equity, the use of key metrics across school, and district and provincial data sets, the report ensures school districts are aligning their continuous improvement efforts with evidence informed decision-making.
- The Ministry's Framework Team reviews school district reports and offers feedback as part of the continuous improvement cycle.
- Ministry feedback received in January 2025 indicates several areas of strength including
 - ongoing evidence review
 - partner engagement
 - the use of evidence in decision making
 - the alignment of school and district success plans
 - and a clear focus on the success of Indigenous learners, students with disabilities and diverse abilities, and those children and youth in care.



REGULAR MEETING: INFORMATION, RECOMMENDATION

DATE: February 11, 2025

TO: Board of Trustees

FROM: Alan Rice, Secretary Treasurer

SUBJECT: Budget Utilization Summary – January 31, 2025

ORIGINATOR: Alan Rice

REFERENCE: Budget Utilization Summary – January 31, 2025

**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. The budget figures have been updated to the preliminary amended budget figures based on fluctuations to enrolment and staffing.

CURRENT SITUATION

Instruction: increase of approximately \$499,000 from prior year attributable to increase in salaries and benefits which is a combination of enrolment growth and wage increases. Actual amounts are in line with budget with a variance of 0.05% above estimated for the current year.

Administration: increase of approximately \$175,000 from prior year which is attributable to increases to salaries and benefits. Actual amounts are in line with budget with a variance of 0.45% above estimated.

Operations and Maintenance: increase of approximately \$58,000 from prior year. Although salaries and benefits increased, this has been offset by lower than anticipated maintenance costs (parts) and furniture/equipment replacement year to date. Actual amounts are in line with budget with a variance of 2.00% below estimated as we head into the remaining colder weather months.

Transportation: increase of approximately \$72,000 from prior year. Primarily attributable to salaries and benefits. Actual amounts are in line with budget at 3.33% below estimated. Extracurricular travel is below budgeted but anticipated to increase as weather becomes more suitable for outdoor activities.



CONCLUSION

Expenditures to date are below budget by 0.35% and greater than the prior year by \$804,000 for the same timeframe. The operating variance of actual to budget for year-to-date is considered reasonable.

RECOMMENDATION

Continue to monitor on a monthly basis.

