

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

**Location: Video Conference Meeting**  
**Kimberley, Golden, Invermere District Offices**

Date: 2021-12-14

Time: 7:00 p.m.

To: Trustees, Senior Leadership Team

**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 November 9, 2021

4.2 Synopsis of In-Camera Meeting of November 9, 2021 (Alan Rice)

**5. PRESENTATIONS**

**6. MATTERS ARISING FROM THE MINUTES**

**7. STRATEGIC AND POLICY ISSUES**

7.1 Policy Development

7.1.1 Third Reading (Karen Shipka)\*

7.1.1.1 Policies from sections 4000 and 5000 in policy manual

7.1.2 Second Reading (Karen Shipka)\*

7.1.2.1 Policies from sections 6000, 7000, and 8000 in policy manual

7.1.3 First Reading (Karen Shipka)\*

7.1.3.1 Policies from sections 8000, 9000, and 10000 in policy manual

**8. OPERATIONAL ISSUES**

8.1 Board Standing Committee Appointments (Amber Byklum) \*

8.2 Budget Utilization Summary to November 30, 2021 (Alan Rice) \*

8.3 Draft School Calendars Report 2022-2023; DRAFT School Calendar 2023-2024;  
DRAFT School Calendar 2024-2025 (Steve Wyer) \*

## **9. REPORTS**

- 9.1 Framework for Enhancing Student Learning (FESL) strategic plan update (Karen Shipka) \*
- 9.2 Community engagement plan (Karen Shipka)\*
- 9.3 District vice principals update (Steve Wyer)\*
- 9.4 Dogwood completion rates 2021 (Steve Wyer)\*
- 9.5 Flag pole upgrade update (Steve Jackson)\*
- 9.6 BC School Trustees Association (Jane Fearing)
- 9.7 BC School Trustees Association, Kootenay Boundary Branch (Rhonda Smith)
- 9.8 BC Public Schools Employers Association (Sandra Smail)

## **10. INFORMATION ITEMS**

- 10.1 December 2021 and January 2022 Calendar \*
- 10.2 Schedule of Christmas Events (Karen Shipka) \*

## **11. FORTHCOMING EVENTS**

- 2022.01.05 Labour Relations Committee Meeting, Teleconference, TBD
- 2022.01.05 New website Trustee training, 6:30 p.m.
- 2022.01.12 Board of Education Meeting, Video Conference from Zone Offices
  - In-Camera 6:00, p.m.
  - Regular Meeting, 7:00 p.m.

## **12. QUESTIONS FROM THE PUBLIC**

## **13. ADJOURNMENT**

\* attachment



## POLICY 4110

### LEAVES EXEMPT EMPLOYEES

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#### **POLICY:**

The District provides all exempt employees (non-union employees) with short-term leave provisions providing for a full salary benefit for up to 120 days as a bridge to a long-term disability benefit. The District has defined leave eligibility criteria and administration applicable to exempt employees (non-union employees) personal services contracts.

**DISTRICT PRACTICE** 1100 POLICY DEVELOPMENT

**ADOPTED:**  
**Amended:**

**DISTRICT PRACTICE:**

The following leave provisions are for permanent and temporary exempt (non-union) employees except where outlined below.

**1. APPROVAL PROCESS**

To request leave under the provisions below, exempt employees must submit leave requests via Smart Find Express (SFE) in advance of the leave date (except sick leave).

Effective from August 1, 2021

**2. LEAVE PROVISIONS**

**2.1 Bereavement Leave – Immediate family**

Paid leave up to five (5) days for bereavement of immediate family. Two (2) additional days of leave may be approved for travel purposes. Immediate family is defined as spouse/common law partner, child, parent, sibling, grandchild or grandparent of the employee or the employee's spouse/common law partner. This leave must be coordinated with Human Resources at the time of the loss and taken within a reasonable timeframe.

**2.2 Bereavement Leave – Other**

Paid leave of one (1) day for bereavement of individual other than immediate family as outlined in 2.1.

**2.3 Compassionate Leave**

As per [Employment Standards Act](#), part 6, section 52.1, an employee is entitled to up to twenty-seven (27) weeks of unpaid leave to provide care or support to a family member.

For more information and how to apply for unpaid leave, refer to the [Government of British Columbia website](#).

**2.4 Critical Illness**

As per [Employment Standards Act](#), part 6, section 52.11, an employee may request unpaid leave to provide care or support to a family member:

(a) Up to thirty-six (36) weeks to a family member who is under nineteen (19) years of age at the start of the leave;

(b) Up to sixteen (16) weeks of unpaid leave to family member who is nineteen (19)

years of age or older.

For more information, refer to the [Government of British Columbia website](#).

## **2.5 Family Responsibility**

As per the [Employment Standards Act](#), part 6, section 52, an employee is entitled to up to five (5) days unpaid leave during each employment year to meet responsibilities related to:

- (a) The care, health or education of a child in the employee's care, or
- (b) The care or health of any other member of the employee's immediate family

For more information, refer to the [Government of British Columbia website](#).

## **2.6 Illness to immediate family and medical dental appointments**

Paid leave up to ten (10) days per school year for medical/dental appointment or illness to immediate family.

Immediate family includes parent, spouse/common law partner or dependent child of the employee or the employee's spouse/common law partner.

Paid leave is provided for the duration of a medical or dental appointment plus reasonable travel time. In SFE, employees are required to indicate the community where the appointment is located, the time of the appointment and the approximate duration. Efforts should be made to schedule appointments outside of instructional time wherever possible.

## **2.7 Jury duty/court subpoena**

As per the [Employment Standards Act](#), part 6, section 55, an employee is eligible for paid leave for jury selection, as jury member or by subpoena. Documentation is required. For more information, refer to the [Government of British Columbia website](#).

## **2.8 Leave for voting (federal/provincial elections)**

As per the [Canada Elections Act](#), section 132, every employee who is an elector is entitled, during voting hours on polling day, to have three consecutive hours for the purpose of casting their vote and, if their hours of work do not allow for those three consecutive hours, their employer shall allow the time for voting that is necessary to provide those three consecutive hours. The time that the employer shall allow for voting under subsection (1) is at the convenience of the employer.

As per the [Election Act](#) for British Columbia, part 6, division 1, section 74 (1), subject to subsections (1.1) and (1.2), an employee who is entitled to vote in an election, or who, on

registration, will be entitled to vote in the election is entitled to have four consecutive hours free from employment during voting hours for general voting.

### **2.9 Long-term disability**

Permanent employees are eligible to apply for long-term disability on the later of one hundred and seventeen (117) calendar days or one hundred and twenty (120) sick leave days. The long-term disability plan is underwritten by Desjardins (policy #647227). Applications for long-term disability should be made forty-five (45) to sixty (60) days after the first day of disability. Employee benefit premiums are fully paid by the District for one year. After one year of disability, employees may choose to continue benefit coverage (with carrier approval) by paying the full amount of the premium(s).

### **2.10 Maternity Leave**

As per [Employment Standards Act](#), part 6, section 50, pregnant employees can take up to seventeen (17) consecutive weeks of unpaid maternity leave. Maternity benefits only apply to the person giving birth.

For more information, refer to the [Government of British Columbia website](#).

#### **Supplemental employment benefits(SEB) on maternity leave**

An exempt employee, who is eligible to receive Employment Insurance (EI) benefits, is entitled to seventy-five percent (75%) of their current salary, less the amount of EI benefits for seventeen (17) weeks. SEB benefits only apply to the employee giving birth.

### **2.11 Parental Leave**

As per [Employment Standards Act](#), part 6, section 51, employees can take up to sixty-two (62) consecutive weeks of unpaid parental leave. Parental leave must begin immediately after maternity leave ends.

For more information, refer to the [Government of British Columbia website](#).

### **2.12 Paternity Leave**

Paid leave of up to three (3) days may be granted to the non-birth parent in the case of the birth of a child, adoption or legal guardianship.



**2.13 Serious Illness**

Paid leave up to five (5) days in the case of serious illness of an immediate family member. Serious illness shall be defined as an illness which the patient’s physician considers sufficiently critical to require the employee’s presence at the bedside. Immediate family includes spouse/common law partner, child or employee or spouse/common law partner, parent/guardian, sibling, grandparent and grandchild of the employee or of their spouse/common law partner.

**2.14 Sick Leave**

Paid sick leave is provided for intermittent and short-term sick leave up to the period of eligibility for long- term disability. Sick leave longer than five (5) days requires a District issued medical certificate to be completed by the employee’s physician.

**2.15 Statutory Holidays**

The District recognizes the following twelve (12) statutory holidays:

- |                              |                 |               |
|------------------------------|-----------------|---------------|
| New Year’s Day               | Family Day      | Good Friday   |
| Easter Monday                | Victoria Day    | Canada Day    |
| BC Day                       | Labour Day      | Thanksgiving  |
| Truth and Reconciliation Day | Remembrance Day | Christmas Day |
| Boxing Day                   |                 |               |

**2.16 Unpaid Leave**

Unpaid leave may be granted after all other paid leave provisions have been exhausted. Unpaid leave must be requested through your supervisor, in advance, and will be reviewed by Human Resources.

**2.17 Vacation**

The calendar year for the purposes of vacation is September 1 to August 31. Non-school based employees are entitled to annual vacation as follows:

- (a) Four (4) weeks after one (1) year of continuous service;
- (b) Five (5) weeks after six (6) years of continuous service;
- (c) Six (6) weeks after twelve (12) years continuous service.



## DISTRICT PRACTICE 4110

### LEAVES EXEMPT EMPLOYEES

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As per the Public Sector Employment regulations, no employee is permitted to carry over more than ten (10) days of accrued vacation past August 31.

The District has the right to amend at any time and without notice for leave provisions not contained in an employee's personal services contract. All questions about leave provisions should be directed to the Human Resources manager.





**POLICY 4200**  
**PERSONAL PROPERTY**

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**POLICY:**

The District shall reimburse employees for the loss of, or damage to, personal property used in the carrying out of their duties if the employee's supervisor or principal had prior knowledge of, and approved of, the use of the personal property.



**DISTRICT PRACTICE 4200  
PERSONAL PROPERTY**

**DISTRICT PRACTICE:**

1. Employees are encouraged **NOT** to keep personal property in District facilities.
2. Employees may park in designated areas on District property but do so at their own risk. The cost of damage to vehicles parked on District property during the regular work day will not be reimbursed by the District unless the criteria in Article B.7.1 of the CA.
3. The 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 District for personal property lost or damaged shall be three hundred dollars (\$300.00).
5. Payment to the employee shall be made upon submission of a receipt covering the cost of repairs or replacement.

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**POLICY 4410**  
**MANAGEMENT OF UNION**  
**GRIEVANCES**

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**POLICY:**

The Board of Education believes that the effective management of grievances plays an important role in contributing to a positive labour relations climate in the District and to the administration of the District's collective bargaining agreements.

**DISTRICT PRACTICE 4410** MANAGEMENT OF UNION GRIEVANCES

**ADOPTED: DATE**  
**Amended:**



## DISTRICT PRACTICE 4410

### MANAGEMENT OF UNION GRIEVANCES

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#### DEFINITIONS

**Grievance** is a complaint related to the interpretation or application of a collective agreement provision. Collective agreements form the employment contract for unionized employees.

**Grievance process** is a prescribed and orderly process and is established by the collective agreement to resolve grievances. Grievances are generally filed by the union on behalf of the employee(s). Conversely, a policy grievance deals with issues that may affect all employees and do not have a specific employee griever.

#### DISTRICT PRACTICE

##### 1. RESPONSIBILITY AND AUTHORITY

- 1.1 The Assistant Superintendent is responsible for the interpretation, application, and administration of collective agreements. The Assistant Superintendent may delegate grievance coordination to other members of the human resources staff consistent with their positions.

##### 2. GRIEVANCE PROCESSES

- 2.1 Occasionally, members of the senior leadership team are called upon to deal with problems, complaints, and differences of opinions. When these come from the interpretation, application, or operation of one of the school district's collective bargaining agreements, then a (collective agreement) grievance may result. Each collective agreement provides for a specific grievance procedure that involve various levels of senior leadership representatives at different steps of the process.

##### 3. GRIEVANCE MANAGEMENT IN-SERVICE TRAINING

- 3.1 The human resources department will periodically offer an in-service training program for effective grievance management. Contact the human resources department for more information.

##### 4. MANAGING GRIEVANCES, PHILOSOPHY & RESPONSIBILITIES

POLICY 4410 GRIEVANCE MANAGEMENT  
ADOPTED: DATE  
Amended:

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## DISTRICT PRACTICE 4410

### MANAGEMENT OF UNION GRIEVANCES

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- 4.1 The District desires differences be resolved before they become grievances or at the lowest possible step of the grievance procedure.
- 4.2 Employer representatives participating at step 1 or 2 of the grievance procedure, are responsible for ensuring that no new contractual undertakings are agreed upon, implicitly or explicitly, by their independent action or inaction when managing a grievance resolution. This includes resolutions which would change past practices, amend past interpretations of the contract or increase costs or pay beyond that are in place prior to the grievance.
- 4.3 “Without prejudice” resolutions occurs where a union representative is involved and agrees to not make reference to such resolutions in any other forum now or in the future, can be a useful resolution tool.
- 4.4 Grievance meetings shall be conducted in a business-like manner. No representative from either side should engage in disrespectful conduct nor be subjected to intimidating behavior. If such conduct occurs, then the meeting may be adjourned.
- 4.5 Grievances are intended to be a constructive way to address contractual issues. No retaliatory action is to be taken against employees or union representatives because they have grieved or represented other members of the union in the grievance process.

#### 5. THE NEED FOR EFFECTIVE COMMUNICATIONS AND RECORDS

- 5.1 Effective communications and district-wide consistency are an integral part of the effective management of grievances. Employer representatives attending grievance meetings will ensure that notes are taken regarding the meeting and discussions are captured in a manner that can be understood by a third party.
- 5.2 During a grievance meeting, management representatives will allow the employee or union representatives to present their views and ask questions so the employer representative can fully understand the union’s view as to who, when, where, why, and what specifically happened.



