

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: Golden Secondary School, Golden, BC

Date: October 14, 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 September 9, 2025*

4.2. Synopsis of In-Camera Meeting of September 9, 2025 (Alan Rice)*

4.3. Special Board Meeting of September 23, 2025*

5. PRESENTATIONS/DELEGATIONS

6. MATTERS ARISING FROM THE MINUTES

7. STRATEGIC AND POLICY ISSUES

7.1. Policy Feedback - NIL

7.2. Policies or District Practices for Review

7.2.1. Bylaw 1 Part 2 Regular Meetings (housekeeping)

7.2.2. 10700 District Practice Automated External Defibrillators

7.2.3. 10950 District Practice Naloxone Overdose Response

7.3. Third Reading – NIL

7.4. Second Reading – NIL

7.5. First Reading

7.5.1. 8560 Policy Indigenous Spirituality

8. INDIGENOUS EDUCATION GOVERNANCE

8.1. Information Sharing (Faye O’Neil and Chenoa Paccagnan)

9. OPERATIONAL ISSUES

9.1. 2025-2026 Minor Capital Amendment Approval (Al Rice)*

10. REPORTS

- 10.1. Superintendent's Monthly Update (Aaron Callaghan)*
- 10.2. Enrollment Report (Trent Dolgopol)*
- 10.3. Inclusive Education Update (Sharon Collin)*
- 10.4. Budget Utilization Report (Al Rice)*
- 10.5. Field Trip Report June 2025 (Steve Wyer)*
- 10.6. BC School Trustees Association (Scott King)
- 10.7. BC School Trustees Association, Kootenay Boundary Branch (Rhonda Smith)
- 10.8. BC Public Schools Employers Association (Jane Thurgood Sagal)

11. INFORMATION ITEMS

- 11.1. Correspondence
 - 11.1.1. Letter to RMSD from Events from Myrtle Mountain
- 11.2. October and November 2025 Calendar*

12. FORTHCOMING EVENTS

- 2025.10.24 Professional Development Day (no classes for students)
- 2025.10.27 Rocky Mountain Childcare Open House, Invermere, 4-6pm
- 2025.11.04 Labour Relations Committee Meeting, 12:30pm
- 2025.11.04 Policy Committee Meeting, 4:30pm
- 2025.11.11 Remembrance Day (schools closed)
- 2025.11.12 Board of Education Meeting, Edgewater Elementary School
- 2025.11.27-29 BCSTA Trustee Academy, Vancouver

13. QUESTIONS FROM THE PUBLIC

14. 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 at McKim Middle School, Kimberley, B.C. – September 9, 2025.

Present:	Amber Byklum	Chairperson
	Ron McRae	Vice-Chairperson
	Betty-Lou Barrett	Trustee
	Scott King	Trustee
	Darryl Oakley	Trustee
	Rhonda Smith	Trustee
	Ryan Stimming	Trustee
	Jane Thurgood Sagal	Trustee
	Aaron Callaghan	Superintendent
	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
	Dinesh Gautam	Director of Technology
	Al Ure	Director of Operations
	Amanda Garand	Manager, Human Resources
	Jacinda Harding	Manager, Finance
	Corinna Koss	Executive & Communications Assistant

Regrets: Jane Fearing Vice-Chairperson

1. CALL TO ORDER

Chairperson Byklum called the meeting to order at 18:01 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 AGENDA

M/S KING / BARRETT

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

APPROVED

4. APPROVAL OF THE MINUTES OF PRIOR MEETINGS

4.1. Regular Board Meeting of June 10, 2025

M/S OAKLEY / BARRETT

THAT the Board of Education of School District No. 6 (Rocky Mountain) approve the Regular Meeting Minutes held on June 10, 2025.

APPROVED

4.2. Synopsis of In-Camera Meeting of June 10, 2025

Alan Rice

Mr. Rice reviewed the synopsis of the Regular In-Camera Meeting on June 10, 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 presented.

4.3.2 The Labour Relations Committee Minutes was received as presented.

4.3.3 The Superintendent Performance Review was received as presented.

4.4 Student Matters: Nil

5. PRESENTATIONS/DELEGATIONS

5.1. Draft Audited Financial Statements for the Year Ending June 30, 2025 and Auditors Report; Financial Statement Discussion and Analysis; Multi-Year Operating Surplus Planning and Reporting (Appendix A); and Multi-Year Local Capital Surplus Planning and Reporting (Appendix B)

Alan Rice and Angela Spencer, BDO Canada LLP

The Finance & Audit Committee met last week with Ms. Spencer and came to the recommendation to bring the documents to the meeting today for approval.

Mr. Rice thoroughly reviewed the Draft Audited Financial Statements as prepared. Trustee questions addressed.

Ms. Spencer spoke to the Auditors Report and stated it is a clean audit opinion. Mr. Rice and Ms. Spencer addressed Trustee questions.

Mr. Rice reviewed the Financial Statement Discussion and Analysis as prepared.

Mr. Rice reviewed the Multi-Year Operating Surplus Planning and Reporting (Appendix A) as prepared.

Mr. Rice reviewed the Multi-Year Local Capital Surplus Planning and Reporting (Appendix B) as prepared.

6. MATTERS ARISING FROM THE MINUTES – NIL

7. STRATEGIC AND POLICY ISSUES

7.1. Policy Feedback

Feedback on Policies 6300 and 5250 shared.

7.2. Policies or District Practices for Review

7.2.1. Policy 8350: BC Evergreen School Completion Certificate (housekeeping)

Mr. Wyer reviewed the proposed language updates for Policy 8350. No questions heard.

M/S THURGOOD SAGAL / STIMMING

THAT the Board of Education of School District No. 6 (Rocky Mountain) approve three readings for the proposed changes to Policy 8350 BC Evergreen School Completion Certificate.

APPROVED

M/S KING / SMITH

THAT the Board of Education of School District No. 6 (Rocky Mountain) approve the first reading for the proposed changes to Policy 8350 BC Evergreen School Completion Certificate.

APPROVED

M/S OAKLEY / BARRETT

THAT the Board of Education of School District No. 6 (Rocky Mountain) approve the second reading for the proposed changes to Policy 8350 BC Evergreen School Completion Certificate.

APPROVED

M/S BARRETT / SMITH

THAT the Board of Education of School District No. 6 (Rocky Mountain) approve the third reading for the proposed changes to Policy 8350 BC Evergreen School Completion Certificate.

APPROVED

7.3. Third Reading

7.3.1. Policy 6300 District Facilities and Equipment Used by Staff

Mr. Wyer stated the committee considered the feedback received. Worksites and operations buildings to gather information on usage of facilities and any concerns would be addressed. Trustee comments heard.

M/S KING / STIMMING

THAT the Board of Education of School District No. 6 (Rocky Mountain) approve the third reading for Policy 6300 District Facilities and Equipment Used by Staff.

APPROVED

7.3.2. Policy 5250 Student Attendance

Mr. Wyer reviewed the minimal changes to the policy as presented. Feedback was useful to the committee and speaks about the need to do the work with the schools to build the practices. Trustee comments and discussion heard. Mr. Wyer clarified that attendance issues vary between schools depending on grade levels and programs offered.

M/S SMITH / OAKLEY

THAT the Board of Education of School District No. 6 (Rocky Mountain) approve the third reading for Policy 5250 Student Attendance.

APPROVED

7.4. Second Reading – NIL

7.5. First Reading – NIL

8. INDIGENOUS EDUCATION GOVERNANCE

8.1. Information Sharing

Chenoa Paccagnan

Ms. Paccagnan, Co-Chair of the Indigenous Education Council (IEC), provided an update to the board including that all positions on the IEC have been filled and meetings have been scheduled for the year. Chairperson Byklum thanked Ms. Paccagnan for the update.

9. OPERATIONAL ISSUES

9.1. 2024-25 Audited Financial Statements & Related Documents for Approval Alan Rice

Documents reviewed during the presentations. No Trustee questions heard. Thank you to Mr. Rice and Ms. Harding for their work on the audit this year.

M/S MCRAE / OAKLEY

THAT the Board of Education of School District No. 6 (Rocky Mountain) accepts the auditors' report and approves the audited Financial Statements for the year ended June 30, 2025 as per the recommendation of the Finance and Audit Committee of the Board.

APPROVED

M/S KING / THURGOOD SAGAL

THAT the Board of Education of School District No. 6 (Rocky Mountain) approve the June 30, 2025 transfers and final balances of the Multi-Year Operating Surplus Planning and Reporting, as presented in Appendix A, as per the recommendation from the Finance and Audit Committee of the Board.

APPROVED

M/S BARRETT / STIMMING

THAT the Board of Education of School District No. 6 (Rocky Mountain) approve the June 30, 2025 transfers and final balances of the Multi-Year Local Capital Surplus Planning and Reporting, as presented in Appendix B, as per the recommendation from the Capital Committee of the Board.

APPROVED

M/S MCRAE / SMITH

THAT the Board of Education of School District No. 6 (Rocky Mountain) approve the June 30, 2025 Financial Statement Discussion and Analysis.

APPROVED

9.2. 2026-27 Five Year Minor Capital Plan

Al Ure

Mr. Ure reviewed the report as prepared. Trustee questions heard regarding projects and funding grants proposed.

M/S OAKLEY / MCRAE

THAT the Board of Education of School District No. 6 (Rocky Mountain) approve the 2026-27 Five Year Capital Plan for Minor Capital as presented.

APPROVED

9.3. 2025-26 Calendar Update

Steve Wyer

Mr. Wyer requested that the April 2026 Non-Instructional Day move from April 20, 2026 to April 27, 2026 to align with School District No. 5 to collaborate on professional development programming offerings.

M/S MCRAE / KING

THAT the Board of Education of School District No. 6 (Rocky Mountain) change the April 20, 2026 Non-Instructional Day to April 27, 2026 in the FINAL Calendar for the 2025-2026 school year.

APPROVED

9.4. Disposal of Columbia Valley Elementary School Bylaw

Alan Rice

Mr. Rice reviewed the report as prepared. An agreement has been reached with the Shuswap First Nation Band to take over the former school site. Trustee comments heard.

M/S MCRAE / THURGOOD SAGAL

THAT the Board of Education of School District No. 6 (Rocky Mountain) unanimously agree to proceed with all three readings of the property disposal cited as School District No. 6 (Rocky Mountain) Disposal of Real Property Bylaw No. 26-01.

APPROVED

M/S OAKLEY / SMITH

THAT the Board of Education of School District No.6 (Rocky Mountain) approve the first reading of the property disposal cited as School District No. 6 (Rocky Mountain) Disposal of Real Property Bylaw No. 26-01.

APPROVED

M/S MCRAE / STIMMING

THAT the Board of Education of School District No.6 (Rocky Mountain) approve the second reading of the property disposal cited as School District No. 6 (Rocky Mountain) Disposal of Real Property Bylaw No. 26-01.