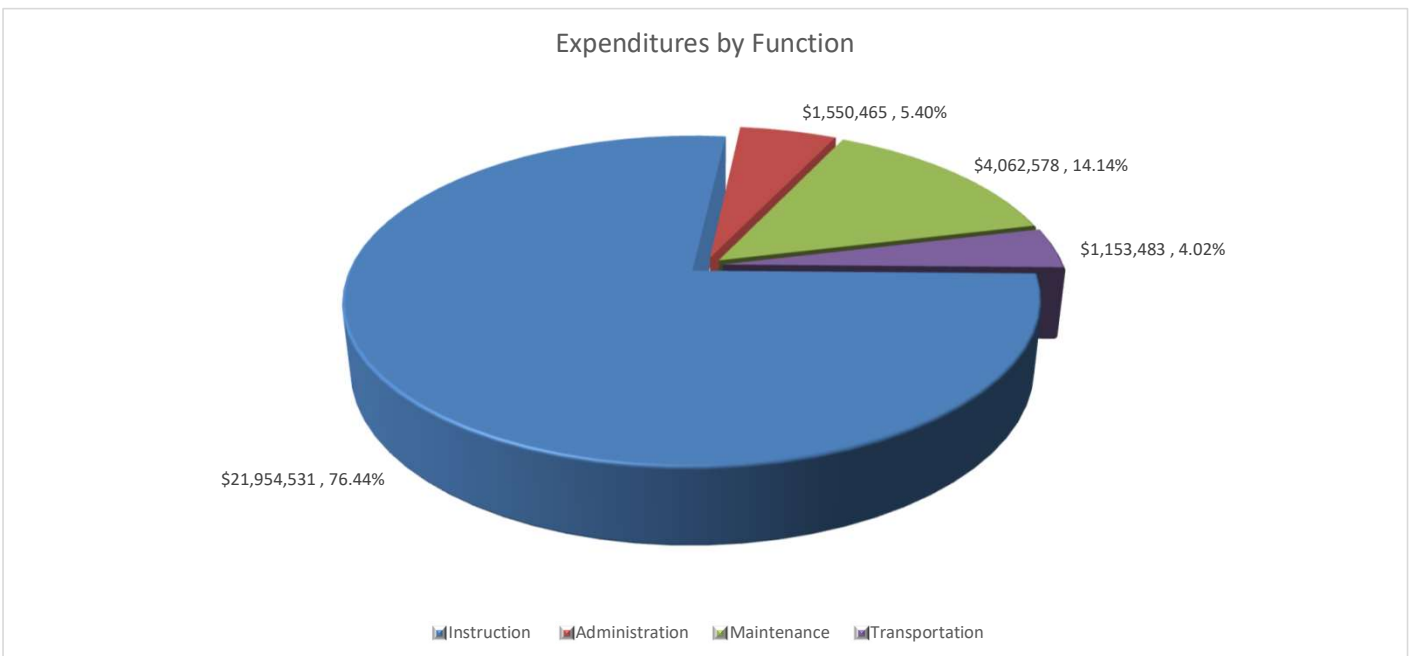
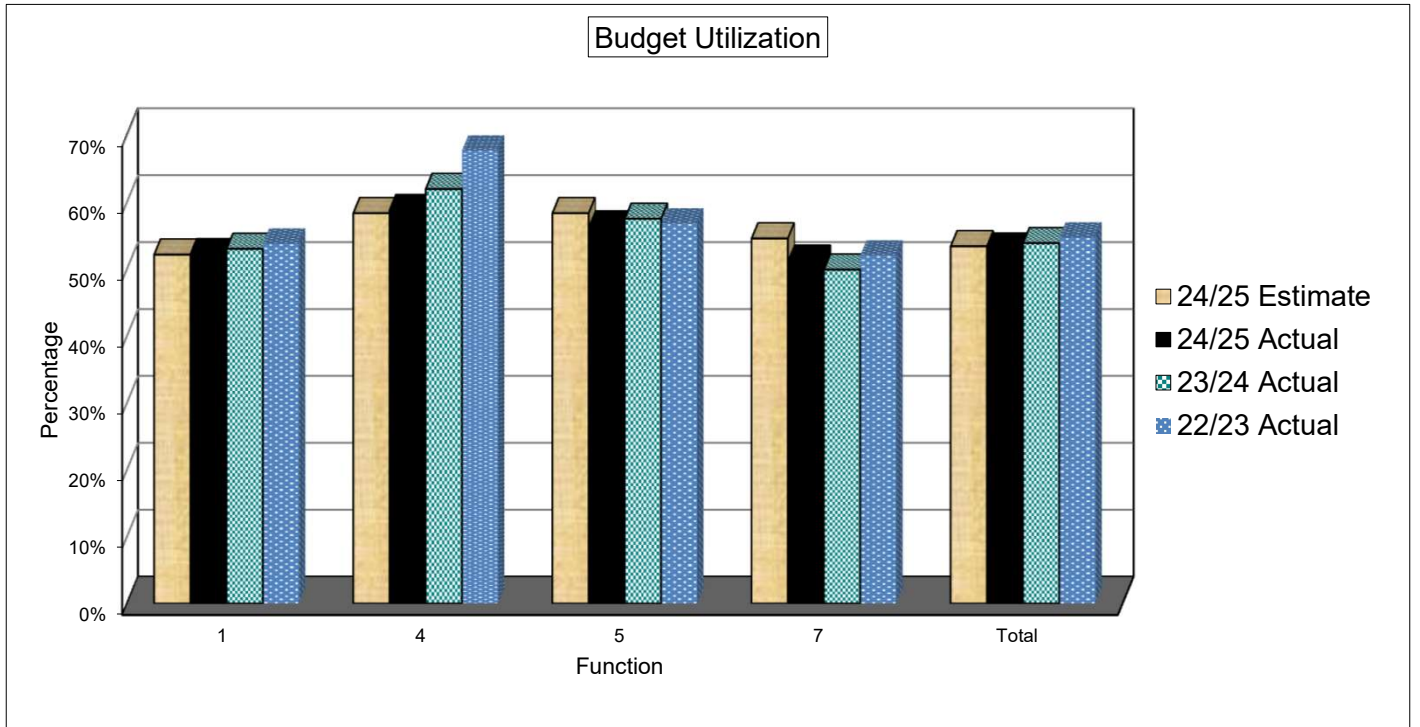
STRATEGIC ALIGNMENT