## DISTRICT PRACTICE 4410

### MANAGEMENT OF UNION GRIEVANCES

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- 5.3 There is no need to make a grievance decision at the meeting. The grievance procedure allows time to consult, gather additional information, and reflect on the grievance after the meeting has been concluded

#### **6. INFORMED DECISION-MAKING**

- 6.1 Management representatives dealing with a grievance must contact an appropriate human resources manager to ensure application of relevant legislation, past practices, existing interpretations, and past resolutions, or if they require any other assistance.
- 6.2 The jurisdiction for the direct handling of grievances on behalf of the District often shifts as the grievance moves through the various steps. A management representative responsible for one of the early steps in the process is encouraged to consult, prior to the grievance meeting or prior to rendering a grievance decision, with the person responsible for the next step in the grievance procedure.



## POLICY 4500

### ROLE OF THE SUPERINTENDENT

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#### **POLICY:**

The Superintendent of Schools is the chief education officer of the School District No. 6 (Rocky Mountain). They are responsible for carrying out the Board of Education's objectives, administering its policies, and providing leadership in organizational and educational administration and instructional practice in the District.

The Superintendent is also responsible for ensuring compliance with the [School Act](#), [regulations](#) and related [ministerial orders](#).

#### **1. RESPONSIBILITIES**

As the chief education officer and, except as otherwise provided by law, the Superintendent:

- 1.1 Develops and implements policies, regulations, and procedures to effectively administer the District.
- 1.2 Ensures the Board of Education is informed of the operation of the District and provides such reports as the Board of Education may require to ensure the district is being managed in an effective and efficient manner.
- 1.3 Coordinates the operation of District departments, and delegates functions and responsibilities as required so that:
  - (a) Effective educational, business, and general operational practices are in place and are regularly supervised, monitored and adjusted to achieve success.
  - (b) Processes are in place to identify, recruit, evaluate, and support staff in leadership positions in order to establish and maintain a high quality district team.
- 1.4 Establishes and maintains positive professional relationships with internal and external groups and agencies in order to build effective partnerships in support of public education and a strong community-wide commitment to student success.

The specific enumeration of the responsibilities of the superintendent of schools as detailed above will not act to limit the Board of Education authority and responsibility of the office.

REFERENCES: *School Act*, [Section 22](#) , *School Regulation* [Section 6](#)

ADOPTED: DATE  
Amended:



## POLICY 4550

### ROLE OF THE SECRETARY TREASURER

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#### **POLICY:**

The Secretary Treasurer is the chief financial officer (CFO) of the Board of Education School District No. 6 (Rocky Mountain) and is responsible for carrying out the Board of Education's objectives, administering its policies, and providing leadership in organizational and business operations in the District.

The Secretary Treasurer is also responsible for ensuring compliance with the [School Act](#), [regulations](#) and related [ministerial orders](#).

#### **1. RESPONSIBILITIES**

As the chief financial officer and except as otherwise provided by law, the Secretary Treasurer:

- 1.1 Shall be the chief financial officer to the Board of Education.
- 1.2 Shall be responsible to the Superintendent of Schools for effective and efficient business operations.
- 1.3 Shall be the corporate secretary to the Board of Education including recording of board proceedings and provision of security as per [Section 23](#) of the *School Act*.
- 1.4 Shall comply with financial administration procedures prescribed by the Ministry of Education, the Ministry of Finance, and provincial and federal legislation.
- 1.5 Shall ensure a capital and site acquisition action plan is current.

REFERENCES: *School Act* [Section 23](#), *School Regulation* [Section 7](#)

ADOPTED: DATE  
Amended:





## **POLICY 4600**

### **ROLE OF THE ASSISTANT SUPERINTENDENT**

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#### **POLICY:**

The Superintendent of Schools will assign responsibilities to the Assistant Superintendent regarding District and school operations, the achievement of Board of Education's goals, and defined District priorities.

1. As a member of the District's senior leadership team, it is expected that the Assistant Superintendent remain current with best educational practices while promoting a high standard of professional leadership, effective relationships, and a commitment to success for all students.

#### **2. RESPONSIBILITIES**

The Assistant Superintendent will:

- 2.1 Support leadership development in schools.
- 2.2 Supervise an area/zone of schools.
- 2.3 Assist schools and their communities in resolving issues.
- 2.4 Work with school level leadership to develop, monitor, and adjust schools plans.
- 2.5 Assume portfolios as delegated by the superintendent.
- 2.6 Act on behalf of superintendent when the superintendent is unavailable.
- 2.7 Perform such other duties as assigned by the superintendent.

Immediate supervisor: Superintendent of Schools



**POLICY NO. 4700**

**ROLE OF THE DIRECTOR OF INSTRUCTION**

**POLICY:**

As a member of the senior leadership team, the director is responsible for providing leadership direction on all matters related to learning and programming as outlined in the position title.

The director is responsible for supervision of professional and support staff within their department. In addition to the director’s key role as a member of the senior leadership team, it is essential that the director maintains close contact with the school administrators in order to support effective instructional and assessment practices and to build individual and school capacity. The director is expected to work closely with other directors of instruction and other senior education staff to ensure quality service in schools throughout the district.

The director is expected to participate as a member of the senior leadership team in the District, and to provide expertise in meeting the Board’s goals and other duties as outlined in [section 5](#) of *School Regulation*.

**1. RESPONSIBILITIES**

The director of instruction will:

- 1.1 Establish and manage a schedule for program implementation and review to ensure high quality instruction and assessment K-12.
- 1.2 Provide guidance to helping teachers and district principals so that the district’s resources are supporting school improvement and overall capacity building in a highly effective manner.
- 1.3 Provide leadership in program planning, development and implementation.
- 1.4 Develop long-range plans, educational program goals and budgets, and ensure that expenditures are within budgets for accounts for which the director has jurisdiction.
- 1.5 Through a variety of means, provides leadership in the community to ensure public understanding and effective community relationships concerning education.
- 1.6 Act as a resource to school administrators in the supervision of instruction.
- 1.7 Foster supportive and creative climate within their Department, in schools and between schools and district staff.

**REFERENCES:** [section 5](#) of School Regulation.

**ADOPTED: DATE**  
**Amended:**



**POLICY NO. 4700**

**ROLE OF THE DIRECTOR OF  
INSTRUCTION**

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1.8 Work with senior district staff to review, monitor and promote district-wide initiatives and practices.

1.9 Perform such other duties as required by the superintendent.

Immediate supervision: superintendent of schools

REFERENCES: [section 5](#) of School Regulation.

ADOPTED: DATE

Amended:



## POLICY 4800

### ROLE OF THE PRINCIPAL / VICE PRINCIPAL

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#### **POLICY:**

As a member of the district leadership team, the principal/vice principal is responsible for providing leadership direction on all matters related to curriculum, educational programs, and/or support for students with special needs.

Additionally, the principal/vice principal is responsible for the supervision of professional and support staff within their school, the leadership and support effective instructional and assessment practices and to build both individual and school staff capacity.

The principal/vice principal is expected to participate as a member of the district leadership team and to provide expertise in meeting the Board's goals and other duties as outlined in [section 20](#) of the *School Act* and [section 5](#) of *School Regulation*.

#### **1. RESPONSIBILITIES**

The principal/vice principal will:

- 1.1 On a yearly basis, develop with staff, parent advisory councils, school planning councils and students (where appropriate), school goals consistent with district and ministry goals.
- 1.2 On a yearly basis, inform parents that they have a right to participate in the existing parent advisory council (or that they have the right to form one if one does not exist).
- 1.3 Maintain effective interpersonal relationships, particularly related to the decision-making process. This includes:
  - (a) eliciting commitment to decisions;
  - (b) establishing expectations involving individuals and groups;
  - (c) challenging and constructively criticizing;
  - (d) solving problems;
  - (e) listening, responding; and
  - (f) communicating effectively (both verbally and in writing).
- 1.4 Ensure that the approved curriculum (i.e. locally developed) is appropriately taught in the school and that the prescribed curriculum (required by the ministry) is interpreted and implemented appropriately.

REFERENCES: [section 5](#) of *School Regulation*. [section 20](#) of the *School Act*

ADOPTED: DATE  
Amended:



## POLICY 4800

### ROLE OF THE PRINCIPAL / VICE PRINCIPAL

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- 1.5 Establish and maintain positive relations with the parents and the community, ensuring two-way communication.
  - 1.6 Display expertise in organization and management, including the provision of an environment which is safe, healthy, and well disciplined.
  - 1.7 Demonstrate effective management of school buildings, grounds, equipment, supplies, budgets, and funds for which he/she is accountable.
  - 1.8 Demonstrate a working knowledge and compliance with the School Act and Regulations, Ministerial Orders, Board of Education policy and practice, collective agreements, and administrative directives.
  - 1.9 Demonstrate competence in human resources management, including participation in the selection and assignment of personnel and staff supervision.
  - 1.10 Maintain an effective working relationship with school-based and district staff.
  - 1.11 Demonstrate sound labour practices in keeping with applicable statutes, policies, regulations, agreements, and directives.
  - 1.12 Demonstrate a commitment to personal and professional growth and facilitate the professional growth and development of school staff.

## 2. ABSENCES OF PRINCIPAL

- 2.1 In the absence of the principal, the vice principal shall assume the duties of the principal.
- 2.2 If there is no vice principal, a teacher, appointed through the processes detailed in B.25.2 of the collective agreement, between the Rocky Mountain Teachers' Association and School District No. 6, will undertake the principal's duties, subject to the approval of the Superintendent.

REFERENCES: [section 5](#) of School Regulation. [section 20](#) of the *School Act*

ADOPTED: DATE  
Amended:



**POLICY 4800**

**ROLE OF THE PRINCIPAL / VICE  
PRINCIPAL**

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- 2.3 Remuneration for the Vice Principal who acts in the role of principal will take effect from the tenth consecutive day of the principal's absence retroactive to the first day. The increase in pay for that period shall be based on the principal's employment contract.

Immediate supervisor: superintendent of schools

REFERENCES: [section 5](#) of School Regulation. [section 20](#) of the *School Act*

ADOPTED: DATE

Amended:



## POLICY 5000

### STUDENT ENROLLMENT

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#### **POLICY:**

In British Columbia, children between the ages of 6 and 16 must go to school or they can study at home. Children who live in B.C. can access an education program at a public school for free, a private independent school, or study at home.

[Part 2 and 3 of the School Act](#) outlines the requirements for enrollment in a B.C. Education program.



## DISTRICT PRACTICE 5000

### STUDENT ENROLLMENT VERIFICATION OF BC RESIDENT STATUS

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#### **DISTRICT PRACTICE:**

To be eligible for provincial funding for a student, Boards of Education must ensure that:

- (a) The parents or legal guardians are “ordinarily resident” in BC
- (b) The student is enrolled in the District.

\*Non-resident Out-of-Province/International Students are not eligible for funding.

#### **ENROLLMENT VERIFICATION PROCEDURE**

1. Prior to registering a new student, always take a photocopy of the birth certificate or passport of the student for the student file, to verify the age of the student.
2. Establish BC residency as follows:
  - 2.1 Have the parent or legal guardian fill out the school registration form in its entirety:
    - (a) Ensure that the registration form includes physical and mailing address and all necessary contact information;
    - (b) Make a copy of BCMSP (Care Card) record and place in the student file.
  - 2.2 If the family is new to the area and not known to the school, also make a copy of one of the following documents and place it in the student file:
    - (a) Parent or legal guardian’s BC Drivers’ license showing the local address;
    - (b) Utility bill; or
    - (c) Document verifying ownership or long term lease or rental of a dwelling.
  - 2.3 If the family cannot produce a BC Care Card for the student, have the parent or legal guardian provide proof of application for BCMSP (Care Card) and two items from the below list, copied and placed in the student file:
    - (a) Provincial drivers’ license showing the local address;
    - (b) Utility bill;
    - (c) Document verifying ownership or long term lease or rental of a dwelling; and
    - (d) Income tax return or notice of assessment verifying BC residence.
3. Use the district enrolment checklist to assist in determining “ordinarily resident” status in every case when a student is not a Canadian citizen or has relocated to BC from another province, and consult with the superintendent in these cases as required.

**DISTRICT PRACTICE 5000** Student Enrollment Verification of Residency  
**FORM 5000** VERIFICATION OF BC RESIDENT STATUS

**REFERENCES:** [Part 2 School Act](#); [K-12 Regular Enrolment Audit Program, Ministry of Education](#)

**ADOPTED: DATE**

**Amended:**





**POLICY 5050**  
**STUDENT TRAVEL FOR WORK**  
**EXPERIENCE**

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**POLICY**

The Board of Education encourages students to participate in a variety of planned work-related experiences as part of the students' career development. The Board recognizes that most of these experiences will take place away from school and that it will be the responsibility of the student to make travel arrangements to the work experience.

**DISTRICT PRACTICE 5050 STUDENT TRAVEL FOR WORK EXPERIENCE**

**ADOPTED: November 2001**

**Amended: November 2008, December 2018**



**DISTRICT PRACTICE 5050**  
**STUDENT TRAVEL FOR WORK**  
**EXPERIENCE**

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**DEFINITIONS**

Transportation to the work site is defined as transportation for the purpose of:

- (a) An interview with an employer.
- (b) Job placement.
- (c) Meetings with the employer for evaluative or other similar purposes related to a job placement.

**DISTRICT PRACTICE:**

1. Students are responsible for making their own unsupervised travel arrangements to and from the work site based on the written consent of a parent or legal guardian.
2. The above permission is also required if the student travels to interviews before the work study/work experience program agreement is signed.
3. This district practice does not authorize students to transport other students to work experience activities.
4. Parents have the responsibility to provide for, monitor and approve transportation for their children.
5. Special notice should be given to students with special needs and travel arrangements and supervision should reflect those students' needs.
6. A vehicle used by a student must have a minimum of \$1,000,000 third party liability insurance and must be in good working order.

Note: WorkSafe BC insurance does not cover student travel from home to the work site but covers travel from school to the work site and back.