APPROVED

M/S KING / SMITH

THAT the Board of Education of School District No.6 (Rocky Mountain) approve the third reading of the property disposal cited as School District No. 6 (Rocky Mountain) Disposal of Real Property Bylaw No. 26-01.

APPROVED

10. REPORTS

10.1. Superintendent's Monthly Update

Aaron Callaghan

Mr. Callaghan reviewed Superintendent's Monthly Update as prepared and highlighted the stories of the month and updates to the report style.

10.2. Operations Update

Al Ure

Mr. Ure reviewed the Operations Update report as prepared which highlighted projects across the district.

10.3. Early Learning & Childcare Update

Crystal MacLeod

Ms. MacLeod reviewed the Early Learning & Childcare report as prepared including highlights on the new Rocky Mountain Childcare facility in Invermere, BC, updating district-wide Kindergarten transition documents and the new afterschool program at Alexander Park Elementary School. Trustee questions and comments heard.

10.4. Bussing Field Trip Report 2024-25

Al Ure

Mr. Ure reviewed the Bussing Field Trip Report for 2024-25 as prepared.

10.5. Field Trip Report June 2025

Steve Wyer

Mr. Wyer reviewed the Field Trip Report for June 2025 as prepared.

10.6. BC School Trustees Association

Scott King

Trustee King provided an update to the board including key dates coming up.

10.7. BC School Trustees Association, Kootenay Boundary Branch

Rhonda Smith

Trustee Smith provided an update to the board including the upcoming KBB AGM hosted by RMSD at the end of September.

10.8. BC Public Schools Employers Association

Jane Thurgood Sagal

Trustee Thurgood Sagal shared an update via email to Trustees.

11. INFORMATION ITEMS

11.1. Correspondence - NIL

11.2. September and October 2025 Calendar

12. FORTHCOMING EVENTS

2025.09.22	Non-Instructional Day
2025.09.26-27	BCSTA Kootenay Boundary Branch AGM, Invermere
2025.09.30	National Day for Truth and Reconciliation (No school)
2025.10.07	Labour Relations Committee, Virtual 12:30 p.m.
2025.10.07	Policy Committee, Virtual 4:30 p.m.
2025.10.13	Thanksgiving (No school)
2025.10.14	Board of Education Meeting, Golden Secondary School

13. QUESTIONS FROM THE PUBLIC

No questions from the public heard.

14. ADJOURNMENT

Meeting adjourned at 20:10 hours by consensus.

Rocky Mountain School District No. 6
Synopsis of In-Camera Meeting – September 9, 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 presented.

4.3.2 The Labour Relations Committee Minutes was received as presented.

4.4 Student Matters: Nil

Rocky Mountain School District No. 6

MINUTES of the **SPECIAL REGULAR MEETING** of the Board of Education of School District No. 6 (Rocky Mountain) held virtually – **September 23, 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
	Aaron Callaghan	Superintendent
	Steve Wyer	Assistant Superintendent
	Alan Rice	Secretary Treasurer
	Corinna Koss	Executive & Communications Assistant
Regrets:	Betty-Lou Barrett	Trustee
	Ryan Stimming	Trustee

1. CALL TO ORDER

Chairperson Byklum called the meeting to order at 18:33 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 AGENDA

M/S FEARING / MCRAE

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

APPROVED

4. OPERATIONAL ISSUES

4.1. Enhancing Student Learning Report 2025

Steve Wyer

Mr. Wyer stated that this year's ESLR is an interim report which is for districts in midst of their strategic cycle and our district will submit a full report every three years. Mr. Wyer reviewed both Reports Part A and B, highlighting key sections and learnings. The report reflects input and feedback from Indigenous Education Council. Trustee questions addressed.

M/S OAKLEY / SMITH

THAT the Board of Education of School District No. 6 (Rocky Mountain) approve the Enhancing Student Learning Report and associated documents as presented for submission to the MECC October 1, 2025.

APPROVED

5. QUESTIONS FROM THE PUBLIC

No questions from the public.

6. ADJOURNMENT

The meeting was adjourned at 19:00 hours.



BYLAW I PROCEDURAL BYLAW

PART 2 - REGULAR MEETINGS

- 2.1 A regular meeting shall be held at least once a month on the second Tuesday of the month at ~~19:00~~ 18:00 hours or upon such other day or at such other hour as the Board may decide. In any case a meeting shall be held not less than once in every three months. Additional meetings shall be held as the Board may decide.
- 2.2 A quorum of the Board is a majority of the Trustees holding office at the time of the meeting.
- 2.2.1 At the appointed time for commencement of a meeting the presiding officer shall ascertain that a quorum is present before proceeding to the business of the meeting. If a quorum has not been made within one-half hour after the appointed time, the meeting shall stand adjourned until the next regular meeting date or until another meeting shall have been called in accordance with this bylaw.
- 2.2.2 After a meeting has commenced, if notice is drawn to a lack of quorum, the officer presiding shall ascertain whether there is a lack of quorum and, if so found, adjourn the meeting to the next regular meeting date or to another meeting called in accordance with this bylaw.
- 2.3 Forty-eight hours notice in writing shall be given of each regular and special meeting of the Board, which notice must be given to each Trustee by delivery of same at the place designated by him for notice, or failing any such designated place, then at his address as set out in his nomination paper.
- 2.3.1 The agenda and notice of meeting shall be prepared by the Superintendent in consultation with the Secretary Treasurer and the Chairperson.
- 2.3.2 Written notice of any special meeting of the Board may be waived provided that reasonable steps shall have been taken to notify all Trustees of the meeting and that not less than the number of Trustees required to make a quorum agree to the waiving of the written notice.
- 2.4 The order of business at regular meetings shall be:
- (a) Call to Order;
 - (b) Acknowledgement of Territory;
 - (c) Approval of Agenda;
 - (d) Approval of the Minutes of Prior Meetings;
 - (e) Presentations or Delegations;

Reference: [School Act](#)

ADOPTED: Feb. 1996

Amended: June 1998, Jan 2014, Oct. 2017, April 2019, Nov. 2019, HOUSEKEEPING UPDATE January 2025, May 2025

BYLAW I PROCEDURAL BYLAW

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- (f) Matters Arising From the Minutes;
 - (g) Strategic and Policy Issues;
 - (h) Indigenous Education Governance
 - (i) Operational Issues;
 - (j) Reports;
 - (k) Information Items;
 - (l) Forthcoming Events;
 - (m) Questions From the Public;
 - (n) Adjournment.
- 2.4.1 The above order of business shall be adjusted at the first meeting of the Board in November, in each of the years between the general local election of Trustees, to accommodate the annual election of officers, and to make the committee appointments, as required in items 5.1 and 6.3 of this Bylaw.
- 2.4.2 Other changes to the order of business may be proposed by any Trustee and shall require a two-thirds vote or unanimous consent.
- 2.4.3 All meetings shall stand adjourned at three hours after their commencement unless a resolution is passed by a two-thirds vote to extend the hour of adjournment.
- 2.5 Minutes of the proceedings of all meetings shall be legibly recorded in a minute book, certified as correct by the Secretary Treasurer or other employee designated by the Board under section 69(4) of the *School Act*, and signed by the Chairperson or other member presiding at the meeting or at the next meeting at which the minutes are adopted. A copy of the minutes, when approved, shall be forwarded to the Ministry of Education and Child Care (Section 91(4) SA).
- 2.5.1 Except for minutes of a meeting or portion of a meeting from which persons other than Trustees or officers of the Board, or both, were excluded, the minutes shall be open for inspection at all reasonable times by any person, who may make copies and extracts on payment of a fee set by the Board.
- 2.5.2 The Secretary Treasurer, or another employee designated by the Board, if the Secretary Treasurer is unable to attend the meeting or if the meeting concerns the work performance or employment of the Secretary Treasurer, must be present at the time a decision of the Board is rendered and must record any decision.
- 2.6 Meetings of the Board shall be open to the public unless, in the opinion of the Board, the public interest requires that persons other than the Trustees be excluded.

Reference: [School Act](#)

ADOPTED: Feb. 1996

Amended: June 1998, Jan 2014, Oct. 2017, April 2019, Nov. 2019, HOUSEKEEPING UPDATE January 2025, May 2025



BYLAW I PROCEDURAL BYLAW

- 2.61 The Chairperson or other member presiding at a meeting may expel from the meeting a person, other than a Trustee, that the Chairperson or other member presiding at the meeting considers guilty of improper conduct. A majority of the Trustees present at a meeting of the Board may expel a Trustee from the meeting for improper conduct.

Reference: [School Act](#)

ADOPTED: Feb. 1996

Amended: June 1998, Jan 2014, Oct. 2017, April 2019, Nov. 2019, HOUSEKEEPING UPDATE January 2025, May 2025



DISTRICT PRACTICE 10700

~~AUTOMATIC~~ AUTOMATED EXTERNAL DEFIBRILLATORS ~~PAD PROGRAM~~

DISTRICT PRACTICE:

The purpose of this practice is to understand the critical role of Automated External Defibrillators (AEDs) in responding to sudden cardiac arrest (SCA) emergencies. AEDs are life-saving devices designed to analyze heart rhythms and deliver an electric shock when necessary to restore a normal heartbeat. By training individuals to recognize cardiac arrest, use AEDs effectively, and act quickly, we aim to increase survival rates and empower communities to respond confidently in emergency situations.

Sudden Cardiac Arrest (SCA) is a condition that occurs when the electrical impulses of the human heart malfunction causing a disturbance in the heart's electrical rhythm called ventricular fibrillation (VF). This erratic and ineffective electrical heart rhythm causes complete cessation of the heart's normal function of pumping blood resulting in sudden death. The most effective treatment for this condition is the administration of an electrical current to the heart by a defibrillator, delivered within a short time of the onset of VF.

An AED is used to treat victims who experience SCA. It is only to be applied to victims who are unconscious, without pulse, signs of circulation and normal breathing. The AED will analyze the heart rhythm and advise the operator if a shockable rhythm is detected. If a shockable rhythm is detected, the AED will charge to the appropriate energy level and advise the operator to deliver a shock.

~~Automatic External Defibrillators (AEDs) are portable devices that are applied in an emergency to a person's chest and used to treat sudden cardiovascular arrest. When the heart stops beating normally, AEDs are used to deliver an electric shock that can restore normal rhythm to a heart.~~

Scope

This practice outlines the appropriate use, accessibility, and integration of AEDs within K–12 school environments to enhance emergency preparedness and response to SCA.

Applicability

This scope applies to all K–12 schools within the Rocky Mountain School District and includes school staff, administrators, and designated first aid responders who are responsible for AED awareness and response. It also extends to students, particularly those receiving CPR and AED training as part of the Physical and Health Education curriculum. Additionally, visitors and community members who are present during school hours or events are covered under this scope, ensuring that AEDs are accessible and usable by anyone in the school environment during emergencies.