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

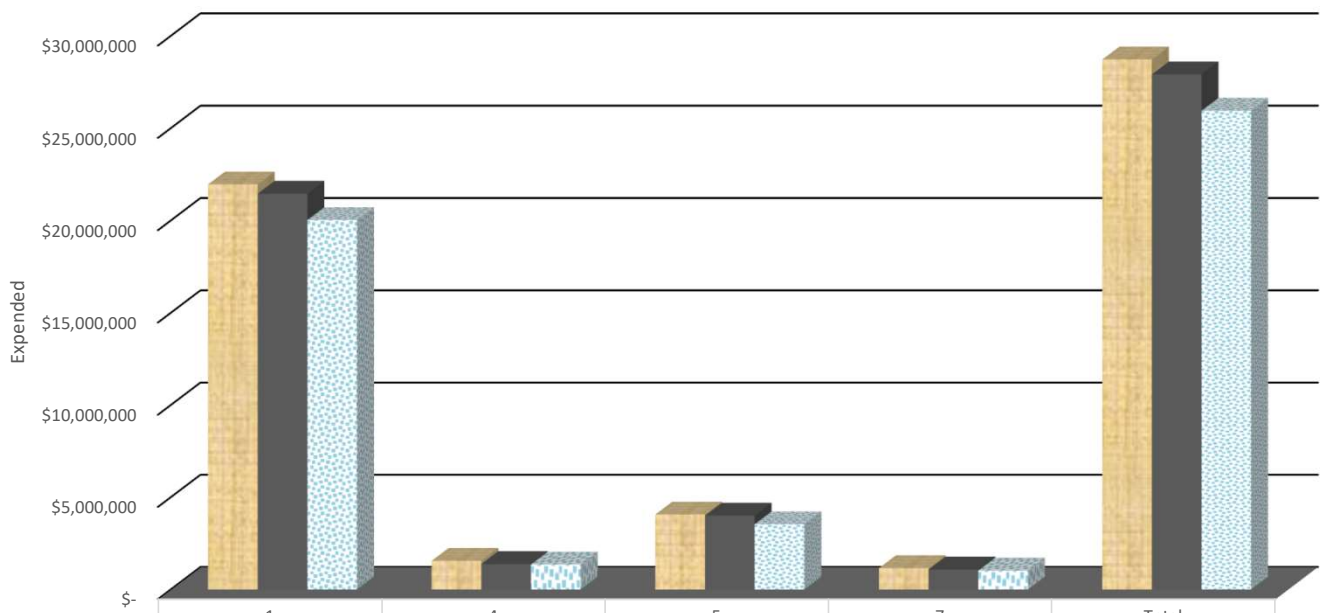


ROCKY MOUNTAIN SCHOOL DISTRICT
BUDGET UTILIZATION SUMMARY
1/31/2025

<u>FUNCTION</u>	<u>#</u>	<u>MONTHS</u>	<u>BUDGET</u>	<u>2024/25 EXPENDED</u>	<u>ACTUAL</u>	<u>ESTIMATE</u>	<u>2023/24 ACTUAL</u>
Instruction	1	10	\$ 42,064,912	\$ 21,954,531	52.19%	52.14%	52.99%
Administration	4	12	\$ 2,637,800	\$ 1,550,465	58.78%	58.33%	61.94%
Maintenance	5	12	\$ 7,211,645	\$ 4,062,578	56.33%	58.33%	57.49%
Transportation	7	11	\$ 2,252,184	\$ 1,153,483	51.22%	54.55%	49.89%
Total			\$ 54,166,541	\$ 28,721,057	53.02%	53.37%	53.85%