**POLICY 5100**  
**STUDENT SAFETY**

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**POLICY**

The safety of students shall always be a primary concern at school, and during all school-sanctioned activities. Appropriate adult supervision of students is to be in place during the school day and while students are participating in other activities such as field trips. In addition, special attention shall be given to the following:

- (a) Maintaining a safe school environment through semiannual inspections of all buildings and grounds.
- (b) Observation of safe practices on the part of school personnel and students, particularly during curricular and extracurricular activities which offer special hazards.
- (c) Requiring students to wear appropriate protective equipment.

Each Principal shall be responsible for the supervision of safety within their school.

**DISTRICT PRACTICE 5100 STUDENT SAFETY**

**ADOPTED: March 1999**

**Amended: December 2003, June 2007, June 2019**



## DISTRICT PRACTICE 5100 STUDENT SAFETY

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### DISTRICT PRACTICE

1. To reduce the risk of injuries when students are participating in alpine skiing, snowboarding, ice activities, rock climbing, or cycling:
  - 1.1 All students, Kindergarten to Grade 12, participating in alpine skiing, snowboarding, rock climbing, or cycling will be required to wear an appropriately fitting helmet that is suitable for the activity.
  - 1.2 All students, Kindergarten to Grade 12, participating in ice activities, will be required to wear an appropriately fitting helmet. In the case of games such as broomball, hockey, and ringette, the helmet must be fitted with a cage or full-face visor. Appropriately, designed protective headgear is acceptable for curling.
  - 1.3 Helmets may be provided by parents/legal guardians or may be rented at the recreation site, where available.
  - 1.4 The wearing of appropriate safety equipment for specific activities applies to adult supervisors, including parent volunteers, as well as to students.
2. In the case of an accident or injury, the staff shall:
  - 2.1 Render necessary first aid.
    - (a) Before treating minor injuries in school, school personnel should first determine if there are any allergies that may affect the child's treatment.
    - (b) If a child sustains a significant impact to the head or body, it will be treated as a potential concussion and the appropriate District Practice will be followed.
    - (c) The injury and first aid provided shall be recorded in the school's first aid book.
  - 2.2 Contact the parent or legal guardian.
  - 2.3 Contact medical assistance as required.
    - (a) Where a parent/legal guardian authorizes it or in their absence, where the principal or designate deems it necessary, the principal or designate may authorize transportation of the student to a medical clinic or hospital. Where the injury is suspected to be of a serious nature, transportation must be by ambulance. The parents will assume the costs of ambulance transportation.
    - (b) The District will assume financial responsibility arising from the transportation of a student by a District employee to a medical clinic or hospital.
  - 2.4 Call the superintendent and report any serious injury or accident to a member of senior staff.
  - 2.5 Complete an online Schools Protection Program Report as soon as possible.

**POLICY.5100** STUDENT SAFETY

**ADOPTED: March 1999**

**Amended: December 2003, June 2007, June 2019**



## POLICY 5300

### STUDENT THREAT ASSESSMENT

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#### **POLICY:**

The Board of Education requires that all threats or potential threats be treated seriously. All threats will be assessed, and appropriate interventions and disciplinary actions taken in accordance with this policy and associated district practice.

**DISTRICT PRACTICE** 5300 STUDENT THREAT ASSESSMENT  
**FORM** 5300 VTRA STAGE 1-2

**REFERENCES: LIST AND HYPERLINK APPROPRIATE REFERENCES**

**ADOPTED: DATE**  
**Amended:**



## DISTRICT PRACTICE 5300

### STUDENT THREAT ASSESSMENT

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#### DEFINITIONS

**Assault** is any willful action that inflicts injury upon another student or staff member.

**Violence** is any intentional words or actions meant to provoke another or to retaliate, that can escalate and result in injury. Threats of suicide are considered acts of violence.

**Risk** is when a direct threat has not been made, but there has been increasing violent ideation or behaviours that suggest the frequency or intensity of violence or violence potential may be escalating.

**Threat** is a statement suggesting intent to inflict harm or injury on a student or staff member. Threats also include words or actions used to intimidate, harass or bully other persons or the presence of a weapon or imitation weapon.

**Threat assessment** is the process of determining if a threat maker actually poses a risk self or to the target(s) they have threatened. Multidisciplinary teams engage in a data collection process, through structured interviews, to determine initial levels of risk that may be posed and plan necessary risk-reducing interventions.

**Threat maker** is someone who utters, writes, emails, etc., a threat to kill a target or targets

#### DISTRICT PRACTICE

1. Trained multidisciplinary teams at both the school and district level will use the protocol for dealing with high-risk student behaviours when responding to threats.
2. At the beginning of each year, schools must review the threat assessment policy and district practice with all staff and students, the school Parent Advisory Council, and with parents/guardians through the school newsletter in order to provide fair notice that each threat will be taken seriously.
3. Students and staff who become aware of a threat are to inform the principal or vice principal immediately.
4. The principal/vice principal is expected to secure the school environment by detaining students involved in a threatening or violent situation, notifying parents/guardians, implementing the school discipline policy and district practice as appropriate to the situation, or by taking any other immediate action deemed necessary to ensure student and staff safety.
5. The school threat assessment coordinator is to be notified of all threats or violent situations and will coordinate the school's threat assessment procedures.

**POLICY No.** <INSERT HYPERLINK>  
**FORM** <INSERT HYPERLINK>

**ADOPTED: DATE**  
**Amended:**

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## DISTRICT PRACTICE 5300

### STUDENT THREAT ASSESSMENT

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6. The suspension of students for engaging in threatening or violent acts is not to be a substitute for a thorough threat assessment and intervention plan. Suspension may be used as an interim intervention as the threat assessment is conducted and within the guidelines of the suspension policy and district practice until an adequate intervention plan can be implemented appropriately.
7. School threat assessment teams will be formed to assess intervention needs, based on the level of the threat, consult with outside experts, and provide intervention recommendations to the school threat assessment coordinator and to the principal.
8. When the threat assessment protocol is activated, a designated threat assessment team member will notify parents/guardians. Whenever possible, parents/guardians should be an integral part of the risk assessment process.
9. For serious threats requiring significant interventions and protection of students and/or staff, the district threat assessment team consisting of the district threat assessment coordinator, the Aboriginal education coordinator, the child and youth mental health Psychologist, a trained RCMP liaison officer and a school-based principal other than the principal of the school where the threat occurred is to be notified.
10. The RCMP officer in charge of the local community police office should be contacted prior to requesting a police investigation.
11. The district threat assessment team will meet with the school threat assessment coordinator and one other member of the school threat assessment team to review the incident, assess the threat intervention needs, and make recommendations for intervention planning to the school principal for action and the superintendent of schools for information.
12. The resulting assessment report and recommendations represent the collective opinion of the whole team rather than any one individual member of the team.
13. If students are suspended for threat containment purposes for up to and including 10 school days as per policy and district practice 5850 Student Suspension until the threat assessment is completed, then interim counselling and support services are to be provided as appropriate when students are suspended for up to and including 10 days to ensure student safety and well-being. Any recommended suspensions over 10 school days will be referred to the Board of Education as per policy and district practice 5850 Student Suspension.
14. Schools are to report all threats involving threat assessment procedures to the school-based health and safety committees, the District health and safety committee, and the Board of Education outlining the incident, the assessed threat level, actions and interventions taken and planned;
15. Communication with the media will be done solely through the superintendent's office.

**POLICY No.** <INSERT HYPERLINK>  
**FORM** <INSERT HYPERLINK>

**ADOPTED: DATE**  
**Amended:**

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## **POLICY 5400**

### **ADMISSION OF INTERNATIONAL STUDENTS**

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#### **POLICY**

The Board of Education supports and encourages admission of international students at no cost to the District and British Columbia taxpayers.

**DISTRICT PRACTICE 5400 ADMISSIONS INTERNATIONAL STUDENTS**  
**REFERENCES: LIST AND HYPERLINK APPROPRIATE REFERENCES**

**ADOPTED: June 1997**  
**Amended: November 1999, June 2007, January 2014**





## DISTRICT PRACTICE 5400

### ADMISSIONS OF INTERNATIONAL STUDENTS

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#### **DISTRICT PRACTICE**

1. An exchange student is one involved in a reciprocal exchange (i.e. equal numbers of incoming and outgoing on a district basis, whether arranged through the Ministry of Education or an outside agency). The Board receives fiscal funding for this student and tuition fees would not be charged.
2. Any other incoming student not involved in a reciprocal exchange on a District basis would be considered an “international” student. The Ministry of Education will not pay direct operating costs for international students nor share in any tuition fee revenue received by the Board.
3. The tuition fee charged for attendance in District programs will be based on guidelines recommended by the superintendent and staff responsible for the program and approved by the Board. The fees will include an amount for home stay, medical insurance, school fees, airport pickup, and other approved program costs. A portion of the tuition fee, as approved by the senior staff, may be refunded if a student leaves the program early or is sent home.
4. Written acceptance of admission of international students to schools is to be given by the superintendent or designate.
5. International students admitted to the District must meet Immigration, Refugees and Citizenship Canada (IRCC) criteria to study in Canada. Students admitted for periods of six months or more and/or students requiring a visa to travel to Canada must successfully apply and be approved for a study permit prior to arrival. Qualifying students admitted for fewer than six months may not require a study permit and can arrive and be admitted with visitor’s status. The international education manager or designate shall make a photocopy of the student’s passport including stamps and inserts relevant to the student’s immigration status for the student’s file.



**POLICY5600**  
**CUSTODY OF CHILDREN AND**  
**EDUCATIONAL INFORMATION**

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**POLICY**

Personal contact of a student at school is the right of the custodial parent or legal guardian. The non-custodial parent who has access rights, or joint guardianship, also has the right to make inquiries and to be given information as to the health, education, and welfare of the child.

**DISTRICT PRACTICE 5600 CUSTODY OF CHILDREN AND EDUCATION INFORMATION**

**REFERENCES:** School Act, Sec. [7](#), [8](#), [9](#), [11](#). [Family Relations Act](#)., Harris & Company "Guidelines for School Admin: The Rights of Parents on Separation and Divorce".

**ADOPTED:** March 1998

**Amended:** November 2007, June 2020



**DISTRICT PRACTICE 5600**  
**CUSTODY OF CHILDREN AND**  
**EDUCATIONAL INFORMATION**

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**DISTRICT PRACTICE**

Practices to be followed by the principal or their designate are as follows:

1. Establish which parent/guardian has custody. When parents are living separate and apart, the parent who usually has care and control of the child is the guardian of the child unless a court order otherwise states, or the mother and father make a written agreement between them which provides that one of them is the sole guardian.
2. School administrators are entitled to rely on the information concerning guardianship, custody, access and usual care and control of the child which is provided to the school at the time of initial registration. If there is a change in the legal status of the parents, it is up to the parents to bring it to the attention of the school and provide the documentation to support the change.
3. If the non-custodial parent demands information regarding the child's education, including teacher interviews, that parent must give proof of reasonable access or joint guardianship, such as a court order. The principal or their designate must obtain a copy of the proof for the student's file. If the non-custodial parent has such proof, then provide information as requested. If the non-custodial parent cannot provide evidence, do not provide any information.
4. If school administrators have any questions as to the validity or meaning of an order or separation agreement, they should seek advice from District staff or legal counsel rather than relying on any representation from the person providing the order or agreement.
5. Normally provide personal contact only to the custodial parent/guardian. However, in situations where compatible arrangements can be made between the estranged spouses and the principal, the principal can use their discretion in granting personal contact with the student to the access parent/guardian. In antagonistic situations where the custodial parent/guardian and non-custodial parent do not get along, the principal should abide by the wishes of the custodial parent/guardian, and advise the access parent/guardian to either convince the custody parent/guardian to alter their point of view, or resort to the courts to specify the degree of access.

**POLICY 5600 CUSTODY OF CHILDREN AND EDUCATION INFORMATION**

**REFERENCES:** School Act, Sec. [7](#), [8](#), [9](#), [11](#). [Family Relations Act.](#), Harris & Company "Guidelines for School Admin: The Rights of Parents on Separation and Divorce".

**ADOPTED:** March 1998

**Amended:** November 2007, June 2020



**DISTRICT PRACTICE 5950**  
**NURSING SUPPORT SERVICES**

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**DISTRICT PRACTICE**

Nursing support services is a range of in-school health support intended to facilitate safe, consistent care, and appropriate health support services for school-aged children and youth with special health care needs.

**1. NURSING SUPPORT SERVICES**

Provided that parents/guardians have provided consent for nursing support services, the Board of Education, the Ministry of Children and Family Development, the Interior Health Authority, and contracting nursing agencies will co-ordinate the following services:

- 1.1 Consultation and collaboration for relevant stakeholders, service planning, service delivery and monitoring of children and youth with special health care needs.
- 1.2 Nursing assessments of school-aged children to determine their eligibility for nursing support services delegated or direct nursing care.
- 1.3 Individualized school health care plans based on a nursing assessment of the child or youth's health care needs. Plans are collaboratively developed with the families and involved health care providers.
- 1.4 Assessment, training, competency checks, and monitoring of non-nurse school staff performing delegated nursing tasks when required and in accordance with the College of Registered Nurses of BC Practice Standard, delegating tasks to unregulated care providers".
- 1.5 Provision of direct nursing care for students identified by nursing support services coordinators, as having health care needs that are best addressed in this manner.

**2. DISTRICT OBLIGATIONS**

District obligations under the agreement include:

- 2.1 Identify and refer students with special health care issues to nursing support services.
- 2.2 Facilitate appropriate training and monitoring of school personnel by nursing support service coordinators.
- 2.3 Provide access and space to allow the safe provision of support services for students with special health care needs.
- 2.4 Include nursing support coordinators in a student's individual education planning process when appropriate.

**POLICY No.** <INSERT HYPERLINK>

**REFERENCES** Protocol Agreement: Nursing Support Services for Children and Youth with Special Health Care Needs; Ministry of Education and the Ministry of Children and Families  
CRNBS Standards of Practice Delegating Tasks to Unregulated Care Providers

**ADOPTED: January 2015**

**Amended:**



**DISTRICT PRACTICE 5950**  
**NURSING SUPPORT SERVICES**

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- 2.5 Individual school health plans will be completed in addition to the individual education plans.