DISTRICT PRACTICE 10700

~~AUTOMATIC~~AUTOMATED EXTERNAL DEFIBRILLATORS ~~PAD PROGRAM~~

AED Placement and Accessibility

AEDs must be strategically placed in schools to ensure quick and easy access during emergencies. These life-saving devices should be installed in clearly visible and accessible locations such as main entrances, gymnasiums, and near staff rooms. To maximize their effectiveness, AEDs must be available not only during regular school hours but also throughout extracurricular activities. Clear signage should be posted to indicate the location of each AED, helping staff, students, and visitors locate them swiftly when needed.

Training and Use

All First Aid Attendants are certified in CPR and AED use through recognized training programs, ensuring they are prepared to respond effectively in emergencies. In addition, students, particularly those in secondary grades, may receive AED training as part of their Physical and Health Education curriculum, promoting awareness and readiness among youth. AEDs are designed for use by laypersons, meaning that anyone can operate one during a crisis. With clear voice prompts guiding each step, these devices empower individuals to take immediate action and potentially save lives, even without prior medical training.

Managing AEDs: Purchasing, Upkeep, Inspection and Responsibility

All AEDs and supplemental equipment used within the school district are purchased by the Operations Department. This centralized approach ensures consistency in equipment quality, maintenance standards, and placement protocols across all school facilities. By overseeing the procurement process, the Operations Department helps guarantee that AEDs meet regulatory requirements and are readily available in designated locations for emergency use.

General maintenance, inspection and related cost of AEDs is the responsibility of each individual school. This includes conducting regular checks to ensure the devices are fully operational, properly charged, and accessible at all times. Schools must also verify that signage remains visible and that AEDs are not obstructed or tampered with. In addition to these duties, all associated costs following the initial purchases such as replacement parts, battery changes, and maintenance supplies—are the responsibility of the school. This ensures that AEDs remain in optimal condition and ready for use in any emergency.

AEDs must be inspected regularly to ensure they remain in proper working conditions and are ready for use in an emergency. Each school is responsible for conducting these inspections, which typically include checking battery levels, verifying the presence and condition of electrode pads, and ensuring the device is not damaged or obstructed. Inspection logs should be maintained to track compliance and identify any issues promptly. These inspections must follow

ADOPTED: March 8, 2022

Amended:



DISTRICT PRACTICE 10700

~~AUTOMATIC~~AUTOMATED EXTERNAL DEFIBRILLATORS ~~PAD PROGRAM~~

the manufacturer's guidelines to ensure accuracy and reliability, helping guarantee that AEDs are fully functional and accessible when needed.

Procedure for use of an AED

AED is straightforward and designed for use by anyone, even without medical training. In an emergency where someone is unconscious and not breathing normally:

1. **Call for Help:** Dial 9-1-1 and send someone to retrieve the AED.
2. **Turn on the AED:** Open the device and press the power button. Some models turn on automatically when they are opened.
3. **Follow Voice Prompts:** The AED will guide you step-by-step with clear voice instructions.
4. **Expose the Chest:** Remove clothing from the person's chest and ensure the skin is dry.
5. **Attach the Pads:** Place the adhesive pads on the person's bare chest as shown in the diagrams on the pads—typically one pad on the upper right chest and the other on the lower left side.
6. **Let the AED Analyze:** Ensure no one is touching the person while the AED analyzes the heart rhythm.
7. **Deliver Shock if Advised:** If the AED recommends a shock, it will prompt you to press a button. Make sure everyone is clear before doing so.
8. **Continue CPR:** After the shock, or if no shock is advised, continue CPR until emergency responders arrive or the person shows signs of recovery.

AEDs are safe and effective, and their built-in instructions make them accessible for use by laypersons in critical situations.

Good Samaritan Laws in Canada

Good Samaritan laws across Canadian provinces provide legal protection to individuals who offer emergency assistance, including the use of AEDs. These laws ensure that as long as a person acts in good faith and without gross negligence, they are shielded from liability. This legal framework encourages school staff, students, and community members to act confidently in emergencies, knowing they are protected while potentially saving lives.

1.

~~1.2.~~ Roles and Responsibilities:

Each site must:

ADOPTED: March 8, 2022

Amended:



DISTRICT PRACTICE 10700

AUTOMATIC~~AUTOMATED~~ EXTERNAL DEFIBRILLATORS ~~PAD PROGRAM~~

1.1 Conduct monthly visual checks of the unit:

- a) ~~Turn off the alarm with the key.~~
- b) ~~Open the AED lid.~~
- c) ~~Wait for the AED to indicate status: observe the change of the **Status Indicator** to **Red**. After 5 seconds, verify that the **Status Indicator** returns to **Green**.~~
- d) ~~Check to ensure the pads are unopened and attached to the AED.~~
- e) ~~Check the expiration date on the pads.~~
- f) ~~Listen for voice prompts.~~
- g) ~~Close the lid and observe the change of the **Status Indicator** to **Red**. After 5 seconds, verify that the **Status Indicator** returns to **Green**.~~
- h) ~~Check to ensure the spare pads and pediatric pads are present in the carrying case and verify the expiration dates.~~
- i) ~~Complete the monthly check form and provide that information to the site based health and safety committee.~~

1.22.2 Change the AED pads (electrodes) and batteries as required.

1.32.3 Perform Annual Maintenance (each September) of the unit:

- a) ~~Turn off the alarm with the key.~~
- b) ~~Immediately after opening the AED lid, press and hold the **Shock** button and confirm that the Service LED is lit.~~
- c) ~~Release the Shock/Continue button.~~
- d) ~~Close the lid.~~
- e) ~~Verify that the Status Indicator remains **Red**.~~
- f) ~~Open the lid and confirm that no diagnostic indicators are lit.~~
- g) ~~Close the lid.~~
- h) ~~Verify that the Status Indicator turns **Green**.~~
- i) ~~Check the integrity of the case.~~
- j) ~~Contact the AED supplier if you require any replacement parts.~~



DISTRICT PRACTICE 10700

~~AUTOMATIC~~AUTOMATED EXTERNAL DEFIBRILLATORS ~~PAD PROGRAM~~

1.42.4 ~~Maintain CPR/AED training for staff:~~

- a) ~~This is normally done when first aid tickets are renewed.~~

1.52.5 ~~Registering the AED with the BC AED registry and keeping registration information current.~~

2.3 ~~Recording:~~

- a) ~~The monthly visual checks must be recorded in the facilities log section of the monthly safety minutes. Training for staff members must be recorded. These documents must be kept on file.~~

3.4 ~~Monitoring:~~

~~If the AED unit is used by anyone you must:~~

- a) ~~Inspect the AED for damage.~~
- b) ~~Clean the AED with a damp sponge or cloth if required. Use PPE equipment if the AED has been in contact with bodily fluids (potential bio-hazardous material).~~
- c) ~~Replace the pads and make a note to order a new set from the AED supplier.~~
- d) ~~Check the AED status indicator is **Green** once it has completed its automatic self test after the lid has been closed.~~
- e) ~~Contact your BCAS PAD Facilitator (leisha_lake@hotmail.com).~~
- f) ~~Connect the serial cable to the PC and to the AED's serial port under the blue rubber data access cover. The voice prompt will say "**Communications Mode**".~~
- g) ~~Run the RescueLink software program on a computer.~~
- h) ~~Select **Communications, Get Rescue Data** on the Rescuelink software program.~~
- i) ~~Select Internal Memory of AED then select OK.~~
- j) ~~Select a rescue by clicking on the date and press OK.~~
- k) ~~Ensure the AED data is downloaded and data package is sent to the BC PAD registry at:
AEDdata@bcas.ca.~~
- l) ~~If you have technical questions call 1.800.426.0337.~~



DISTRICT PRACTICE 10950

OPIOID OVERDOSE RESPONSE

DISTRICT PRACTICE:

PURPOSE

District practice 10950, opioid overdose response, is intended to establish guidelines and procedures for the utilization of naloxone, an opioid antagonist or “reversal agent” administered by members of the School District in response to an opioid overdose emergency.

SCOPE

Designated All K-12 schools within the Rocky Mountain School District (gr. 7-12 and Alternate Schools) will maintain on-site naloxone in designated spots in each facility.

To treat a suspected opioid overdose in a school setting, a staff member trained in opioid overdose response may administer naloxone to any student or staff suspected of having an opioid-related drug overdose.

Further, the Emergency Health Services Act allows all health care professionals (regulated and non-regulated), first responders, and citizens to administer naloxone in non-hospital settings.

DEFINITIONS

Naloxone: Naloxone HCL (Narcan): pure opioid antagonist. Naloxone temporarily reverses the effects of opioids by competing for the same receptor sites. Naloxone is available in British Columbia without a prescription and is administered by injection into a muscle or ~~internasally~~intranasally.

Opioid: Depressant medication typically used for pain relief that has the potential to slow breathing and heart rate. They may be prescribed or obtained from an illicit market. Common opioids include heroin, fentanyl, oxycodone, codeine, morphine, methadone and hydromorphone.

Overdose: An overdose is a physiological event induced by the introduction of a substance or substances in the body of a person.

Opioid Overdose: An acute life-threatening event that requires medical assistance. Defined as the body's response to excessive opioids which results in unconsciousness, respiratory depression and pinpoint pupils.

School Administrator: The individual in charge of the daily operations of the school.

Staff: Any member or volunteer at the School District.

Trained Opioid Overdose Responder: A School District staff member with Opioid Overdose Response training as recommended by the local health authority including the administration of the opioid antagonist naloxone.



DISTRICT PRACTICE 10950

OPIOID OVERDOSE RESPONSE

PROCUREMENT OF NALOXONE

The District Health and Safety Officer will be responsible for the procurement of naloxone and replacing supplies prior to expiration dates.

At minimum, each school site should have following supplies contained within a naloxone kit:

INJECTABLE NALOXONE KIT		
ITEM	MANUFACTURER	QUANTITY
Naloxone Ampoules (0.4 mg/mL)	NARCAN	3
Vanishing Point Syringes – Retractable (3 mL)	Various	3
Plastic ampoule breakers	Various	3
Nitrile gloves, pair	Various	1
Mask/barrier device	Various	1
Alcohol swabs	Various	1

[Blue Kit Program](#)

STORAGE OF NALOXONE

Naloxone kits will be stored with other emergency medical supplies for easy access when required. Naloxone will be stored in accordance with manufacturer's instructions. Inspection of the naloxone and ancillary kit item shall be conducted regularly including regular review of the expiration date.

TRAINING

Opioid overdoses response training including the administration of naloxone can be provided in person, virtually or through online courses. Recommended training resources:

[Responding to the Effects of Substances: Interior Health, Harm Reduction Program – Youth Services](#)

[Naloxone 101 Training Course](#)

[Take Home Naloxone](#)

Staff should be aware that overdose response, like many other emergency response protocols, may involve health and safety issues. District health and safety protocols should always be followed.

SUSPECTED OPIOID OVERDOSE RESPONSE AND NALOXONE ADMINISTRATION

In the case of a suspected opioid overdose a Trained Opioid Overdose Responder shall follow the protocols outlined in their opioid overdose response training including the administration of naloxone.

IMPORTANT!