3 Year Actual Expenditure Comparison



2024/25 Actual	1	4	5	7	Total
	\$21,954,531	\$1,550,465	\$4,062,578	\$1,153,483	\$28,721,057
2023/24 Actual	\$21,455,644	\$1,375,701	\$4,004,172	\$1,081,457	\$27,916,974
2022/23 Actual	\$20,029,779	\$1,354,941	\$3,534,557	\$1,026,307	\$25,945,584

DATE: February 4, 2025
TO: Board of Trustees
FROM: Field Trip Committee
SUBJECT: January Approved Higher Care Field Trips



ORIGINATOR: Corinna Koss, Executive & Communication Assistant

REFERENCE: [Policy](#) and [District Practice](#) 8600

ISSUE

As per Policy and District Practice 8600, the Board of Education receives an annual report on field trips taken. It has been communicated that a monthly report on field trips will be presented to the Board of Trustees.

BACKGROUND

In 2022, the Board of Education approved changes to the Field Trip policy and district practice. One of the amendments was to provide an annual report on field trips.

There are two categories of field trips: high care field trips, and low care field trips. This report will only be reviewing the monthly high care field trips that have been approved during the month.

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).
- Higher care field trips that require special safety considerations require the teacher/leader and/or a third-party provider to be certified in the activity (e.g. taking students rock climbing require the teacher/leader to be ACMG certified or hire a certified professional and provide their certification. Evidence of certification is not required for well-established third-party business vendors).
- Once the principal approves the higher care field trip, the proposal is forwarded to the District Administration Building for Superintendent (or Assistant Superintendent) review and approval. In some cases, final approval rests with the Field Trip Committee.
- Higher care travel excursions are beyond British Columbia and Alberta, or the trip is within BC and in excess of two (2) days (i.e. two overnight) in duration.



PUBLIC BOARD MEETING

CONCLUSION

A horizontal banner collage featuring various educational themes. From left to right, it includes: a sun, a hot air balloon, a rocket, children playing, a girl reading, a tree, and mathematical symbols like pi and a DNA helix. The background is a mix of green and blue geometric shapes.

February 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4 Labour Relations Committee Virtual: 12:30 pm Policy Committee Virtual: 4:30 pm Finance & Audit Virtual: 6:00 pm	5	6 District Wellness Committee Invermere: 10:00 am	7	8
9	10	11 Board of Education Meeting, Virtual 4:45 pm In-Camera 6:00 pm Regular	12	13	14	15
16	17 Family Day No School	18 Non-Instructional Day (School Not IN Session)	19	20 Shuswap LEA Signing Ceremony DTSS: 5:00 pm	21	22
23	24 Employee Engagement Session EMP: 4:15pm	25 Employee Engagement Session LPES: 4:15pm	26 Employee Engagement Session APES: 4:15pm	27	28	

March 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4 Labour Relations Committee Virtual at 12:30 pm Policy Committee Virtual at 4:30 pm	5	6	7	8
9	10	11 Board of Education Meeting, Virtual 4:45 pm In-Camera 6:00 pm Regular	12 Intensive French Program Lottery	13	14	15
16	17 Spring Break	18 Spring Break	19 Spring Break	20 Spring Break	21 Spring Break	22
23	24 Spring Break	25 Spring Break	26 Spring Break	27 Spring Break	28 Spring Break	29
30	31 Schools Reopen					