**3. DELEGATED NURSING TASKS AND DIRECT NURSING SERVICES**

- 3.1 The responsibility for the practice of nursing cannot be delegated. The nurse is responsible for all assessment, determination of client status, care planning, interventions and care evaluation.
- 3.2 Under certain conditions, a nurse may delegate selected tasks for a specific client to an unregulated care provider.
- 3.3 An unregulated care provider may include but are not limited to, resident care attendants, home support workers, mental health workers, teaching assistance and community health representatives.
- 3.4 Nurses may delegate tasks (not functions) to unregulated care providers
  - (a) A task is defined as a function that has clearly defined limits and may be either a restricted activity or a nursing activity that is not a restricted activity.
  - (b) A function is defined as care intervention that includes assessing and deciding to perform the function, planning and implementing the care and evaluating and managing the outcomes of care.

**4. TRAINING**

- 4.1 The unregulated care providers within the education setting must have sufficient training, supervision (both direct and indirect), and support to perform the delegated task safety.

Training may include online modules, video modeling, direct observation and practice, formal assessment as determined by the nurse.
- 4.2 Agencies and unregulated care providers share accountability with nurses for safe delegation and can provide only tasks outlined in the delegation training and in the student nursing support health plan.
- 4.3 Training will be recorded on the nursing support services record of trained caregivers as per nursing support standards of practice.

**POLICY No.** <INSERT HYPERLINK>

**REFERENCES** Protocol Agreement: Nursing Support Services for Children and Youth with Special Health Care Needs; Ministry of Education and the Ministry of Children and Families  
CRNBS Standards of Practice Delegating Tasks to Unregulated Care Providers

**ADOPTED: January 2015**

**Amended:**

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## 5. ROLES AND RESPONSIBILITIES

- 5.1 The parent(s)/guardian(s) is to provide the school with updated medical documentation regarding the student's medical condition and consent for nursing support services.
- 5.2 The school administration will:
  - (a) Advise all relevant staff of the individual school health plan
  - (b) Facilitate training of relevant school staff by the Nursing Support Coordinator
  - (c) Provide a structure and space for training, supervision and support by nursing support
- 5.3 The nursing support coordinator will:
  - (a) Evaluate and assess level of delegated nursing or direct nursing support required.
  - (b) Establish that the unregulated care provider has the necessary knowledge and skill to perform the task delegated.
  - (c) Establish supervision and support mechanisms for the unregulated care provider.
  - (d) Establish the type and amount of ongoing nursing care required by the client.
  - (e) Clarify the type and amount of ongoing nursing care required by the client.
  - (f) Clarify the responsibility and accountability of all parties.
  - (g) Evaluate care outcomes.

**POLICY No.** <INSERT HYPERLINK>

**REFERENCES** Protocol Agreement: Nursing Support Services for Children and Youth with Special Health Care Needs; Ministry of Education and the Ministry of Children and Families

CRNBS Standards of Practice Delegating Tasks to Unregulated Care Providers

**ADOPTED: January 2015**

**Amended:**

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**POLICY 6100**  
**USE OF FACILITIES BY LICENSED**  
**CHILDCARE PROVIDERS**

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**POLICY:**

The Board of Education (“Board”) promotes the use of District property by licensed child care providers between the hours of 7:00 a.m. and 6:00 p.m. on business days. Use shall be subject to the conditions outlined in the associated district practice.

**DISTRICT PRACTICE 6100 USE OF FACILITIES BY LICENSED CHILD CARE PROVIDERS**

**ADOPTED: October 2013**

**Amended:**



**DISTRICT PRACTICE 6100**  
**USE OF FACILITIES BY LICENSED**  
**CHILD CARE PROVIDERS**

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**DISTRICT PRACTICE:**

1. Licensed child care providers, as defined in [Section 85.1 \(1\) of the School Act](#), wishing to establish programs in District facilities are required to make such a request in writing to the Board of Education.
2. Requests will be considered based on the availability of surplus space that is suitable for the intended purpose.
3. Subject to the requirements of Section 85.1 of the *School Act* and this district practices the District will enter into a license of occupation agreement with the licensed child care provider.





**POLICY 6200**  
**ENERGY USE AND CONSERVATION**

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**POLICY:**

The Board of Education (“Board”) recognizes the importance of reducing energy consumption and reducing our carbon footprint in maintaining a healthy environment and reducing energy related costs. The Board will provide guidance and support to ensure that every reasonable effort is made to reduce the District’s energy consumption and carbon footprint as much as practically possible.

**DISTRICT PRACTICE 6200 ENERGY USE AND CONSERVATION**

**ADOPTED: April 2010**  
**Amended: November 2015, March 2020**



**DISTRICT PRACTICE 6200**  
**ENERGY USE AND CONSERVATION**

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**DISTRICT PRACTICE:**

1. The fulfillment of this district practice is the joint responsibility of the Board of Education, District administration staff, administrators, teachers, support staff, and students.
2. The senior leadership team shall develop an energy management plan that includes, but is not limited to, the following components:
  - (a) The Director of Operations monitors energy consumption and the carbon reduction program at the District level.
  - (b) Integration of energy conservation and carbon reduction considerations into the District's business decisions related to building systems (lighting, heating, ventilation, air conditioning), IT systems, major renovations and new construction.
  - (c) Purchasing practices that encourage suppliers to meet or exceed the District's environmental management standards.
  - (d) Reporting on progress of the energy plan on an annual basis to the Board of Education and principals and vice principals.

**Deleted:** energy



## POLICY 6400

### ANNUAL FACILITIES GRANT

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#### **POLICY:**

The annual facility grant is intended for projects required to maintain facility assets through their anticipated economic life and to prevent premature deterioration of these assets.

The amount of a Board of Education's ("Board") annual facility grant will be calculated by the Ministry of Education using a formula based on student enrolment and average age of facilities, with an adjustment made for unique geographic factors.

A Board may expend its annual facility grant for the purpose of:

- (a) upgrading or replacing existing facility components throughout the expected economic life of an existing capital asset;
- (b) enhancing the service potential of an existing capital asset or a component of an existing capital asset by correcting deficiencies in design or construction, and unsafe conditions;
- (c) significantly lowering the associated operating costs of an existing capital asset; or
- (d) extending the life of an existing capital asset or a component of an existing capital asset beyond its original life expectancy.

A board of education is responsible for managing its annual facility grant funds to enable any emergent health and safety expenditures to be addressed within a fiscal year.

**DISTRICT PRACTICE** <INSERT HYPERLINK>  
**FORM** <INSERT HYPERLINK>

**REFERENCES:** Section 1 (1) of the School Act (PDF), Section 115.1 of the School Act (PDF), Section 141 (1) of the School Act (PDF)

**ADOPTED: DATE**  
**Amended:**



## DISTRICT PRACTICE 6400

### ANNUAL FACILITIES GRANT

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#### **DISTRICT PRACTICE:**

The annual facility grant (AFG) is a grant paid to Board of Education (“Board”). The grant should be placed in the annual facility grant special purpose fund.

To comply with Treasury Board direction, each school district The District must annually provide the Ministry of Education with an AFG project and spending plan prior to the allocation of AFG funding. The District’s plan must include a list of AFG projects and expenditures expected to be undertaken during the fiscal year (April 1st to March 31st).

There are nine main categories of eligible annual facilities grant expenditures:

- (a) **Accessibility upgrades** – improvements related to access for persons with mobility issues or physical disabilities);
- (b) **Asbestos Abatement** – mitigation and/or remediation of asbestos affected areas;
- (c) **Electrical upgrades** – improvements or replacements of power supply and distribution systems, fire protection systems, and technological infrastructure upgrades to accommodate computer and telecommunications networks;
- (d) **Exterior Wall System upgrades** – improvements to protect the fabric of the building, including exterior painting, window and door replacement, building envelope repair and replacement, structural and non-structural seismic mitigation;
- (e) **HVAC upgrades** – improvements, replacements or provision of heating, ventilation, and air conditioning systems;
- (f) **Interior Construction upgrades** – improvements of school facilities related to flooring, wall partitions, non-structural upgrades, and the provision of educational programming;
- (g) **Plumbing upgrades** – improvements, replacements or provision of washroom and plumbing systems, and safe drinking water;
- (h) **Roofing upgrades** – scheduled roof replacements and major roof repairs;
- (i) **Site upgrades** – site improvements including positive site drainage; repairs to sidewalks, parking lots, site access/egress, paved work areas, paved play areas, and play fields; repairs, upgrading or replacement of playground equipment; perimeter safety fencing; contaminated soil remediation; underground storage tanks removal; sewer or water services; underground irrigation systems; traffic safety.

Expenditures for annual facility projects may include any associated consultant fees.

**DISTRICT PRACTICE** <INSERT HYPERLINK>  
**FORM** <INSERT HYPERLINK>

**REFERENCES:** Section 1 (1) of the School Act (PDF), Section 115.1 of the School Act (PDF), Section 141 (1) of the School Act (PDF)

**ADOPTED: DATE**  
**Amended:**



## DISTRICT PRACTICE 6400

### ANNUAL FACILITIES GRANT

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The District will be granted a single certificate of approval (COA) for the capital allocation needed to complete the planned AFG projects. In accordance with Provincial Treasury policy, financial draws against the COA cannot occur until capital project expenditures have been made.

At the end of each school year, the Board must report on actual AFG expenditures as part of their audited financial statements. The Ministry may request further details with respect to annual facility projects and annual facility expenditures for a given school year.

**DISTRICT PRACTICE** <INSERT HYPERLINK>  
**FORM** <INSERT HYPERLINK>

**REFERENCES:** Section 1 (1) of the School Act (PDF), Section 115.1 of the School Act (PDF), Section 141 (1) of the School Act (PDF)

**ADOPTED:** DATE  
**Amended:**



## DISTRICT PRACTICE 8000

### SELECTION OF LIBRARY RESOURCES

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#### **DISTRICT PRACTICE:**

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

FORM 8000.1 LIBRARY RESOURCES  
FORM 8000.2 LIBRARY RESOURCES

**ADOPTED:**  
**Amended:**

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## POLICY 8200 HOMESCHOOLING

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### **DEFINITIONS:**

**Home School Program:** a home school program is a learning program that is designed by parents/guardians and delivered in the home. This policy reflects the home schooling program.

**Learn at Home Program:** the Learn at Home program is offered to students in K-9 and is part of the Rocky Mountain Distributed Learning (RMDL) School. This learning program is an online program and is delivered primarily in the home however, the learning program is designed and assessed by a teacher. It is a partnership between the school district and the family.

**Distributed Learning:** is a program an online program for students in grades 10-12. This program is offered through the RMDL School. Students have access to a teacher face to face or online. The program is designed and assessed by a teacher.

### **POLICY:**

Homeschooling is a classroom alternative offered outside the British Columbia (B.C.) education system. Typically, a family member delivers the entire education program to children at home.

Section 12-14 of the *School Act* outlines that by law, all children in B.C. must be educated, making it necessary for homeschooled children to be registered in a B.C. school.

Parent/guardian(s) who choose to homeschool must register their child by September 30 of each year.

Students and families who opt for home education but desire to be included in some educational programs offered by public schools will be accommodated in accordance with Board of Education (Board) district practices.

DISTRICT PRACTICE 8200 HOME SCHOOLING

REFERENCES: [The School Act, Part 2, Sections 12 - 14 School Regulation 3](#)

ADOPTED: April 1999

Amended:



## DISTRICT PRACTICE 8200 HOMESCHOOLING

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### **DISTRICT PRACTICE:**

1. District practices are in alignment with the [procedures and guidelines](#) set by the Ministry of Education.
2. Parents who decide to educate their children at home but desire to be included in some educational programs offered by the Board of Education (“Board”) shall, by September 30 each year, register the child at an appropriate school within the District.
3. Students who are being educated at home will be loaned educational resource material at the request of the parents. These materials are defined on the list of authorized and recommended textbooks from the Minister of Education’s office.
4. Similarly students, at their parents’ request, shall have available to them evaluation and assessment services sufficient to enable the parents of the child to determine the educational progress achieved by the child in relation to students of similar age and ability.
5. Students receiving their education at home may apply to the school at which they are registered to attend an educational activity offered by the school.
6. The Board delegates its authority to the principal of the school to determine whether a home school student may attend an educational program. The principal should consider the following issues when making this decision:
  - (a) the impact on the class/students;
  - (b) the dependence of the desired program on previous learnings or experiences;
  - (c) the impact of the desired program on the home school student’s individual potential or his/her knowledge, skills and attitudes;
  - (d) the safety and training requirements to participate in the activity;
  - (e) the impact on the teacher.
7. A home school student shall not be eligible to participate in more than one-quarter of the total educational program of the school without paying a fee in proportion to the activity or extent of the desired program, which would be determined by the Board.
8. Subject to section 82 of the *School Act* a home school student may be assessed a fee for participation in any educational [program](#) of the school if other students are being assessed a fee.
9. Support services such as learning assistance would normally be available to a registered home school student only in proportion to the extent that the student participated in an educational

POLICY.8200 HOME SCHOOLING

REFERENCES: [The School Act, Part 2, Sections 12 - 14 School Regulation 3](#)

ADOPTED: April 1999

Amended:





## DISTRICT PRACTICE 8200 HOMESCHOOLING

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program of the school. That is, other than for assessment or evaluation services, if a student did not participate in educational programs of the school they would not be entitled to receive support services.

**POLICY.8200** HOME SCHOOLING

**REFERENCES:** [The School Act, Part 2, Sections 12 - 14](#) [School Regulation 3](#)

**ADOPTED:** April 1999

**Amended:**



## **DISTRICT PRACTICE 8250**

### **INDEPENDENT DIRECTED STUDIES (IDS)**

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#### **DISTRICT PRACTICE**

Independent Directed Studies is defined as an area of study in an educational program undertaken by a student under the general supervision of a teacher. Independent Directed Studies provide students who have an interest or passion in a particular subject with the unique opportunity to pursue this subject in greater depth and receive Grade 10, 11 or 12 course credits. The learning standards must be rigorous and developed through a consultative process involving the student and teacher with standards designed to maintain a high level of quality in the work undertaken.

Independent Directed Studies credits shall be awarded to students who have successfully completed independent work based on a subset of learning standards of courses leading to Graduation at the Grade 10, 11, or 12 level. These courses can be either Ministry Developed courses or Board/Authority Authorized (BAA) courses.