- ✓ Call 9-1-1 immediately when an opioid overdose is suspected
- ✓ Naloxone can be administered by non-health care professionals before emergency assistance becomes available, BUT It is not a substitute for medical attention.
- ✓ Even when naloxone is unavailable breaths can save a life.

1. Check for signs of overdose

- Breathing is slow, irregular or stopped
- Gurgling or snoring type sound
- Pupils are very small/constricted/pinpoint
- Lips and nailbeds may be blue, skin cold and clammy
- Person is minimally responsive or unresponsive
- Slow or absent heart rate
- Person may be rigid or experience seizure
- Vomiting

2. Follow the SAVE ME steps

Follow the SAVE ME steps below to respond.



Stimulate
Unresponsive? CALL 911



Airway



Ventilate
1 breath every 5 seconds



Evaluate



Muscular Injection
1 mL of naloxone



Evaluate
2nd dose?



If the person must be left unattended at any time, put them in the recovery position.

Source: Toward the Heart – BC Center for Disease



DISTRICT PRACTICE 10950

OPIOID OVERDOSE RESPONSE

Stimulate

- First, try to rouse the person; call their name, apply pain stimuli if necessary, squeeze trapezius muscle or press pen/object to nail bed. Tell the person you will be touching them before beginning.
- If unresponsive call 911 – Let operator know person is unresponsive and your exact location.

Airway

- Tilt head back to open the airway.
- Use gloves to remove any objects that may be blocking the airway.

Ventilate

- Use the mask in the naloxone kit to cover the mouth.
- Plug nose, keep head tilted back and give two breaths, five seconds apart. Watch for the rise and fall of the chest.
- Continue to give 1 breath every 5 seconds until the person is breathing on their own or help arrives.

Evaluate

- Are they breathing on their own?
 - YES, the person is breathing on their own – move the person into recovery position and monitor for breathing.
 - NO, the person is NOT breathing on their own – Prepare to administer naloxone and continue rescue breathing with mask, one breath every 5 seconds.

3. MUSCULAR INJECTION OF NALOXONE

Administering NARCAN™ Injectable



Take 1 ampoule out from the medicine bottle



Snap off the top of the ampoule. It will break in two pieces with little pressure.



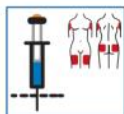
Swirl ampoule in circles to get all liquid to bottom



Unwrap syringe, put needle in liquid, pull up plunger. Try to draw up all of the ampoule's liquid into the syringe.



Push air out of syringe. Turn the needle facing tip-up, gently push the plunger until most of the air is pushed out.



Firmly push needle in thigh, butt, or upper arm muscle. Needle can go through clothes. Never put it in the heart.



Push plunger down hard. It will click and needle will retract.



Person still unresponsive after 3 – 5 minutes? Give another injection. Continue to give 1 breath every 5 seconds.

Continue to give 1 breath every 5 seconds.

Stay with the person until the ambulance arrives.

If you need to leave, or if the person becomes ill, put them in the recovery position:





DISTRICT PRACTICE 10950

OPIOID OVERDOSE RESPONSE

4. **AFTERCARE**

- Tell first responders what happened. Be prepared to provide Emergency Services/First Responders information regarding suspected overdose and treatment provided.

5. **POST – INCIDENT RESPONSE**

- Overdose response incidents can be traumatic for those who respond to and witness overdose. The District Critical Incident Response and Debrief Protocols should be followed after an overdose.
- Proceed with all required School District Health and Safety reporting.
- The District Health and Safety Officer will acquire supplies in a timely manner to restock naloxone kits.



POLICY 8560

INDIGENOUS SPIRITUALITY

Rationale

Rocky Mountain School District Board of Education is committed to fostering inclusive environments that respect and reflect the diversity of Indigenous Peoples, including learning about the values and worldviews that have shaped Indigenous communities across Canada. This policy affirms the right of students and staff to learn about Indigenous spiritual practices in a manner that is respectful, voluntary, and educationally appropriate.

The District is committed to the **Truth and Reconciliation Commission's 94 Calls to Action**, particularly:

- **Call to Action 62:** Advocating for age-appropriate curriculum on Indigenous history and spirituality.
- **Call to Action 63:** Building capacity for intercultural understanding and mutual respect.

We also support the **United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)**, specifically:

- **Article 12:** The right of Indigenous Peoples to practice and revitalize their spiritual and religious traditions.
- **Article 34:** The right to promote and protect their cultural institutions and practices.

British Columbia's **Declaration on the Rights of Indigenous Peoples Act (DRIPA)** affirms the application of UNDRIP within provincial law and provides a legislative framework for reconciliation. This policy aligns with DRIPA's mandate to respect and integrate Indigenous rights, including spiritual and cultural practices, into K-12 classrooms.

Guiding Principles

- The District supports students and staff in **learning about Indigenous spiritual practices**.
- Indigenous content and ways of knowing are woven through all BC curricula. It is expected learning for all students.
- Indigenous spirituality and cultural practices are inseparable from Indigenous ways of knowing and being, and understanding these is a vital part of advancing Truth and Reconciliation.

DISTRICT PRACTICE <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

REFERENCES: LIST AND HYPERLINK APPROPRIATE REFERENCES

[National Centre for Truth & Reconciliation – Reports](#)
[United Nations - Declaration on the Rights of Indigenous Peoples](#)
[British Columbia - Declaration on the Rights of Indigenous Peoples Act](#)

ADOPTED: DATE
Amended:



Policy Statement

The Rocky Mountain School District is committed to:

1. **Integrating Indigenous perspectives** throughout curriculum and school culture.
2. Ensuring **staff and students are well-informed and prepared** before participating in Indigenous spiritual activities.
3. Affirming that supporting Indigenous spiritual practices **does not breach the secular mandate** of public education.
4. **Collaborating directly with Indigenous Rights Holders and Partners** to guide and support the respectful inclusion of Indigenous spirituality in schools.

Key Definitions

- **DRIPA (Declaration on the Rights of Indigenous Peoples Act):** Enacted by the Province of British Columbia in 2019, DRIPA establishes the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) as the provincial framework for reconciliation. DRIPA supports the recognition of Indigenous rights, including spiritual and cultural practices, within public institutions such as education.
- **Indigenous Spirituality:** The spiritual beliefs, ceremonies, and practices rooted in the traditions of First Nations, Métis, and Inuit Peoples. These may include smudging, drumming, storytelling, seasonal ceremonies, and land-based practices.
- **Indigenous Ways of Knowing and Being:** Holistic approaches to understanding the world that are rooted in Indigenous cultures, languages, and relationships with the land. These ways emphasize interconnectedness, respect, reciprocity, oral traditions, and experiential learning. They reflect the values, teachings, and lived experiences of Indigenous Peoples and are passed down through generations.
- **Rights Holders:** Indigenous individuals or groups who hold inherent rights recognized under Canadian law and international frameworks such as UNDRIP.

DISTRICT PRACTICE <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

REFERENCES: LIST AND HYPERLINK APPROPRIATE REFERENCES

[National Centre for Truth & Reconciliation – Reports](#)
[United Nations - Declaration on the Rights of Indigenous Peoples](#)
[British Columbia - Declaration on the Rights of Indigenous Peoples Act](#)

ADOPTED: DATE
Amended:

- **Secular Education:** Education that is not affiliated with or promoting any particular religious doctrine, while allowing for the respectful study of spiritual traditions as part of cultural and historical learning.
- **Truth and Reconciliation & 94 Calls to Action:** A national process in Canada aimed at acknowledging the historical and ongoing impacts of colonialism and the residential school system on Indigenous Peoples. It seeks to promote healing, justice, and respectful relationships between Indigenous and non-Indigenous communities. The Truth and Reconciliation Commission of Canada (TRC) issued **94 Calls to Action** in 2015, urging governments, institutions, and citizens to take concrete steps toward reconciliation, including reforms in education, health, language, and cultural preservation.
- **UNDRIP:** The United Nations Declaration on the Rights of Indigenous Peoples, an international instrument affirming the rights of Indigenous Peoples globally.

Implementation Considerations

- Schools shall provide opportunities for students and staff to learn about Indigenous spiritual practices in culturally appropriate ways.
- Participation in spiritual practices shall be entirely voluntary and operate on an “opt-in” basis. Staff and students will be informed in advance of any ceremony or observance.
- The Indigenous Education Council, Elders, and Knowledge Holders shall be consulted and invited to contribute to educational programming.

DISTRICT PRACTICE <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

REFERENCES: LIST AND HYPERLINK APPROPRIATE REFERENCES

[National Centre for Truth & Reconciliation – Reports](#)
[United Nations - Declaration on the Rights of Indigenous Peoples](#)
[British Columbia - Declaration on the Rights of Indigenous Peoples Act](#)

ADOPTED: DATE
Amended:



DATE: October 14, 2025
TO: Board of Trustees
FROM: Al Ure, Director of Operations
SUBJECT: 2025-26 Five-Year Minor Capital Plan (Amended)
ORIGINATOR: Al Ure, Director of Operations, Alan Rice, Secretary Treasurer
REFERENCE: SD06_CapitalPlans_2025_26_ResponseLetter_Amended-02

ISSUE

This report informs the Board of Trustees regarding the Ministry of Education Minor Capital Plan updates for 2025-26.

BACKGROUND

The School Act provides that the Minister of Education and Child Care (MOECC) may require a Board of Education to prepare and submit a capital plan. Five-year Capital Plans have been established as the appropriate time-period for Government capital planning purposes. The Ministry of Education utilizes a web-based Capital Asset Planning System (CAPS) which school districts must use for their annual Five-Year Capital Plan Submissions. The deadlines this year are as follows:

- Major Capital Programs (SMP, EXP, REP, RDP) – June 30, 2025
- Minor Capital Programs (SEP, CNCP, PEP, BUS) – September 30, 2025

CURRENT SITUATION

The Board of Education has already received the approved the Minor Capital Funding and passed the Capital Bylaw for 2025/26. The Director of Operations was able to submit an additional request for emergency funding to address PA Systems which required urgent replacement. Once approved by the MOECC, a new Capital Bylaw will be required.

RECOMMENDATION

That the Board approves the additional items to the Minor Capital Plan for 2025/26 as follows:

- SEP – Electrical:
 - JALES PA Replacement - \$70,000
 - LPES PA Replacement - \$70,000

POSSIBLE MOTION

That the Board of Education approve the amendment to the 2025/26 - 5 Year Capital Plan for Minor Capital as presented.





May 15, 2025

Ref: 23443

To: Secretary-Treasurer and Superintendent
School District No. 6 (Rocky Mountain)

Capital Plan Bylaw No. 2025/26-CPSD06-02

Re: AMENDED Ministry Response to the Annual Five-Year Capital Plan Submission for 2025/26

This **AMENDED** letter is in response to your School District's 2025/26 Annual Five-Year Capital Plan submissions for Major Capital Programs and Minor Capital Programs. This letter also contains important information regarding your upcoming 2026/27 Annual Five-Year Capital Planning submission. The following tables identify major capital projects that are supported to proceed to the next stage of development and minor capital projects that are approved for funding and can proceed to procurement. **Please see the "New projects for BUS" section below for AMENDED information.**

On March 13, 2025, the Province introduced legislation that identifies country of origin requirements for all procurements. What this means is U.S. bidders must be excluded, except in certain circumstances, for all future procurements. The Ministry will have further conversations with school districts as the tariff situation evolves and commit to working closely with you to navigate this challenging situation.

MAJOR CAPITAL PROJECTS

Major capital consists of the following program areas:

- Seismic Mitigation Program (SMP)
- Expansion Program (EXP)
- Replacement Program (REP)
- Site Acquisition Program (SAP)
- Rural District Program (RDP)

A variety of emergent issues including a significant number of school fires, unprecedented enrolment growth and a challenging fiscal environment have resulted in a limited ability to advance major capital projects. As a result, there are no new major capital projects in your School District that were supported to move forward at this time.

MINOR CAPITAL PROJECTS

The table below reflects approved minor capital projects for your School District in the following program areas:

- School Enhancement Program (SEP)
- Food Infrastructure Program (FIP)
- Carbon Neutral Capital Program (CNCP)

- Building Envelope Program (BEP)
- Playground Equipment Program (PEP)
- Bus Acquisition Program (BUS)

New projects for SEP, FIP, CNCP, BEP, PEP

Facility Name	Program Project Description	Amount Funded by Ministry
David Thompson Secondary	SEP - HVAC Upgrades	\$600,000
Selkirk Secondary	SEP - Interior Construction Upgrades	\$700,000
Alexander Park Elementary, David Thompson Secondary, Edgewater Elementary, Eileen Madson Primary, Golden Alternate, Golden Secondary, Invermere Open Doors Alternate, J Alfred Laird Elementary, Kimberley Alternate, Lady Grey Elementary, Lindsay Park Elementary, Martin Morigeau Elementary, Marysville Elementary, Mckim Middle, Nicholson Elementary, Selkirk Secondary, Windermere Elementary	FIP - Kitchen Equipment	\$65,000
Alexander Park Elementary, David Thompson Secondary, Edgewater Elementary, Eileen Madson Primary, Golden Alternate, Golden Secondary, Invermere Open Doors Alternate, J Alfred Laird Elementary, Kimberley Alternate, Lady Grey Elementary, Lindsay Park Elementary, Martin Morigeau Elementary, Marysville Elementary, Mckim Middle, Nicholson Elementary, Selkirk Secondary, Windermere Elementary	FIP - Kitchen and Equipment Upgrades	\$12,000
Alexander Park Elementary, David Thompson Secondary, Edgewater Elementary, Eileen Madson Primary, Golden Alternate, Golden Secondary, Invermere Open Doors Alternate, J Alfred Laird Elementary, Kimberley Alternate,	FIP - Delivery Vehicle	\$85,000

Lady Grey Elementary, Lindsay Park Elementary, Martin Morigeau Elementary, Marysville Elementary, Mckim Middle, Nicholson Elementary, Selkirk Secondary, Windermere Elementary		
Marysville Elementary	PEP - Universally Accessible Playground Equipment	\$200,000

All projects are now to proceed to design, tender and construction, and to be completed by March 31, 2026.

New projects for BUS

The table below identifies Bus Acquisition Program (BUS) approved projects with bolded sections identifying additionally approved internal combustion engine and/or electric buses as designated. BUS funding amounts to be confirmed after school districts place their order(s) with bus vendors during the upcoming bus standing offer timeframe which runs from April 2, 2025 to June 2, 2025. Please refer to the attached *School Bus Letter* for additional school bus purchasing details.

New/Existing Bus Fleet #	New/Replacement Bus Type	Amount Funded by Ministry
8062A	INTERNAL COMBUSTION ENGINE - Type C 76 with 0 wheelchair space(s)	TBD
A3062	INTERNAL COMBUSTION ENGINE - Type C 76 with 0 wheelchair space(s)	TBD

An **AMENDED** Annual Programs Funding Agreement (APFA) accompanies this **AMENDED** Capital Plan Response Letter which outlines specific Ministry and Board-related obligations associated with the approved Minor Capital projects for the 2025/26 fiscal year. Please email a signed/dated copy of the Annual Programs Funding Agreement to the Ministry at CMB@gov.bc.ca

In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw (template can be found on the Ministry [website](#)) using the Capital Bylaw Number provided at the beginning of this document, for the supported and/or approved 2025/26 Five-Year Capital Plan projects as identified in this letter. The Capital Bylaw must be adopted by your Board and uploaded onto your School District's online MyCAPS portal in order for the Ministry to issue Certificates of Approval. A step-by-step guide of this process is attached for your reference.

Please contact Branch Director [Michael Nyikes](#) with any questions regarding Minor Capital projects.

2026/27 ANNUAL FIVE-YEAR CAPITAL PLAN SUBMISSIONS

Capital Plan Instructions for the 2026/27 Annual Five-Year Capital Plan submission process will be available on the Ministry's capital planning [website](#) in early April.

School districts' capital plan submission deadlines for the 2026/27 fiscal year are:

- **June 30, 2025**
 - Major Capital Programs (SMP, EXP, REP, RDP, SAP)
- **September 30, 2025**
 - Minor Capital Programs (SEP, CNCP, PEP, BEP, BUS)
- **October 1, 2025**
 - Minor Capital Programs (FIP)

Additionally, the Annual Facility Grant (AFG) project requests for the 2025/26 fiscal year are to be submitted using the MyCAPS portal, on or before **May 16, 2025**. The 2025/26 AFG Allocation Table will be available on the Ministry's capital planning [website](#) in early April.

The Ministry recommends school districts discuss draft versions of their intended capital projects and Annual Facility Grant project requests with minor capital staff in advance of submission deadlines.

The staggered deadlines are intended to provide the Ministry with input required to initiate planning for the next budget cycle, while enabling school districts additional time and flexibility to plan over the summer.

Sincerely,



Damien Crowell, Executive Director
Education and Child Care Capital Branch
Ministry of Infrastructure

pc: Geoff Croshaw, Director, Major Capital Projects, Education and Child Care Capital Branch
Michael Nyikes, Director, Minor Capital Projects, Education and Child Care Capital Branch

TOGETHER WE CLIMB

A Rocky Mountain School District Update

Together We Climb reflects the collective journey of the Rocky Mountain School District community as they work to support each learner in reaching their full potential, one step at a time.

Welcome to Fall in Rocky Mountain School District! October has brought some cooler temperatures and beautifully coloured landscapes to our communities, and the hustle and bustle of September's school start-up is beginning to subside. In conversations at schools, students are settling into classroom routines, building friendships, and in many cases, enjoying some of the extras like clubs, sports and other non-curricular activities.

As the calendar approached September 30th, schools around the district recognized the National Day for Truth & Reconciliation, and students and staff reflected on the impacts of residential schools on Indigenous people across Canada. Thank you to our local Indigenous Education Council for their review of our schools' plans for 'Orange Shirt Day' and thoughtful suggestions for continued learning across our school district and communities at large.

*At September's Board of Education meeting, a new Student Attendance Policy was unanimously passed, demonstrating the importance placed on regular and ongoing student attendance in schools. **Regular attendance is one of the most important predictors of student success**, and when students attend consistently, they benefit from stronger relationships, deeper learning, and a greater sense of belonging. Research shows that students who miss even two days a month are at significantly higher risk of falling behind academically and disengaging from school over time. That's why our schools and district are working together to implement practices that supports daily attendance. By identifying barriers early and partnering with families, schools aim to ensure every student has the opportunity to thrive.*



Students at Martin Morigeau Elementary stamp their thumb prints on the school mural for Orange Shirt Day.

As we move further into the school year, we continue to focus on the priorities outlined in the Board of Education's Strategic Plan: student success, inclusion, capacity building, and stewardship. These priorities are reflected in the daily efforts of our teachers and support staff, and in the partnerships we nurture with families and communities. Together We Climb is one way we celebrate these efforts. Each month, we'll continue to share stories that highlight the great work happening across our district. Thank you to those who support this communication through the school year!

With gratitude,

Aaron Callaghan, Superintendent

IN THIS ISSUE

P2 – Featured Stories from Our Schools

P4 – Strategic Plan in Action: Truth & Reconciliation Week 2025

P5 – The Summit Spotlight: Jacinta Marina & Tristin Campbell - IESWs

P6 – Provincial Initiative: School Act Revisions – AEDs and Naloxone in Schools

P7 – Regional Initiative: Outdoor Education



FEATURED STORIES FROM OUR SCHOOLS

Annually, Rocky Mountain schools develop and implement plans to support continuous growth and enhance student outcomes. These frameworks, called School Success Plans, are responsive to the needs at each school but do align with those strategic priorities identified by the school district.

CULTURAL LEARNING AT MARTIN MORIGEAU

Building on their successes with strengthening community connections, and with a focus on integrating Indigenous content and ways of knowing into their practice, staff at Martin Morigean Elementary recently engaged in Métis cultural learning. On September 22nd staff were supported by MacKenzie Henry, Métis Family Connections Navigator, as they hosted “Aansaamb aen kiskayhtaamaahk” or “Learning Together” sessions. Lessons provided a brief foundational overview of who the Métis are, introduced the Métis Core Values related to learning and examined the Aansaamb aen kiskayhtaamaahk cultural resources. Strategies to create culturally safe learning environments that support the well-being of all children were also intentionally discussed.

At the end of the day, staff members shared ideas and actions that they felt they could implement in support of Métis learners as identified in their School Success Plan, including: teaching a Michif word of the week; teaching the Métis Values and presenting “Louis the Buffalo” to the class that demonstrated the Métis value of the week; clearly displaying Métis cultural symbols within the school; sharing Métis stories with classes and allowing students interact with Métis tools such as the sash; and hosting a Winter Carnival that highlights Métis traditions, foods, and games.

With 52% of the learners at Martin Morigean Elementary identifying as having Métis ancestry, the staff recognize the importance of these learners seeing themselves reflected in their learning environment. Staff want students to be engaged and growing culturally, leading to both improved attendance and academic outcomes.



Staff at Martin Morigean Elementary collaborate on Métis resources to deepen their understanding of Indigenous content and Ways of Knowing in support of Indigenous learners at the school.



The Giving Tree: A Retelling of a Traditional Métis Story is richly steeped in Métis culture and emphasizes core values including strength, kindness, courage and patience.

IMPORTANT DATES

Monday October 13 – Thanksgiving (Schools Closed)
 Friday October 24 – Non-Instructional Day (No Classes)
 Monday October 27 – Open House, Rocky Mountain Childcare, Invermere
 Saturday November 8 – Indigenous Veterans’ Day
 Tuesday November 11 – Remembrance Day (Schools Closed)
 Wednesday November 12 – Board of Education Meeting, Edgewater



STRENGTHENING COMMUNITY AT LADY GREY ELEMENTARY



Students at Lady Grey Elementary participate in whole school activities like Just Dance!