**REFERENCES: LIST AND HYPERLINK APPROPRIATE REFERENCES**

**ADOPTED: DATE**

**Amended:**



**POLICY 8300**  
**ADULT GRADUATION**

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**POLICY:**

The Board of Education (“Board”) supports adult students (18 years of age and older) to complete high school and obtain the British Columbia Adult Graduation Diploma (BCAGD), also known as the Adult Dogwood.

**DISTRICT PRACTICE 8300** Adult Graduation

**REFERENCES:** REFERENCES: [Ministerial Order 302/04](#), the [Graduation Program](#), [British Columbia Adult Graduation Requirements](#)

**ADOPTED:**

**AMENDED:**



## DISTRICT PRACTICE 8300 ADULT GRADUATION

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### **DISTRICT PRACTICE:**

1. To graduate with an Adult Dogwood, students must have:
  - A required Language Arts 12 course
  - A Math 11 or 12 course
  - At least three additional Grade 12 electives, **or** a Grade 11 Socials Studies course and two additional Grade 12 electives
2. Courses and credits can be counted from either or both the public secondary and post-secondary systems.
3. Of the five courses required for the Adult Dogwood, at least three must be completed **after** the adult student has entered the Adult Graduation Program, either through enrolment (instruction) or prior learning assessment. This means that students can receive credit toward the Adult Dogwood for no more than two qualifying courses completed while in the B.C. (school-aged) Graduation Program.
4. Adult students are not required to complete the Graduation Numeracy or Literacy Assessments to graduate with the Adult Dogwood. Adult students should, however, be aware that some post-secondary institutions may require that students write assessments/examinations for admission purposes.
5. Adult students may get credit for current or past work skills or post-secondary training courses by undertaking a Prior Learning Assessment (PLA). Public post-secondary institutions and continuing education centres can help with this step by reviewing past work history to determine if it qualifies for course credit. This will ensure adult students start at a course level that is comfortable for them and/or help them gain the skills needed to successfully complete graduation requirements.
6. Students can also use adult education courses (offered at many colleges and universities), post-secondary courses and ministry authorized courses taken a long time ago.
7. Students cannot receive an Adult Dogwood using only courses completed prior to enrolling in the Adult Graduation Program.
8. The student is responsible to provide all transfer credit information and relevant transcripts from British Columbia high schools and post-secondary institutions in order to verify courses taken and grades received prior to School District No. 6 (Rocky Mountain) issuing the graduation certificate.

DISTRICT POLICY 8300, Adult Graduation

REFERENCES: [Ministerial Order 302/04](#), the [Graduation Program](#), [British Columbia Adult Graduation Requirements](#)

ADOPTED:

AMENDED:



**DISTRICT PRACTICE 8300  
ADULT GRADUATION**

**REQUIREMENTS FOR THE BRITISH COLUMBIA ADULT GRADUATION DIPLOMA (ADULT DOGWOOD)**

<b>B.C. Post-Secondary System Qualifying Courses</b>	<b>B.C. Secondary School System Qualifying Courses</b>
A Provincial Level (Grade 12) English or higher <b>OR</b>	A required Language Arts 12 course (English Studies 12, English First Peoples 12, or Francophone equivalent) (4 credits)
An Advanced (Grade 11) or Provincial Level or higher Mathematics* <b>OR</b>	A Mathematics 11 or 12 (4 credits)
Three additional courses at the Provincial Level or higher or Advanced Social Sciences and two Provincial Level courses or higher <b>OR</b>	Three Grade 12 Ministry-Authorized courses (4 credits each) or a Grade 11 Social Studies course (4 credits) and two Grade 12 Ministry-Authorized courses (4 credits each) (12 credits total)
<b>Total: 5 courses</b>	<b>Total: 20 credits</b>

\*A student is also able to take and obtain credit towards the Adult Dogwood for both Advanced level and Provincial level (or higher) Mathematics. In the latter case, Mathematics would be one of the electives

DISTRICT POLICY 8300, Adult Graduation

REFERENCES: [Ministerial Order 302/04](#), the [Graduation Program](#), [British Columbia Adult Graduation Requirements](#)

ADOPTED:

AMENDED:



## POLICY 8350

### BRITISH COLUMBIA SCHOOL COMPLETION CERTIFICATE (EVERGREEN SCHOOL COMPLETION CERTIFICATE)

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#### **POLICY:**

The Board of Education (“Board”) will award [Evergreen School Completion Certificates \(ESCC\)](#) based upon Ministerial Orders [M302/04 \(PDF\)](#) and regulations under the [School Act, section 168 \(2\) \(b\)](#). Evergreen School Completion Certificates are intended to recognize the accomplishments of students with special needs, who have succeeded in meeting the goals of their educational program and who are not eligible for a Dogwood Graduation Certificate.

The Board is committed to ensure that processes are in place which:

- (a) Accurately identify students who require modifications to their educational program and involve the school based team and outside agencies when applicable;
- (b) Apply appropriate interventions to meet the educational needs of every student;
- (c) Communicate accurately and regularly with parents and/or guardians regarding the educational program and progress of every student.

The Board is committed to provide educational programs and services to students which:

- (a) Are characterized by inclusionary practices that promote participation and interaction for all students;
- (b) Allow those students to experience success and challenges them to strive toward their maximum potential;
- (c) Are organized to provide equitable access to all areas of the curriculum that are available to students in B.C.

**DISTRICT PRACTICE 8350** EVERGREEN SCHOOL COMPLETION CERTIFICATE  
**FORM 8350** EVERGREEN SCHOOL COMPLETION CERTIFICATE

**REFERENCES:** [School Act, section 168, 2\(b\)](#), Ministerial Order [M302/04 \(PDF\)](#)  
**ADOPTED:** January 2012  
**Amended:** April 2015, November 2015, December 2013, March 2017



## DISTRICT PRACTICE 8350

### EVERGREEN SCHOOL COMPLETION CERTIFICATE

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#### **DISTRICT PRACTICE:**

#### **1. REQUIREMENTS FOR THE GRANTING OF AN EVERGREEN SCHOOL COMPLETION CERTIFICATE**

- 1.1 The Board will submit to the Minister the names of students with special needs to be awarded an Evergreen School Completion Certificate who have an individual education plan (IEP) and are enrolled in an educational program that is not designed to meet the requirements for the granting of a Dogwood Graduation Certificate.
- 1.2 To be eligible for an Evergreen School Completion Certificate, a student must meet the following criteria:
  - (a) Completion of the goals of an individual education plan (IEP), which may also include documentation of:
    - Completion of work experience/community service requirements;
    - Completion of physical activity requirements;
    - Completion of graduation transitions exit interview.
  - (b) Completion of a Transition Plan

#### **2. EVALUATION AND ASSESSMENT**

- 2.1 The learning outcomes for a student's program will be contained in a student's individual education plan (IEP) under the "annual goal and objectives". The case manager and/or the classroom teacher will develop those learning outcomes for the IEP, and they will be scheduled and reported as individualized locally developed (LD) courses.
- 2.2 Schools must issue marks in a manner consistent with the provincial letter grade order. In some courses, students on school completion programs will be evaluated using standards established for other students. In locally developed courses, marks will be based on appropriate measures of individualized progress.
- 2.3 Schools shall maintain appropriate records in the student information system, including the entering of marks in the transcript and examination system (TRAX) in order to allow the Ministry of Education to prepare an Evergreen School Completion Certificate and a school transcript for authorized signatures and distribution. The transcript should reflect progress on ministry authorized courses and/or locally developed (LD) courses.

#### **3. ADMINISTRATIVE PROCEDURES**

**POLICY .8350** BC EVERGREEN COMPLETION CERTIFICATE

**FORM 8350** BC EVERGREEN COMPLETION CERTIFICATE

**REFERENCES:** [School Act, section 168, 2\(b\)](#), Ministerial Order [M302/04 \(PDF\)](#)

**ADOPTED:** January 2012

**Amended:** April 2015, November 2015, December 2013, March 2017



## DISTRICT PRACTICE 8350

### EVERGREEN SCHOOL COMPLETION CERTIFICATE

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#### 3.1 Schools must ensure:

- (a) That any student who is deemed to be on a program other than one that leads to a Dogwood Graduation Certificate must have an individual education plan (IEP) and that IEP must meet requirements as outlined in ministerial orders, ministerial regulations, and the *School Act*. The IEP must clearly indicate that the program of studies will not lead to a Dogwood Graduation Certificate.
- (b) That appropriate supports are in place to meet the requirements of the educational program that is developed for the IEP.
- (c) That parents and/or guardians and, where appropriate, the student are included in the development and ongoing assessment of the IEP.
- (d) That the educational program will be collaboratively developed with the student and parents, in consultation with District Learning Services staff, and will be educationally relevant.
- (e) That where an Evergreen program is determined to be the graduation path the family and school team will document this using form 8350. A copy will be kept with the IEP and a copy sent to the Director of Instruction – Learning Services.
- (f) That progress on the educational program developed for every student shall be reported on a regular basis (goal progress reports twice a year).
- (g) That reporting processes are in place to enable the Ministry of Education to issue an Evergreen School Completion Certificate and a student transcript to students who are not on a Dogwood Graduation program.

**POLICY .8350** BC EVERGREEN COMPLETION CERTIFICATE

**FORM 8350** BC EVERGREEN COMPLETION CERTIFICATE

**REFERENCES:** [School Act, section 168, 2\(b\)](#), [Ministerial Order M302/04 \(PDF\)](#)

**ADOPTED:** January 2012

**Amended:** April 2015, November 2015, December 2013, March 2017





## POLICY 8550

### MEETING THE EDUCATIONAL NEEDS OF ALL STUDENTS

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#### **POLICY:**

The primary goal of the British Columbia school system is to support the intellectual development of students, with the support of families and the community. Enabling students to achieve the goals of human and social development and career development is a responsibility shared by schools, families and the community. To help realize these goals for students with diverse abilities, the District is working toward removing barriers and providing appropriate services and programs to ensure that the school system is:

- equitable;
- of high quality;
- relevant;
- accessible; and
- accountable.

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

ADOPTED: April 2001

Amended:



## DISTRICT PRACTICE 8550

### MEETING THE EXCEPTIONAL EDUCATION NEEDS OF ALL STUDENTS

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#### **DISTRICT PRACTICE:**

#### **1. CREATING AN EQUITABLE EDUCATION SYSTEM**

The *School Act* requires that school boards make available educational programs to all school age persons resident in the district. This entitlement stands as an important inclusionary statement for all students. In addition, a [Ministerial Order](#) requires the integration of students with special needs with students who do not have special needs in most instances.

##### **(1) INCLUSION AND INTEGRATION**

The principle of inclusion adopted in British Columbia schools supports equitable access to learning by all students and the opportunity for all students to pursue their goals in all aspects of their education. The practice of inclusion transcends the idea of physical location, and incorporates basic values that promote participation, friendship and interaction.

Integration is one way to achieve inclusion. Integration encourages students with special needs to participate and interact fully with other students in neighbourhood schools and to develop friendships. Integration involves placing students with special needs in classrooms with their age and grade peers, then providing them with the necessary support, accommodations and adaptations-determined on an individual basis to enable them to be successful.

This does not mean that students with special needs must spend 100 per cent of every day in neighbourhood school class placements with their age and grade peers. The goal is to meet their educational needs and the educational needs of all students. The emphasis on educating students with special needs in neighbourhood school classrooms with their age and grade peers does not preclude the appropriate use of resource rooms, self-contained classes, community-based training or other specialized settings.

##### **(2) ALTERNATIVES TO THE INTEGRATED CLASSROOM**

Students with special needs should only be placed in settings other than a community school classroom with age and grade peers when the District has made all reasonable efforts to integrate the student, and it is clear that a combination of education in such classes and supplementary support cannot meet their educational or social needs, or when there is clear

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## DISTRICT PRACTICE 8550

### MEETING THE EXCEPTIONAL EDUCATION NEEDS OF ALL STUDENTS

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evidence that partial or full placement in another setting is the only option after considering their educational needs or the educational needs of others. Evidence could include frequent and significant disruption of the learning environment despite appropriate classroom interventions, or the probability of physical harm to the student or others.

If alternatives to neighbourhood school classes with their age and grade peers are necessary for the above reasons for some students with special needs, then placement in alternate settings should be done as part of a plan that is regularly reviewed and updated in consultation with parents and school-based teams (if applicable) with a view to returning these students to neighbourhood school classrooms as soon as it is feasible.

## 2. PLANNING APPROPRIATE EDUCATION PROGRAMS

### 2.1 INTEGRATED PLANNING

Some students with special needs may require programs and services not usually provided to other students. Schools and school districts should organize themselves to provide educational programs and services to students with special needs. This includes planning with other ministries and community agencies where necessary. Many of the services required to support students with special needs are available through community-based agencies or other ministries through inter-ministerial protocol agreements, which are described in the [Inter-Ministerial Protocols for the Provision of Support services to Schools](#).

At the school level, teachers whose classrooms include students with special needs should have timely access to support. All schools have formal problem-solving units, such as school-based teams, to plan and co-ordinate available support services for these students and to assist teachers in developing effective strategies.

School-based teams are composed of a small group of regular members. They may appoint members to oversee planning activities for individual students.

### 2.2 IDENTIFICATION AND ASSESSMENT

Early identification is an essential first step in successful program planning for students with special needs. Ideally, identification begins before children enter school, when parents and health or other community personnel identify the students' special needs and begin planning to meet those needs. In such instances, schools should make use of available information by

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## DISTRICT PRACTICE 8550

### MEETING THE EXCEPTIONAL EDUCATION NEEDS OF ALL STUDENTS

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incorporating it into educational planning activities.

Students whose special needs are less readily evident are often not identified until they enter the school system. Thorough assessment of students' strengths and needs is essential for developing individual education plans (IEPs). Assessment practices are designed to ensure timely identification by personnel trained in the assessment of specific special needs, recognizing that this may require more careful planning in remote, rural areas.

Planning educational programs for students with special needs begins in neighbourhood school classrooms, where classroom teachers, in consultation with parents, assess children by comparing their performance with expected learning outcomes for their age or grade. In many cases, students will have their special needs met by classroom teachers with no additional assistance.