In an effort to strengthen the sense of community within the school, students at Lady Grey Elementary have had the opportunity to participate in Whole School Activities on Fridays this fall. Aligning with the school's Success Plan goal of creating a space where every child belongs, through their participation students learn alongside and build relationships with others who are not in their homeroom class.

Some of the activities so far this year have included Buddy Reading, which saw older students intentionally paired with younger students, and Numeracy Activities including dice and card games, Math Jeopardy and more. On another occasion teachers ran 'Open Doors', giving students the chance to join a variety of activities in any classroom like Just Dance, bracelet making, art projects and even an airplane building challenge.

EXPLORING IDENTITY THROUGH FRIENDLY COMPETITION AT GOLDEN SECONDARY

Golden Secondary School is buzzing with excitement as students cast their votes for their homeroom logos - a fun and creative competition that ties directly with the school's Success Plan goal of belonging.

Homerooms have worked hard to design a logo that represents their team's unique identity and spirit. From bold designs inspired by local mountains to creative symbols reflecting teamwork and pride, the submissions showcase the imagination and collaboration of GSS students.

The process has encouraged classmates to connect, brainstorm, and express what belonging means to them... not just through words, but through art and shared vision.

Principal Mike Archibald noted, "This project isn't just about choosing a logo - it's about helping students feel part of something bigger. When students feel connected to their peers and proud of their homeroom, the entire school community grows stronger."

Voting takes place this week, and the winning designs will be proudly displayed on classroom doors and featured in school events throughout the year.



Homeroom classes at Golden Secondary School are exploring their identity through conversation and art, creating their own class logos.

STRATEGIC PLAN IN ACTION

*In 2023 the Rocky Mountain School District Board of Education released its visionary Strategic Plan 2023-2027. Annually, the Operational Plan identifies those actionable commitments across the four overarching priorities areas: **Equity, Diversity & Inclusion; Success for Each Learner; Growing the Capacity of Self & Others; and Stewardship for the Future.***

TRUTH & RECONCILIATION WEEK: A DISTRICT-WIDE COMMITMENT TO EQUITY & LEARNING

During Truth and Reconciliation Week held between September 22-29, schools across the Rocky Mountain School District demonstrated a strong commitment to the district's strategic priority of Equity, Diversity, and Inclusion. Students and staff at each school engaged in meaningful activities that honoured Indigenous history, culture, and resilience.

At Selkirk Secondary, students participated in the "Project of Heart" initiative and created their own publication, *The Journal*, which explored the significance of Truth and Reconciliation Week and highlighted the various activities students took part in throughout the week.



Nicholson Elementary students formed a heart-shaped memorial using orange rocks after reading Phyllis Webstad's stories. They also engaged in a school-wide reflection activity on the land.

At Windermere Elementary, students viewed March for Arch, discussed reconciliation, and took part in a full-school land acknowledgment followed by a field trip to Columbia Lake. An Orange Shirt Day assembly at J.A. Laird featured drumming, storytelling, and reflections on Indigenous excellence by Jenna Jasek.



Even children enrolled in district StrongStart programs took part. At Eileen Madson Primary and Martin Morigeau Elementary School, the programs hosted community art projects and story walks featuring 'With Our Orange Hearts', fostering early empathy and awareness.

Truth and Reconciliation Week was not only a time for reflection and recognition - it was a living example of the district's core values in action, showing how schools can be spaces of healing, learning, and transformation.

Top Photo: Selkirk Secondary School

Bottom Photo: J.A. Laird Elementary School



**ROCKY
MOUNTAIN**
International Student Program

Use the QR Code to learn more about becoming a homestay family. Special incentives extend until October 31, 2025.



THE SUMMIT SPOTLIGHT

*Each month, we shine a light on an individual or team whose contributions help elevate our collective journey. Whether celebrating impactful work or welcoming new faces to our district, this spotlight **recognizes** and **honours** those who strengthen our climb together, reflecting the spirit of collaboration and excellence that drives Rocky Mountain School District forward.*

JACINTA MARINA & TRISTIN CAMPBELL – INDIGENOUS EDUCATION SUPPORT WORKERS

In Rocky Mountain School District, Indigenous Education Support Workers play a vital role in connecting students with their culture, language, and community. Jacinta Marina and Tristin Campbell exemplify the district's theme for 2025-26, "Together We Climb," through their dedication to supporting students' learning and cultural growth.

Jacinta, who works at McKim Middle School, has Blackfoot ancestry with family ties to St. Mary's Residential School. She began her journey in the district as an Educational Assistant before joining McKim as an Indigenous Education Worker in 2015. Over the years, she has deepened her connection to her heritage by learning Blackfoot and Ktunaxa languages and attending traditional ceremonies. Jacinta's passion for sharing culture is evident in initiatives like the Project of Heart, which she started with grade 6 students in 2019, and through lunch clubs, she guides students in making regalia, understanding pow wow protocol, and even learning dance steps. All of these help students feel proud of their identity and roots.

Tristin, who works at J.A. Laird Elementary School, emphasizes the collaborative spirit behind the theme "Together We Climb." She highlights the critical support of local Indigenous Elders and Knowledge Holders, who share their wisdom with students and staff alike. Through their guidance, students learn ancestral languages, cultural practices, and the importance of living in harmony with the land. Tristin is especially passionate about Indigenous language programs, welcoming educators like Tisha Tardif and Jennifer Cope to teach Secwépemctsin and Michif. These programs inspire students of all ages to embrace their languages and traditions, strengthening their sense of community and belonging.

Both Jacinta and Tristin see their work as integral to student success and well-being. By fostering cultural pride, language learning, and connection to the land, they help students develop confidence, identity, and a deeper understanding of their heritage. Their work embodies the district's vision of "Limitless Potential," showing how support, mentorship, and cultural education can empower every learner to thrive.



Jacinta Marina, IESW at McKim Middle School, participates in a Pow Wow.



Tristin Campbell, IESW at J.A. Laird Elementary School, harvests tobacco with students at the school's garden.

ACROSS THE LANDSCAPE: A PROVINCIAL INITIATIVE

Highlighting initiatives, innovations and partnerships beyond our geographic boundaries that inspire and inform our journey in Rocky Mountain School District.

AED AND NALOXONE KITS IN SCHOOLS

Rocky Mountain School District is taking proactive steps to enhance health and safety across all of its 17 schools. In response to the **Support Services for Schools Ministerial Order** and recent communications from the BC Ministry of Education and Child Care, all school districts in British Columbia are now mandated to implement administrative procedures or policies that ensure timely and effective responses to **unexpected health emergencies in schools**. As part of this provincial initiative, the school district is updating current district practices that ensure Automated External Defibrillators (AEDs) and Naloxone kits are available and accessible in every K-12 school.



AEDs and Naloxone will soon be available in all Rocky Mountain School District K-12 schools.

Unexpected health emergencies, including cardiac arrest or opioid poisoning, can occur without warning. Immediate access to life-saving tools like AEDs and Naloxone can significantly improve survival outcomes before emergency responders arrive. This initiative supports a safer learning environment and promotes confidence and well-being across our school communities.

Mandated Implementation Timeline

- **December 31, 2025:** AEDs and Naloxone kits will be accessible in all secondary schools.
- **September 8, 2026:** AEDs and Naloxone kits will be accessible in all elementary and middle schools.

Aligning with provincial expectations, the district practices include the fact that AEDs and Naloxone kits will be:

- Clearly marked with standardized signage for easy identification.
- Routinely inspected to ensure functionality and monitor expiry dates.
- Barrier-free and equitably accessible, accommodating diverse user needs.
- Presented in a non-stigmatizing manner.

The practice reflects our collective commitment to creating safe and responsive learning environments. By equipping schools with life-saving tools and clear procedures, both the province and district aim to improve emergency response outcomes and foster confidence among students, staff, and families.

ROCKY MOUNTAIN BY THE NUMBERS

3571 students are enrolled in schools across Rocky Mountain School District - **1333** in Windermere Zone, **1268** in Kimberley Zone, **891** in Golden Zone and **79** Online. Additionally, **58** students are enrolled in our secondary schools as part of the Rocky Mountain International Student Program.



REGIONAL FOCUS ON OUTDOOR EDUCATION

Rocky Mountain School District is proud to be part of the Kootenay-Boundary Environmental Education Initiative (KBEE). This regional initiative unites 7 school districts in the Kootenay-Boundary region with the goal of better supporting students' understanding of their local environment and empowering thoughtful action through learning that is outdoor, experiential, place-based and place-conscious.

Evidence continues to show that there are many benefits to outdoor and place-based learning, including opportunities for authentic inquiry and increased engagement; development of communication, cooperation and creativity; supporting physical activity and health; and fostering environmental ethics and responsibility.



KBEE teachers across the southeast collaborate to provide meaningful, place-based learning opportunities for their students.

The KBEE is currently working on updates to resources, including an increased focus on particular benefits of Environmental Education that fit into the larger context of our district directions. Some themes have emerged and will be highlighted in the resource. These include:

- Indigenous Ways of Knowing
- First People's Principles of Learning;
- Health and Well-being;
- Assessment for Learning;
- Inclusion;
- Risk Management;
- Numeracy and Literacy;
- Climate Resilience.

It is hoped that the resources will encourage collaboration among teacher leaders, providing them with tools to showcase their practice and further build a culture of environmental responsibility, well-being and inclusion through engaging, experiential teaching and learning.

Other similar partnerships exist for Rocky Mountain School District including Classrooms to Communities (a BC Education Network), the Environmental Educators Provincial Specialist Association and the Columbia Basin Environmental Education Network. The district also accesses resources and participates in initiatives coordinated by Take Me Outside as well as the Outdoor Learning School & Store. One example was the hugely successful Take Me Outside Event involving nearly 400 students from Kimberley last May.

Rocky Mountain School District's engagement in these regional initiatives and networks is well aligned with the District Strategic Plan priority areas and values. It reflects the district's commitment to ensuring every student has the opportunity to thrive, that we are attending to the health and well-being of the people in the organization, that we are building healthy school communities, and being true stewards for the future.

IN HONOUR OF INDIGENOUS TERRITORIES

Rocky Mountain School District is located on the traditional unceded territories of the Ktunaxa and Secwépemc Nations. We honour the cultures, languages, and First Nations people of these territories.





DATE: October 14, 2025
TO: Board of Trustees
FROM: Aaron Callaghan, Superintendent of Schools
SUBJECT: Enrollment Report
ORIGINATOR: Trent Dolgopol, Director of Instruction
REFERENCES: [School and Student Data Collection Order](#) (School Act, Sections 81 and 168 (2), data from MyEdBC and the Ministry Education Data Exchange (EDX))

ISSUE

That the Board of Education receive the Student Enrollment Report as information.

BACKGROUND

The 1701 enrollment and programming report data is obtained from MyEdBC at the end of September each year. Student enrollment and programming on September 29 is the basis for determining school district funding from the Ministry of Education and Child Care.