However, when classroom teachers - in consultation, whenever possible, with parents and the school-based team or the school administration - believe that students require more intensive individual assessment of how they learn and the best ways to teach them, such assessment takes place at the school level using expertise within the school-based team.

More specialized assessment is required for a few learners whose special needs are more complex. At this level, specialized personnel appropriately trained to carry out more complex assessments (for example, school psychologists) should be available to support schools in the assessment and planning process.

Where assessments indicate that students need additional assistance, such assistance will be planned based on both the careful assessment of those needs and the availability of resources. While it is sometimes difficult to obtain access to specialized assessment, the Ministry of Education can assist districts in identifying resources.

### 2.3 INDIVIDUAL EDUCATION PLANS (IEPs)

School personnel, after collaboration with parents and outside agencies, are responsible for establishing goals for children that take into account the children's special needs and strengths. The results of planning are documented in individual education plans. Students identified as having special needs must have IEPs unless:

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## DISTRICT PRACTICE 8550

### MEETING THE EXCEPTIONAL EDUCATION NEEDS OF ALL STUDENTS

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- (a) the student with special needs requires minor adaptations to educational materials, or instructional or assessment methods;
- (b) the expected learning outcomes established by the applicable educational program guide have not been modified for the student with special needs; and
- (c) the student with special needs is receiving, in a school year, 15 hours or less remedial instruction, by a person other than the classroom teacher in order for the student to meet the expected learning outcomes.

The IEPs are implemented, reviewed and updated bi- annually. They are written records of planning conducted by students, parents/guardians, school personnel and other service providers.

IEPs

- (a) provide coherent, short-term and long-range plans for student learning and service needs.
- (b) provide administrators with evidence of individualized planning.
- (c) are useful tools in planning the transition of students with special needs from one setting to another.
- (d) help in determining how well students are meeting their goals, and form the basis of reporting students' progress.

Though planning occurs collaboratively, principals should ensure that all students with special needs are assigned case managers to co-ordinate the development, documentation and implementation of their IEPs. Teachers and parents are partners in the development of IEPs for maximum effectiveness. Parents must be given the opportunity to participate in the planning process. To the extent that they are able, students should also participate. All of the participants who develop the plans should have access to them, within the provisions of the [School Act](#) and the [Freedom of Information and Protection of Privacy Act](#).

IEPs must outline:

- (a) the present levels of educational performance of the student;
- (b) the learning outcomes set for that student for that school year where the learning outcomes are different from the learning outcomes set out in the applicable educational program guide;
- (c) all the required adaptations to educational materials, and instructional and

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## DISTRICT PRACTICE 8550

### MEETING THE EXCEPTIONAL EDUCATION NEEDS OF ALL STUDENTS

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- assessment methods;
- (d) all the support services to be provided;
- (e) a description of the place where the educational program is to be provided;
- (f) the names of all personnel who will be providing the educational program and the support services for the student during the school year; and
- (g) the period of time and process for review of the IEP.

### 3. EDUCATION IS A SHARED RESPONSIBILITY

#### 3.1 STUDENTS

Students are entitled to consult with their teacher or administrative officer concerning their educational program. For students with special needs, this may involve participating in the development of their IEPs. In addition, students are expected to participate in an educational program provided by the District. To the extent to which they are able, it is expected that students with special needs will participate fully in these programs.

#### 3.2 PARENTS

Parents play a vital role in the education of their children with special needs by working in partnership with educators and other service personnel. They help to identify and inform school personnel of their children's special needs, and also participate in developing IEPs. Parents participate in planning activities to establish goals for their children, as well as help teachers to implement strategies to meet those goals. Engaging in these activities enables parents and teachers to communicate about children's progress and helps to fulfill children's educational goals.

Teachers must maintain the ability to manage their classrooms while respecting the advice and role of parents. If disagreements occur, they may be resolved through a review of the IEPs to determine how classroom activities can best relate to the goals established in the IEPs. As is currently practiced, every attempt should be made to resolve differences at the school or district level. Additionally, under the [School Act](#), all districts are required to have appeal processes.

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### MEETING THE EXCEPTIONAL EDUCATION NEEDS OF ALL STUDENTS

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#### 3.3 TEACHERS AND OTHER SERVICE PROVIDERS

Neighbourhood school classroom teachers and teacher assistants should be the first line of support for students with special needs. Under the [School Act](#), teachers are responsible for designing, supervising and assessing education programs and providing instruction to individual students and groups of students. As well as working with other service providers, teachers provide a vital service by being one of the first steps in identifying students with special needs and referring students for further assessment, planning to meet those needs in conjunction with parents and others, implementing students' IEPs, and reporting on the effectiveness of special education programs as well as student progress.

#### 3.4 PRINCIPAL

As the principal responsible for the overall operation of the school, the principal plays a number of important functions in the education of students with special needs. These include being available to consult with students or their parents/guardians concerning the students' educational programs; ensuring that individualized programming occurs for students with special needs, and that the programs are implemented; overseeing the placement of students; and, ensuring that parents/guardians are regularly provided with reports concerning their children's school progress. Principals may also help plan for the assessment of students' needs, and arrange for appropriate in-service training in special education to provide opportunities for school staff to acquire valuable knowledge and skills. In doing this, and also by participating in reviews of special education programs at their schools, principals help to meet the needs of students with special needs and ensure the provision of appropriate special education services.

#### 3.5 SCHOOL DISTRICTS

School boards are responsible for ensuring that, within available resources, special education programs and services are delivered to students who in the opinion of the board require them. Such programs and services are an integral part of the total school system. In some cases, collaborative planning between or among school districts may be necessary to ensure that necessary services are available.

#### 3.6 THE MINISTRY OF EDUCATION

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## DISTRICT PRACTICE 8550

### MEETING THE EXCEPTIONAL EDUCATION NEEDS OF ALL STUDENTS

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The Ministry of Education provides funding for special education programs and services, and works with school boards to achieve the goal of an education system that provides students with opportunities for a quality education in a cost-effective manner. To ensure opportunities for students with special needs, the curriculum, learning resources, and assessment practices developed by the ministry should be appropriately adapted. All ministry policies must ensure equitable access, appropriately high standards, and accountability for the programs and services provided to students with special needs.

Within the ministry, the Special Education Branch:

- (a) sets standards;
- (b) assists in developing and implementing policies;
- (c) develops guidelines and procedures;
- (d) monitors trends in research and practice;
- (e) reviews and evaluates programs and services;
- (f) manages an array of provincial services for students with special needs;
- (g) supports professional development; and
- (h) participates in long-term planning and priority-setting for special education in British Columbia.

### 3.7 OTHER MINISTRIES AND AGENCIES

Many services for students with special needs are provided by community-based agencies or other ministries. A spectrum of support services - including child care workers, school nurses and other specialists - is available through arrangements with the Ministries of Health, Social services and other ministries.

## 4. ACCESS TO AN APPROPRIATE EDUCATION

### (1) EDUCATION ACCESSIBILITY

All students should have equitable access to learning, opportunities for achievement, and the pursuit of excellence in all aspects of their education.

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## DISTRICT PRACTICE 8550

### MEETING THE EXCEPTIONAL EDUCATION NEEDS OF ALL STUDENTS

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The District encourages students to get the most from their school experiences by providing the opportunities and support they need to learn. New education facilities and transportation systems should be free of physical barriers which may hinder some students. This includes new schools designed for better access and, wherever possible, the elimination of barriers in existing facilities. Existing buildings are made more accessible through an on-going program of capital improvements funded by the ministry.

#### 4.2 A CONTINUUM OF SERVICES

Services should be organized along a continuum which reflects the diversity of special needs and the prevalence levels of various special needs in the school population. To the maximum extent possible, students with special needs are integrated into classrooms with other students and will have their needs met by classroom teachers who adapt instruction and evaluation methods as necessary. This may involve support from school-based resource teachers, itinerant teachers, or other specialists such as orientation and mobility instructors. The emphasis on educating students with special needs in neighbourhood school classrooms with their age and grade peers, however, does not preclude the appropriate use of resource rooms, self-contained classes, community-based programs, or specialized settings.

A small number of students require specialized services that are only available from community or regional agencies or at the provincial level. When required services are so specialized that they cannot be replicated in every school, they should be available at the district level, or else school districts should arrange to obtain them from community or other sources.

In addition, the ministry provides:

- (a) a link to the Special Education Branch and other schools and districts;
- (b) resource documents and videos that provide specific descriptions of best practice in special education service delivery.

#### 4.3 TRAINING AND PROFESSIONAL STANDARDS

To provide an appropriate educational program for and work effectively with students with special needs, teachers, teacher assistants and administrators need an understanding of special education. The Ministry of Education is working with universities and colleges to

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## DISTRICT PRACTICE 8550

### MEETING THE EXCEPTIONAL EDUCATION NEEDS OF ALL STUDENTS

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ensure that appropriate training and experiences are available.

In order to provide adequate educational support for students with special needs, the District provides in-service training to ensure that all staff can develop the skills and understanding needed to work in an inclusive environment.

## 5. QUALITY PROGRAMS AND RESOURCES

### 5.1 K-12 EDUCATION AND SPECIAL EDUCATION

The Kindergarten to Grade 12 education policy describes, among other things, both the educational programs and expectations for student performance. To succeed in the K-12 program, some students may require adaptations in methodology, materials or assessment techniques, or modifications or enhancements of programs, or compensatory skill development. With appropriate support, most students with special needs will be successful in the K-12 program.

Although the government's new Kindergarten to Grade 12 educational program affects all students, some aspects are of particular importance to students with special needs. These include:

- (a) new standards for reporting student achievement;
- (b) new reporting requirements for students who accomplish the goals established in their IEPs in those instances when curriculum outcomes are modified; and an equivalency policy that enables students to receive credit for learning acquired outside of the classroom.

K-12 program policies include dual credit, course challenge and equivalency. These options may be particularly appropriate for students with exceptional gifts or talents. Students can utilize these policies to demonstrate previously acquired learning, receive credit for learning acquired outside of the classroom, and receive school credit for post-secondary classes in specialized fields of study. In addition, exceptionally gifted students may be provided with options such as independent guided study, mentorships, or expanding and/or accelerating some or all of their educational programs.

### 5.2 CURRICULA

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## DISTRICT PRACTICE 8550

### MEETING THE EXCEPTIONAL EDUCATION NEEDS OF ALL STUDENTS

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Provincial curricula are written keeping all students in mind, with the understanding that there will be varied levels of pace and achievement. IEPs define what goals and standards students are expected to achieve, and what supports, adaptations, or modifications are required to enable them to meet those goals. Students with special educational needs are expected to achieve some, most, or all provincial curriculum outcomes with special support.

#### 5.3 STANDARDS

Standards for all students, including students with special needs, are developed with high but appropriate expectations for student achievement. Whether students with special needs are expected to meet grade or course standards described in provincial curricula and reference sets - perhaps with appropriate adaptations to classroom materials or evaluation methods - or require individually-set outcomes and standards as part of the IEP planning process, the goals and standards for the students should be at high but attainable levels. For gifted students, goals established in IEPs will often exceed the grade or age level.

#### 5.4 LEARNING RESOURCES

Teachers select appropriate resources to meet the needs of their particular students. As well, Braille and taped-book format versions of selected resources are available. IEPs identify those resources which best support the learning needs of children. In addition, technological supports that are required to fulfil IEP goals - such as Brailers, adapted keyboards, and special hearing devices - are available from the Auditory Training Equipment program, the Provincial Centre for the Visually Impaired, and the Special Education Technology-British Columbia (SET-BC) Program.

#### 5.5 FUNDING

The levels of funding currently provided to support special education represent a significant investment in children with special needs. The government has increased accountability by targeting the expenditure of special education funds and will continue to audit school districts to ensure that funding dedicated to special education is spent on special education, and it will continue to expect school districts to be accountable for expenditures in special education.

The District shows on-going support for an inclusive education system through resources to

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support students with special needs. This includes funding to provide services to students with special needs, including:

- (a) funding for students with severe behavioural difficulties;
- (b) specialists such as speech-language pathologists, school psychologists, and itinerant specialists;
- (c) school-based learning assistance that supports regular classroom instruction;
- (d) resource rooms;
- (e) special outside-of-school options including hospital and home-based services;
- (f) teacher assistant support; and
- (g) a wide range of provincial programs and services.

#### 5.6 GREATER ACCOUNTABILITY

The District is truly accountable when parents know how well their children are doing in school. Accountability includes monitoring, auditing and program review. Although collecting information about services provided to students with special needs is essential for continuous improvement to practice, this may raise concerns about labelling of students.

#### 5.7 STUDENT PROGRESS REPORTS

Like all parents, the parents of students with special needs have a right to regular information about their children's progress. For students with special needs who are expected to achieve or surpass the learning standards set out in the provincial curriculum, regular letter-grading and reporting procedures will be followed, although adapted assessment methods may be necessary. [Ministerial Order 191/94, Student Progress Report Order](#), sets out the requirements for student progress reports. Where it is determined that students with special needs are not capable of achieving the learning outcomes set out in the provincial curriculum and course or program modification is necessary, specific individual goals and objectives will be established for the students in their IEPs. The use of letter grades and percentages for reporting the progress of these students is not appropriate. Structured written comments will be used to report the level of the students' success in achieving their modified goals and objectives. In these circumstances, when students meet the learning outcomes as reflected in their IEPs, the efforts of these students should be recognized.

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Where specialist support personnel other than classroom teachers are responsible for providing some portion of students' educational programs (for example, speech-language pathologists, orientation and mobility instructors), those persons should provide written reports on the students' progress for inclusion with the reports of the classroom teachers.

#### 5.8 APPEALS

Currently, students or their parents/guardians may appeal, under [section 11 of the School Act](#), to the school board decisions made by school board employees that significantly affect the education, health or safety of the students.

All school boards are required to establish appeal procedures. The ministry expects that the appeal procedures will be based on principles of administrative fairness, which include the right of students and parents/guardians:

- (a) to be heard by the school board;
- (b) to be consulted in decisions affecting them; and
- (c) to an impartial school board decision based on relevant information.

Since 1992, the Ombudsman has been able to investigate complaints concerning public schools and school boards.

**POLICY No.** <INSERT HYPERLINK>  
**FORM** <INSERT HYPERLINK>

**ADOPTED: DATE**  
**Amended:**

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**POLICY NO. 8600**  
**FIELD TRIPS**

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**POLICY:**

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

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

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

For field trips to be of educational benefit to all students, it is necessary to ensure that all students demonstrate the ability to participate safely and abide by the expectations set out in the School and District Codes of Student Conduct. As such, following careful consideration and communication with parents, some students may not be permitted to participate in a field trip.

The Board of Education supports routine, extended and extra ordinary field trips and delegates approval to the Superintendent of Schools.

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**REFERENCES:** [Motor Vehicle Act](#)

**DISTRICT PRACTICE 8600** FIELD TRIPS

**FORMS 8600** FIELD TRIP APPROVAL

**8600.1** Ski and Snowboard Parent Consent

**8600.2** Low Risk Consent and Waiver

**8600.3** High Risk Consent and Waiver

**8600.4** Extra Curricular and Curricular Field Trips

**ADOPTED:** February 1999

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



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**DISTRICT PRACTICE**

**1. Categories of Curricular and Extra-Curricular Field Trips**

**Routine Trips:**

- the destination for these trips shall not be beyond the Okanagan region of British Columbia or beyond the southwest region of Alberta;
- the trip shall not be more than two (2) school days in duration or require overnight accommodation for primary students;
- the trip shall not involve any special safety considerations (e.g. open water or back country activities); and
- downhill skiing/snowboarding trips, while considered “routine” are subject to specific safety guidelines as detailed under #5 in this policy.

**Extended Trips:**

- the destination for these trips shall not be beyond British Columbia, Alberta, Washington, Idaho or Montana;
- the trip shall **not** be more than five (5) school days in duration; and
- the trip shall **not** involve any special safety considerations (e.g. open water or back country activities).

**Extraordinary Trips:**

- the destination for these trips is beyond British Columbia, Alberta, Washington, Idaho, or Montana;
- the trip is in excess of five (5) school days in duration; or
- the trip involves special safety considerations (e.g. open water, back country activities or international travel, etc.)

**2. Approvals**

2.1 Granting final approval for routine trips shall be the responsibility of the Principal.

- The Principal of each school shall formulate procedures for approval and supervision of regular field trips.
- In all cases, such approval must be obtained prior to the commencement of detailed planning or fundraising.
- Section A of the “Field Trip Approval Form” should be completed for all routine field trips.

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REFERENCES: [Motor Vehicle Act](#)

DISTRICT PRACTICE 8600 FIELD TRIPS

FORMS 8600 FIELD TRIP APPROVAL

8600.1 Ski and Snowboard Parent Consent

8600.2 Low Risk Consent and Waiver

8600.3 High Risk Consent and Waiver

8600.4 Extra Curricular and Curricular Field Trips

ADOPTED: February 1999

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



## DISTRICT PRACTICE 8600

### FIELD TRIPS

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At the Principal's discretion, Section B could be considered.

- 2.2 Granting final approval for extended trips shall be the responsibility of the Superintendent.
- Extended field trips requiring an overnight stay require advance planning and permission from the Superintendent which should occur at least 30 days prior to the trip.
  - Under certain circumstances where it is impossible to foresee extended trips such as championships, special consideration will be given without the usual thirty-day notice.
  - The "Field Trip Approval Form" should be completed.
- 2.3 Granting final approval for extraordinary trips shall be the responsibility of the Zone Trustee Committee.
- Information regarding these requests should be forwarded to the Superintendent at least two (2) months prior to the date of the anticipated trip.
  - Whenever possible such trips should be planned around holidays in order to minimize the number of instructional days lost.
  - The "Field Trip Approval Form" should be completed.
  - Zone Trustees may grant up to a total of five (5) Teacher-on-Call days for an extraordinary trip. Trips requiring more than five (5) Teacher-on-Call days need to be forwarded to the Board by the Zone Trustees.

### 3. General

- 3.1 When planning a field trip, the teacher will carefully consider the implications for student safety and the requirements for student conduct. Should a teacher determine that, in considering the responsibility for safety for all students, a student's conduct may jeopardize personal safety or the safety of others, the teacher will, as soon as possible:
- Communicate with the principal, the student's parents, and, as appropriate, may consult with the School-Based Team or other staff involved in the student's program.
  - Work with the parents, principal, colleagues, and, where appropriate, the student, to develop an appropriate plan which could include, but not be limited to:
    - development of a behaviour plan to assist the student to change behaviour to permit the student to participate in the field trip;
    - adjusted/supported participation in the field trip, or
    - the development of an appropriate educational alternative to the field trip.

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REFERENCES: [Motor Vehicle Act](#)

DISTRICT PRACTICE 8600 FIELD TRIPS

FORMS 8600 FIELD TRIP APPROVAL

8600.1 Ski and Snowboard Parent Consent

8600.2 Low Risk Consent and Waiver

8600.3 High Risk Consent and Waiver

8600.4 Extra Curricular and Curricular Field Trips

ADOPTED: February 1999

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





## DISTRICT PRACTICE 8600

### FIELD TRIPS

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- 3.2 Ability of an individual student to pay his/her share of the cost must not be a factor in determining participation in curricular field trips.
- 3.3 School rules will be adhered to on all extra-curricular and curricular field trips.
- 3.4 A Principal should designate a supervisory person, who must be a school district employee, to exercise authority to carry overall responsibility for the arrangements and supervision of the travel; to ensure that the transportation of pupils is in accordance with Board policy and directives; and to ensure that any special requirements connected with the trip are met.
- 3.5 The following **minimum** supervision ratios are ~~recommended~~:

**Routine Field Trips:**

Kindergarten Field Trips: 1 teacher for every 20 pupils plus 1 other adult

Primary Field Trips: 1 teacher for every 22 pupils plus 1 other adult

Intermediate Field Trips: 1 teacher for every 28 pupils

Secondary Field Trips: 1 teacher for every 30 pupils

**Extended and Extraordinary Field Trips:**

Kindergarten Field Trips: 1 teacher for every 20 students plus 3 other adults

Primary Field Trips: 1 teacher for every 22 students plus 3 other adults

Intermediate Field Trips: 1 teacher for every 28 students plus 2 other adults

Secondary Field Trips: 1 teachers for every 30 students plus 1 other adult

**Note:**

- **Education Assistants who work directly with students with diverse abilities are NOT counted as additional adults.**
- **International travel adult to student ratios may be subject to tour company regulations varying from the numbers above.**
- Schools will endeavor to provide supervisors of the same ~~sex~~ **gender** as the students being supervised on overnight trips. Appropriate sleeping arrangements should be made when students of different ~~sexes~~ **gender** participate in a field trip.
- Schools will communicate to parents' information regarding supervision arrangements, including the names of the supervisors. Any changes should be communicated to parents in as timely a fashion as possible.

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REFERENCES: [Motor Vehicle Act](#)

DISTRICT PRACTICE 8600 FIELD TRIPS

FORMS 8600 FIELD TRIP APPROVAL

8600.1 Ski and Snowboard Parent Consent

8600.2 Low Risk Consent and Waiver

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8600.4 Extra Curricular and Curricular Field Trips

ADOPTED: February 1999

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



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3.6 For trips outside Canada, parents are required to ensure medical coverage and a passport for their child, and will be required to sign a consent and waiver form which is recommended by the Schools Protection Program.

**4. Transportation:**

All transportation practices shall adhere to the regulations and requirements of the [Motor Vehicle Act](#).

4.1 When a group of more than fourteen (14) students is being transported, a school bus or commercial vehicle and a professional driver should be considered.

4.2 Every private vehicle used for transporting pupils must carry at least \$1,000,000 third party liability insurance.

4.3 If a private passenger vehicle is used for transportation on extra-curricular or curricular trips, the Principal, with guidance from the Director of Operations, must be satisfied that the vehicle is in proper working order and that the owner carries adequate insurance coverage. Records confirming this will be maintained at the school.

4.4 A private passenger vehicle used for transporting pupils must be driven by an adult holding the required driver's license in accordance with the [Motor Vehicle Act](#).

4.5 Every pupil who is transported in a vehicle other than a school bus or public transit must wear a seat belt or restraining device which shall be properly adjusted and securely fastened, and utilize booster seats, as per the requirements of the [Motor Vehicle Act](#).

4.6 Request for use of buses is to be made in writing at least one week prior to the departure date of the trip.

4.7 The Board of Education will not be responsible for physical damage or repairs to the individual's vehicle or for the loss of use or safe driver discount resulting from the use of the vehicle on school business.

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**REFERENCES:** [Motor Vehicle Act](#)

**DISTRICT PRACTICE 8600** FIELD TRIPS

**FORMS 8600** FIELD TRIP APPROVAL

**8600.1** Ski and Snowboard Parent Consent

**8600.2** Low Risk Consent and Waiver

**8600.3** High Risk Consent and Waiver

**8600.4** Extra Curricular and Curricular Field Trips

**ADOPTED: February 1999**

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



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**5. Guidelines specific to field trips involving downhill skiing:**

- 5.1 Parents/Guardians shall be informed in writing of the specific nature of the activity and its inherent risks. Also included will be information related to accommodation, transportation, contact information, and an itinerary. The field trip consent and waiver form for ski/snowboard trips ~~template is attached to this policy and~~ is to be utilized by the school to provide this information to parents as well as secure their permission for their child's participation.
- 5.2 A safety lesson must take place in which ski hill area representatives review issues relating to safety, ability levels, clothing, lessons, and other factors pertaining to the mountain visit. It is expected that students will be grouped according to ability level.
- 5.3 A contingency plan must be established for dealing with either student injury or misbehavior.
- 5.4 Students are to travel, arrive, and leave the mountain as a group unless other arrangements have been made with parents/guardians. Such arrangements must be documented in writing and signed by parents/guardians.
- 5.5 The wearing of approved helmets is mandatory.
- 5.6 Notwithstanding #3 (e) of this Policy, in the case of ski/snowboard trips, the ratio of students to school supervisors shall be minimally 15:1.
- 5.7 Supervision of participants is a shared responsibility between ski hill operators, district staff and parent/guardian volunteers; students are to be organized into groups which are small enough so that students can be appropriately supervised. Supervisors and students are responsible to stay in contact with their assigned group.

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**REFERENCES:** [Motor Vehicle Act](#)

**DISTRICT PRACTICE 8600** FIELD TRIPS

**FORMS 8600** FIELD TRIP APPROVAL

**8600.1** Ski and Snowboard Parent Consent

**8600.2** Low Risk Consent and Waiver

**8600.3** High Risk Consent and Waiver

**8600.4** Extra Curricular and Curricular Field Trips

**ADOPTED: February 1999**

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



## POLICY 8650

### SCHOLARSHIPS AND BURSARIES

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#### **POLICY:**

The Board of Education (“Board”) is committed to community involvement in the education of its students. It views the granting of scholarships and bursaries as a recognition of student achievement and as encouragement for further education.

1. The Board encourages the provision of scholarships and bursaries for graduating students by individual citizens or community organizations. Such donations shall be provided in accordance with Board policy.
2. The Board shall establish a District scholarship committee which shall administer the Ministry sponsored Dogwood District/Authority Awards (District scholarship program) in accordance with District practice.



**DISTRICT PRACTICE 8650**  
**SCHOLARSHIPS AND BURSARIES**

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**DISTRICT PRACTICE:**

**The Board of Education (“Board”) will recognize individual academic achievement through:**

- The administration of the Ministry of Education District/Authority Scholarships.
- The provision of additional scholarships from the District.
- The provision of awards for academic achievement in specific curricular areas.

**1. MINISTRY OF EDUCATION DISTRICT/AUTHORITY SCHOLARSHIPS**

- 1.1 The Ministry allots scholarships to Districts and these scholarships are distributed to secondary schools based on grade 12 student enrolment.
- 1.2 Candidates must meet Ministry of Education eligibility criteria.
- 1.3 The secondary schools will establish local scholarship selection committees to include one Trustee and members of school staff and the public.
- 1.4 Candidates will be required to attend an interview with the school scholarship committee.
- 1.5 Any award and/or decision made by the school scholarship committee regarding Ministry of Education scholarships may be appealed by referring the case to the Board. The decision of the Board shall be final.
- 1.6 A local presentation ceremony will be arranged in each school.

**2. LOCAL DISTRICT SCHOLARSHIPS**

- 2.1 The name of the scholarship shall be “The School District No. 6 (Rocky Mountain) Scholarship”.
- 2.2 The administrators of this scholarship shall be the Chairperson of the Board and the Secretary Treasurer.
- 2.3 The signing officers of the fund are:
  - (a) a Trustee of School District No. 6 (Rocky Mountain); and
  - (b) the Secretary Treasurer.
- 2.4 The purpose of the fund is to provide an annual scholarship to recognize a student in Selkirk Secondary School, Golden Secondary School and David Thompson Secondary School pursuing post-secondary education.



**DISTRICT PRACTICE 8650**  
**SCHOLARSHIPS AND BURSARIES**

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- 2.5 The recipient will be selected on the basis of need, ability, and citizenship by each school.
- 2.6 The recipient must be a graduating student from the School District No. 6 (Rocky Mountain).
- 2.7 Applicants should apply prior to May 1. Application forms are available in each school.
- 2.8 The recipient must show proof of registration within eighteen months of notification of them being awarded the scholarship.
- 2.9 The amount of the scholarship will be prescribed annually by Board resolution, but will not be less than \$1,000.00.

**3. CURRICULA ACHIEVEMENT AWARDS**

- 3.1 Awards shall be given on the basis of academic achievement in specific Grade 12 courses as identified by the Principals of Selkirk Secondary School, Golden Secondary School, and David Thompson Secondary School.
- 3.2 The Board will make available \$500 plus \$15 per Grade 12 student, under 19 years of age, as of March 31 per zone. This fund is provided to support the above student achievement as well as any other year-end recognition as determined by the zone.



## POLICY 8750

### ENGLISH LANGUAGE LEARNERS

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#### **POLICY:**

English language learner (ELL) services enable students, whose primary language(s) of the home is not English, to develop their individual potential within British Columbia’s school system. Some students who speak variations of English that differ significantly from the English used in the broader Canadian society may need similar services to access the curriculum.