The School and Student Data Collection Order (School Act, Sections 81 and 168 (2)) states:

- A board must collect and submit to the minister, in the manner and form and at the times required by the Ministry of Education and Child Care, information respecting:
 - each school operated by the board;
 - enrolment, registration and achievement of:
 - each student enrolled in an educational program provided by the board, including students who are not ordinarily resident in British Columbia whether or not they pay fees to the board;
 - each child registered with a school or distributed learning school operated by the board, and;
 - each child who participates in an early learning program.

The 1701 report is submitted at the end of September each year and districts go through a validation process to ensure accuracy. Final numbers are submitted to the Ministry by October 10, 2025.



Appendix A
Rocky Mountain School District
Student Enrollment

Oct. 8 - 2025

	2025-2026	Difference From Prev Year	2024-2025	2023-2024	2022-2023
Kimberley					
Kimberley Alternate School	20	-1	21	24	27
Lindsay Park Elementary School	146	-19	165	168	179
Marysville Elementary School	155	-14	169	184	164
McKim Middle School	394	-3	397	400	412
Selkirk Secondary School	553	25	528	510	500
Kimberley Total	1268	-12	1280	1286	1282
Invermere/Windermere					
David Thompson Secondary School	464	-6	470	492	480
Edgewater Elementary School	150	12	138	124	126
Eileen Madson Elementary School	207	-5	212	203	225
Invermere Open Doors School	29	-3	32	29	31
J. Alfred Laird Elementary School	252	6	246	234	247
Martin Morigeau Elementary School	62	-7	69	69	72
Windermere Elementary School	169	5	164	164	152
Invermere/Windermere Total	1333	2	1331	1315	1333
Golden					
Alexander Park Elementary School	171	-23	194	190	208
Golden Alternate School	17	1	16	15	17
Golden Secondary School	371	13	358	334	319
Lady Grey Elementary School	239	6	233	237	227
Nicholson Elementary School	93	2	91	85	100
Golden Total	891	-1	892	861	871
Rocky Mountain Online Learning	79	4	75	80	61
Continuing Education	0	-3	3	1	1
Sub-Total	3571	-10	3581	3543	3548
International Students (SSS=25[33], DTSS=19[13], GSS=14[23])	58	-12	70	61	83
Fee Paying	0	0	0	1	1
District Total	3629		3651	3605	3632
Home School Enrollment	13	-1	14	11	11
Indigenous Student Enrollment	747	16	731	711	

DATE: October 14, 2025
TO: Board of Trustees
FROM: Aaron Callaghan, Superintendent of Schools
SUBJECT: Inclusive Education Update



ORIGINATOR: Sharon Collin, Director of Instruction
REFERENCE: [Inclusive Education Services: A Manual of Policies, Procedure and Guidelines 2024](#)

ISSUE

That the Board receive an update regarding Inclusive Education Supports and Services for the 2025/26 school year.

BACKGROUND

British Columbia promotes an inclusive education system in which all students have equitable access to learning, opportunity for achievement and the pursuit of excellence. Inclusive education supports and services enable students with disabilities and diverse abilities to pursue and achieve their educational goals.

The current funding system was introduced in March, 2002, and moved funds for learning assistance, special health services, identification assessment/planning and hospital/homebound services, and supplementary funds for students with learning disabilities (Q), mild intellectual disabilities (K), students requiring moderate behaviour supports (R) and students who are gifted (P) into the student base allocation.

Supplementary funds are provided to school boards to provide specialized supports and services to students who meet criteria with Level 1, 2, or 3 unique support needs.

Level 1 includes students with multiple needs who are Physically Dependent (A) or DeafBlind (B).

Level 2 includes students with Moderate/Profound Intellectual Disabilities (C), with Physical Disabilities or Chronic Health Impairments (D), with Visual Impairments (E), with Autism Spectrum Disorder (G), or students who are Deaf or Hard of Hearing (F).

Level 3 includes students requiring Intensive Behaviour or Students with Serious Mental Illness (H).

CURRENT SITUATION

The Eligible Inclusive Education Headcount for the District was completed on September 29. The table in Appendix A provides a summary.



Inclusive education supports and services for students with disabilities and diverse abilities are supported by itinerant and exempt staff serving in a variety of roles.

District Psychology

Amy Bourbeau, District Psychologist, has responsibilities for psychoeducational assessment within the district, while also serving to consult with school teams on complex student programs.

Assessment wait times remain a challenge, but 47 assessments were completed last year, identifying a number of students who meet criteria as a student with Level 1, 2, or 3 support needs.

Speech -Language Pathology (SLP)

Kristal Bodaly, Marcia Madson, Larisa Johnson and Laura La Fleche provide speech-language services to eligible students fulfilling the current allocation of 3.2 FTE to speech-language pathology services.

The SLP team prioritizes specialized supports and services for students who meet criteria as Level 1 or 2 students, however, their service also extends beyond eligible students. SLP's in RMSD prioritize early intervention, with universal Kindergarten speech screening and priority for services offered to our youngest learners. Last school year, after screening all Kindergarten students, this team was able to provide services and supports to 440 students through direct or consultative models.

The number of students supported by this team far exceeds the recommended ratios for SLP practitioners. This group utilizes transparent criteria for service provision and treatment blocks to manage the increasing demand for service.

Teacher of Students with Visual Impairments (TSVI)/Teacher of Students who are Deaf/Hard of Hearing (TDHH)

Louise MacDonald (TSVI) and Jamie Corpuz (TDHH) are itinerant teachers who provide specialized support to students who meet criteria for Level 1 or 2 services. However, with these two staff positions we are able to support all RMSD learners who may be experiencing barriers to learning because of hearing or vision challenges.

Both Ms. MacDonald and Ms. Corpuz also support schools within the Kootenay Boundary region by providing contracted specialized services in unique situations.

FINANCIAL IMPLICATIONS

Although RMSD has seen a slight increase in the number of students who are eligible for specialized supports and services, there will be a slight decrease in the Supplemental Funding allocation over that received in 2024/25. This can be attributed to the varying dollar amount provided at Level 1, 2 or 3.

CONCLUSION

Supports for students who are eligible for inclusive education and support, along with all other students who may be experiencing barriers to achieving their educational goals, continue to be a budget priority. However, demand for these services continues to remain a concern.



APPENDIX A

Eligible Inclusive Education Headcount for Rocky Mountain School District

October 8, 2025

Inclusive Education Category	2025/26	Difference from Previous Year
A <i>Physically Dependent</i>	2	-2
B <i>DeafBlind</i>	0	-2
C <i>Moderate to Profound Intellectual Disability</i>	8	+2
D <i>Physical Disability or Chronic Health Impairment</i>	37	-5
E <i>Visual Impairment</i>	5	+1
F <i>Deaf or Hard of Hearing</i>	19	+4
G <i>Autism Spectrum Disorder</i>	110	+11
H <i>Intensive Behaviour Intervention/Serious Mental Illness</i>	84	+2
K <i>Mild Intellectual Disability</i>	19	-2
P <i>Gifted</i>	3	+2
Q <i>Learning Disability</i>	138	+6
R <i>Moderate Behaviour Support/Mental Illness</i>	39	-15
TOTAL All Levels and Categories	462	+4

REGULAR MEETING: INFORMATION, RECOMMENDATION

DATE: October 14, 2025

TO: Board of Trustees

FROM: Alan Rice, Secretary Treasurer

SUBJECT: Budget Utilization Summary – September 30, 2025

ORIGINATOR: Alan Rice

REFERENCE: Budget Utilization Summary – September 30, 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.

CURRENT SITUATION

Instruction: increase of approximately \$87,000 from prior year attributable to salaries and benefits. Actual amounts are in line with budget with a variance of 0.49% above estimated for the current year.

Administration: decrease of approximately \$223,000 from prior year which is attributable to reductions in salaries and benefits as part of a concerted effort to reduce administrative costs. Actual amounts are lower than budgeted with a variance of 2.56% below estimated.

Operations and Maintenance: decrease of approximately \$62,000 from prior year. Primarily attributable to decreases in salaries and benefits. Actual amounts are in line with budget with a variance of 2.78% below estimated.

Transportation and Housing: increase of approximately \$24,000 from prior year. Primarily attributable to fees paid in the current fiscal earlier than the prior year. Actual amounts are in line with budget at 2.46% below estimated.



PUBLIC BOARD MEETING

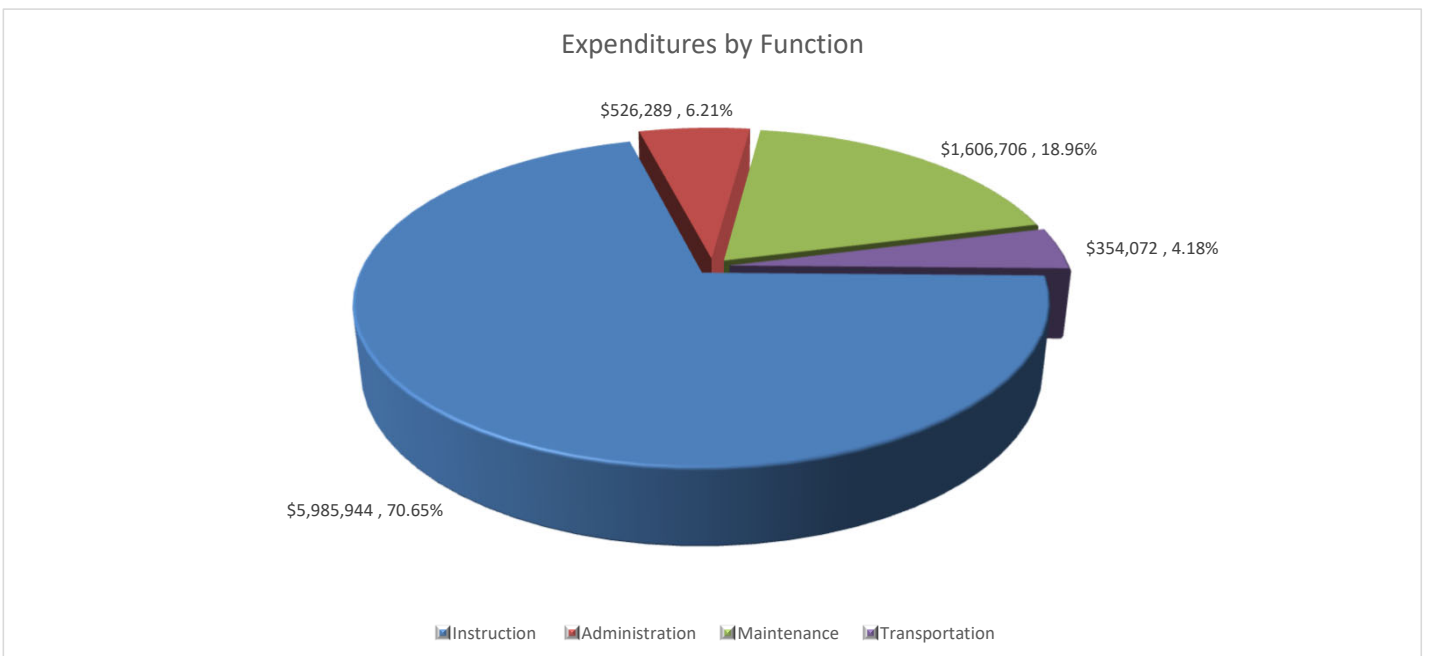
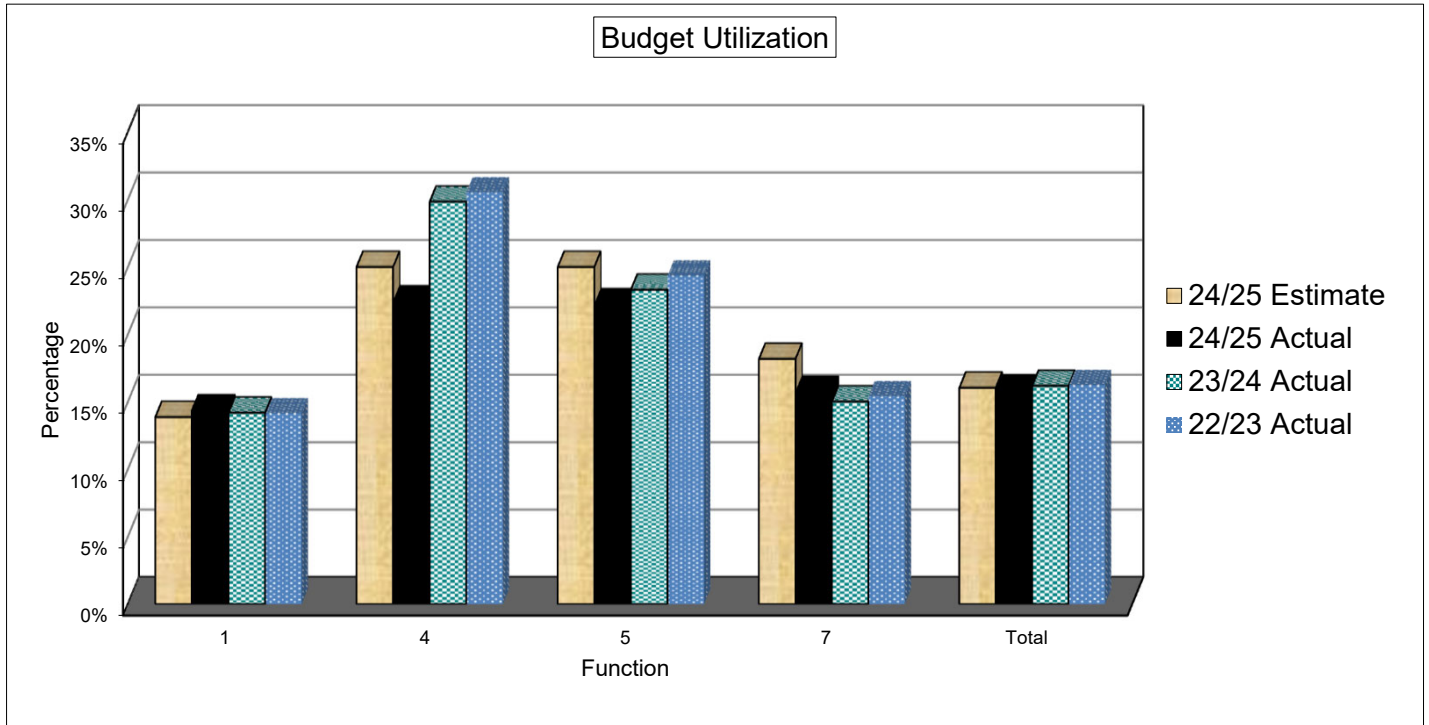
RECOMMENDATION

STRATEGIC ALIGNMENT

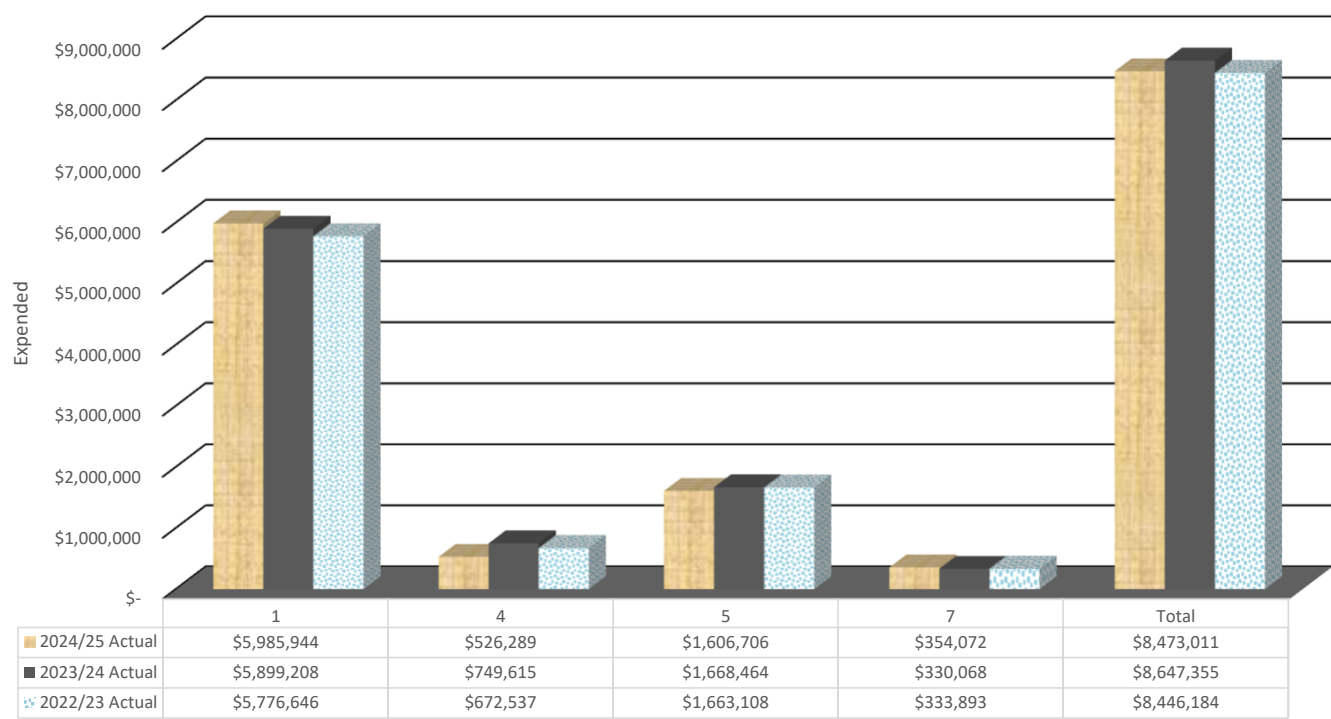
Resource allocation for student success, budget monitoring and financial stewardship.

ROCKY MOUNTAIN SCHOOL DISTRICT
BUDGET UTILIZATION SUMMARY
9/30/2025

<u>FUNCTION</u>	<u>#</u>	<u>MONTHS</u>	<u>BUDGET</u>	<u>2025/26</u> <u>EXPENDED</u>	<u>ACTUAL</u>	<u>ESTIMATE</u>	<u>2024/25</u> <u>ACTUAL</u>
Instruction	1	10	\$ 41,688,054	\$ 5,985,944	14.36%	13.87%	14.19%
Administration	4	12	\$ 2,344,856	\$ 526,289	22.44%	25.00%	29.84%
Maintenance	5	12	\$ 7,229,528	\$ 1,606,706	22.22%	25.00%	23.31%
Transportation	7	11	\$ 2,251,705	\$ 354,072	15.72%	18.18%	15.02%
Total			\$ 53,514,143	\$ 8,473,011	15.83%	16.04%	16.18%



3 Year Actual Expenditure Comparison





DATE: October 8, 2025

TO: Board of Trustees

FROM: Steve Wyer, Assistant Superintendent

SUBJECT: September 2025 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 to happen 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.



CURRENT SITUATION

School	High Care Field Trips (#)
Golden Secondary School	1
Cedar Lake Canoe Trip, Golden, BC Grade 10-12, 24 students	
McKim School	1
Blue Lake Camp, Canal Flats, BC Grade 7, 47 students	
Selkirk Secondary School	2
Columbia Wetlands Canoe Trip, Brisco, BC Grade 10-12, 24 students	
Day Hiking Trips, Kimberley, BC (Sept 2025 – June 2026) Grade 11-12, 24 students	
Rocky Mountain International School Program	3
Upper Elk River, Fernie, BC Grade 9-12, 75 students	
Kootenay River, Radium Hot Springs, BC Grade 10-12, 34 students	
Illecillewaet River, Revelstoke, BC Grade 9-12, 22 students	

CONCLUSION

Rocky Mountain School District has approved nine (9) high care field trips for the month of September 2025.





A Heartfelt Thank You for Your Generous Support!

To the Board of Trustees of SD6, Al Rice, Scott Sharun and Senior District staff (especially Kim and Ken)

On behalf of the entire team at Events from Myrtle Mountain, please accept our deepest and most sincere gratitude for your tremendous support of our recent efforts with JulyFest 2025. Your commitment to helping the communities you serve is truly inspiring. The support you provided made a tangible and significant difference to the outcome of JulyFest 2025.

Specifically, allowing us the use of the Mckim School field allowed us to bring Julyfest back to a beautiful central location and revitalise a Kimberley institution that was destined to be lost. The new location made Julyfest 2025 a huge success and the feedback from the community has been overwhelmingly positive!

This kind of partnership is the heart of a strong community. It's more than just a collaboration, it is a shared belief that by working together, we can achieve far more than any single group can alone. Knowing that we have SD6 as an ally gives us great encouragement as we continue to work toward making JulyFest sustainable and affordable into the future.

Thank you once again for your generosity, your dedication, and your belief in our mission. We are truly honored to have your support and look forward to continuing our partnership into 2026 and beyond.

With immense gratitude, on behalf of Ron, Darren, Mike and myself,

Jeremy Christensen

Jeremy Christensen
Secretary/Treasurer
Events from Myrtle Mountain

October 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7 Labour Relations Committee Meeting – 12:30pm Policy Committee Meeting – 4:30pm	8	9	10	11
12	13 Thanksgiving (schools closed)	14 Board of Education Meeting – 6pm Golden Secondary School	15	16	17	18
19	20	21	22	23	24 Pro-D Day (no classes)	25
26	27 Rocky Mountain Childcare Centre Open House 4-6pm	28	29	30	31 Hallowe'en	

November 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4 Labour Relations Committee Meeting – 12:30pm Policy Committee Meeting – 4:30pm	5	6	7	8
9	10	11 Remembrance Day (schools closed)	12 Board of Education Meeting – 6pm Edgewater Elementary School	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27 BCSTA Trustee Academy	28 BCSTA Trustee Academy	29 BCSTA Trustee Academy
30						