As outlined in Section 106.3 (5) and (6) of the [School Act](#) school districts receive funding to support students whose primary language spoken in the home is not English. The Board of Education (“Board”) supports ELL services as outlined in the associated district practice.

**DISTRICT PRACTICE** <INSERT HYPERLINK>  
**FORM** <INSERT HYPERLINK>

**REFERENCES:** Section [106.3 \(5\) and \(6\) of the School Act](#)

**ADOPTED: DATE**  
**Amended:**



**DISTRICT PRACTICE:**

An English language learning student, as defined in the [Ministry of Education English Language Learning Policy and Guidelines \(updated May 2013\)](#), is a student enrolled in a B.C. school who is in need of additional English language development support in order to access the provincially prescribed curriculum and succeed in the academic environment.

**1. IMPORTANT DESIGNATION TIMELINES**

September – NEW students (before September 30th)

- (a) Oral Language IPT I or II (scored with ELL standards)
- (b) Writing Sample (e.g. District Write scored with ELL standards)
- (c) Reading Sample (e.g. PM Benchmark, Fountas and Pinnell scored with ELL standards)

May/June – ALL students

- (a) Oral Language IPT (post-service test scored with ELL standards)
- (b) Writing IPT (e.g. District Write scored with ELL standards)
- (c) Reading Sample (e.g. PM Benchmark, Fountas and Pinnell scored with ELL standards)

**2. ASSESSMENT AND IDENTIFICATION**

- (a) The teacher in consultation with the student and family will refer the student to the school-based team.
- (b) The school-based team will gather information regarding the student application including, but not limited, to socio-cultural, education, school, family, physical, and personal factors.
- (c) The school will provide parent with the parent consent form.
- (d) With a signed parent consent form the ELL teacher will administer IPT I or II Oral Language Proficiency Assessment and scored against the ELL standard.
- (e) The ELL teacher will examine reading and writing samples against the ELL standards.
- (f) The ELL teacher and school principal will review and assign ELL language levels.
- (g) The ELL teacher will communicate assessment results to the parent/guardian.
- (h) Prior to September 30 each year, schools will review ELL designation with the Director of Instruction, Learning Support Services to finalize designation.

**3. ANNUAL INSTRUCTIONAL PLANS AND REPORTING**

FORM 8750 ELL ANNUAL INSTRUCTION PLAN  
8650.1 ELL PARENT CONSENT  
8650.2 ELL RECORD OF SERVICE

ADOPTED: Mar 2018

Amended:

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## DISTRICT PRACTICE 8750

### ENGLISH LANGUAGE LEARNERS

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For all students reported in the ELL program the following will be provided and documented:

- (a) An annual instruction plan (AIP) designed to meet the needs of the student.
- (b) The AIP identifies specialized ELL services provided for each student.
- (c) Progress in the acquisition of English is reported to parent including:
  - Descriptions of what the student can do.
  - Areas in which further attention or development is required;-.
  - Ways of supporting the student learning, or
  - Comments on the student achievement in areas of ELL.

#### 4. STUDENT FILE

- (a) Each ELL student will have an orange file which is to be placed inside their school file. This file may remain with the ELL specialist during the school year or while assessment is taking place.
- (b) The tab on the orange file will have the following label:
  - The student's name
  - The year ELL assistance began
- (c) A signed parent consent form will be keep in the file.
- (d) Each student will have an ELL annual instruction plan.
- (e) A record of service delivery will be kept in each file.

**FORM 8750** ELL ANNUAL INSTRUCTION PLAN  
8650.1 ELL PARENT CONSENT  
8650.2 ELL RECORD OF SERVICE

**ADOPTED: Mar 2018**

**Amended:**

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## POLICY 8800

### FRENCH PROGRAMMING

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#### **POLICY:**

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

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

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

**DISTRICT PRACTICE** <INSERT HYPERLINK>  
**FORM** <INSERT HYPERLINK>

**REFERENCES: LIST AND HYPERLINK APPROPRIATE REFERENCES**

**ADOPTED: DATE**  
**Amended:**



**DISTRICT PRACTICE:**

**1. CORE FRENCH (FRENCH AS A SECOND LANGUAGE)**

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

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

**Thinking and Communicating**

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

**Personal and Social Awareness**

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

**2. FRENCH IMMERSION**

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



## DISTRICT PRACTICE 8800

### FRENCH PROGRAMMING

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

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

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

### 3. INTENSIVE FRENCH

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

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

#### **Program entry at grade 6:**

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

- (a) A letter will be sent to all parents of grade 5 students within the zone in February of each school year explaining the program and the registration procedures.
- (b) There will be a deadline set for registration to the program. If more than 28 registrations for the program are received by the deadline, a lottery will be held to determine the students who will participate in the program. If this occurs, a waiting list for the program will be formed, according to the order in which the names were drawn after the class limit of 28 had been reached in the lottery.
- (c) In Windermere zone, each school will have a quota of seats out of the available 28 according to the number of students in grade 5 in the zone. Unused spaces are to be filled by lottery if necessary.



## DISTRICT PRACTICE 8800

### FRENCH PROGRAMMING

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- (d) Siblings of students already enrolled in the program will not be included in the lottery but will have space in the program if a registration form is received by the deadline (a sibling is defined as one of two or more individuals having one common parent, or for whom parents have legal guardianship).
- (e) Late registrations will be placed on the wait list in the order that they are received.
- (f) Schools are required to inform parents of the opportunity to stay on the waiting list. However, in consideration of language acquisition challenges and student learning needs, entry into the program is closed after September 30 in each school year.

#### **Program entry after grade 6:**

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

#### **Program Exit:**

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

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

#### **Graduation**

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



**POLICY 9200**  
**PROBLEM SOLVING PROTOCOL**

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**POLICY:**

The Board of Education (“Board”) believes that problems or concerns are best resolved through a meaningful and collaborative problem solving process that begins at the level where the decision was made.

**DISTRICT PRACTICE 9200** PROBLEM SOLVING PROTOCOL

**REFERENCES:** [School Act Section 11](#), Appeal Bylaw II

**ADOPTED:** December 1996

**Amended:**



**DISTRICT PRACTICE 9200  
PROBLEM SOLVING PROTOCOL**

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**DISTRICT PRACTICE:**

These guidelines are intended to be used and applied as consistently as possible to supplement the appeal process and to assist in its operation.

1. The first step is to discuss the problem or concern with the person(s) who made the decision.
2. If the issue is not satisfactorily resolved, then meet with the appropriate supervisor in the zone (e.g. principal, vice principal, operations supervisor).
3. Next, discuss the issue with the appropriate senior supervisor in the zone (e.g. director of instruction or assistant superintendent) then if not resolved to the superintendent, secretary treasurer and then, if necessary, a school trustee in the zone.
4. If the issue is still not resolved, the student or parent affected by the decision may appeal the case to the Board of Education in accordance with the procedures outlined in the Board's Appeal Bylaw No. II.

**POLICY 9200 PROBLEM SOLVING PROTOCOL**

**ADOPTED: December 1996**

**Amended:**

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## **POLICY 10350**

### **SAFE SCHOOLS**

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#### **POLICY:**

The Board of Education (“Board”) is committed to the creation of a safe and inclusive learning environment. This includes a focus on school connectedness and developing protocols for preventing and intervening in instances of abusive behaviour including harassment, intimidation, violence or threats of violence which may cause harm to students or staff. Instances of abusive behaviour shall be reported and investigated.

**DISTRICT PRACTICE 10350 SAFE SCHOOLS**

**REFERENCES:** Policy 5800: District Code of Conduct for Students

**ADOPTED:**

**Amended:**





## DISTRICT PRACTICE 10350

### SAFE SCHOOLS

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#### DISTRICT PRACTICE

The Board of Education, District staff, principals and school staff will work with parents/guardians, students, and the school community to:

1. Develop positive school cultures and focus on prevention.
2. Use school-wide efforts to build “community” fostering respect, inclusion, fairness and equity.
3. Foster trauma sensitive schools and apply a trauma informed lens to student behavior.
4. Set, communicate and consistently reinforce clear expectations of conduct.
5. Teach, model, and encourage positive social behaviours that contribute to the school community, solve problems in peaceful ways, value diversity and defend human rights.
6. Assume responsibility, in partnership with the wider community, for resolving critical safety concerns.
7. Develop multi-disciplinary (multi-agency) community protocols for violence threat or risk assessment.
8. Work together to better understand issues such as bullying, intimidation, harassment, discrimination, racism, sexism and homophobia, and other worrisome behaviours and to learn new skills to respond effectively to them.
9. Respond consistently to incidents in a fair and reasoned manner, using interventions that repair harm, strengthen relationships, and restore a sense of belonging.
10. Participate in the development of policies, procedures, and practices that promote school safety, including all hazards emergency preparedness.
11. Engage in continuous learning and professional development to foster safe school communities and address emerging safety concerns.
12. Monitor and evaluate school culture for evidence of continuous improvement.
13. Recognize and celebrate achievements, while acknowledging areas that need improvement.

The Board of Education will use the following to address efforts to achieve safe and caring schools:

1. District Codes of Conduct for Students
2. School Codes of Conduct for Students
3. Ministry of Education Safe Caring and Orderly Schools: A Guide
4. Violent Threat Risk Assessment Protocols (VTRA)
5. Expect Respect and a Safe Education Protocol (ERASE)

**REFERENCES:** Policy 5800: District Code of Conduct for Students

**ADOPTED:**

**Amended:**



**POLICY 10650**  
**EMERGENCY EVACUATION**  
**PROCEDURES**

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**POLICY:**

The Board of Education (“Board”) has established a district practice to be used when bomb threats are received, or an emergency evacuation of the school is required. All situations are to be treated seriously until such time as the validity has been determined.

**DISTRICT PRACTICE 10650** EMERGENCY EVACUATION PRODEDURES  
**FORM 10650.1** FORM FIRE ALARM AND LOCK DOWN PROCEDURE CHECKLIST  
**10650.2** FORM EMERGENCY EVACUATION PROCEDURES

**ADOPTED: March 1997**  
**Amended: January 2001**



**DISTRICT PRACTICE 10650**  
**EMERGENCY EVACUATION**  
**PROCEDURES**

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**DISTRICT PRACTICE:**

**EMERGENCY EVACUATION INCLUDING BOMB THREATS**

1. Receiving and Tracking Calls:

- 1.1 The school should ensure that the bomb threat policy checklist attached to this policy is immediately available and known to staff that answer the phone.
- 1.2 Training for receptionist(s) / staff as it relates to taking calls and the checklist should occur each year.
- 1.3 The call should be traced using Star 57 (\*57).

2. Evacuation Procedures:

- 2.1 Determine safe exits - using either primary or alternate routes.
- 2.2 School is evacuated for the day.
- 2.3 Principal(s) secure the school building while teachers take attendance as per fire drill procedures.
- 2.4 Student runners take attendance list to collection point. Runners return to classroom teachers with bomb threat code so that teachers are aware to take students to safe site.
- 2.5 Teachers take their classes to safe site(s) determined in 'School Evacuation Plan'.
- 2.6 Principals will call Board Office with names of missing students.
- 2.7 Safe site(s) will have 'School Site Evacuation Plan' including student/staff names and phone numbers and map of school.

3. Principal Communication Responsibilities:

- 3.1 Secretary to call RCMP. 9-1-1
- 3.2 The Principal to call Superintendent or designate.
- 3.3 Superintendent or designate will execute the Emergency Response procedure

4. School Site Evacuation Plan:

- 4.1 This is to be developed by each school and should include a checklist of information to be completed by the school:
  - name of safe site;
  - current list of students and staff names and phone numbers;

**POLICY 10650** EMERGENCY EVACUATION PRODEDURES  
**FORM 10650.1** FORM FIRE ALARM AND LOCK DOWN PROCEDURE CHECKLIST  
**10650.2** FORM EMERGENCY EVACUATION PROCEDURES

**ADOPTED: March 1997**  
**Amended: January 2001**



## DISTRICT PRACTICE 10650

### EMERGENCY EVACUATION PROCEDURES

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- method of communication with parents;
- transportation arrangements;
- teacher responsibilities for day of Emergency Evacuation/Bomb Threat;
- method of communication to staff re: day two duties/plans;
- plans for school site plan to be communicated to staff, TOCs, students and parents at beginning of school year;
- clear understanding to staff, students and parents that school will be closed for day so that school can be made safe;
- clear understanding of where the safe site is and how to communicate with safe site(s);
- clear indication that unless otherwise stated through the media, school will resume the next day;
- clear indication that RCMP, Administration, District Office and staff reps will consult about the school being safe to re-enter before anyone returns to the school;
- clear indication that any personal items left in the school will remain until the school is authorized for re-entry;
- staff debriefing plan after re-entry;
- info sharing plan for students, parents and community;
- evacuation process assessment.

#### 5. School Search:

- 5.1 To be conducted by the RCMP and (if applicable) trained volunteer firemen.
- 5.2 Staff/student list available for RCMP at safe school along with school maps and pictures.

**POLICY 10650** EMERGENCY EVACUATION PROCEDURES  
**FORM 10650.1** FORM FIRE ALARM AND LOCK DOWN PROCEDURE CHECKLIST  
**10650.2** FORM EMERGENCY EVACUATION PROCEDURES

**ADOPTED: March 1997**  
**Amended: January 2001**



## DISTRICT PRACTICE 10650

### EMERGENCY EVACUATION PROCEDURES

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#### 6. School Re-entry:

- 6.1 No re-entry on the day of the evacuation.
- 6.2 Expectation that school will be open the day following the evacuation.
- 6.3 Media notification if the school is not to be open on day two.
- 6.4 RCMP/Superintendent or designee/Operations Rep/ Staff rep/CUPE rep/Operations rep to meet at call of RCMP to authorize school re-entry for day two.

#### 7. Post Evacuation:

- 7.1 Staff debriefing plan after re-entry.
- 7.2 Info sharing plan for students, parents, and community.
- 7.3 Evacuation process assessment.

**POLICY 10650** EMERGENCY EVACUATION PRODEDURES  
**FORM 10650.1** FORM FIRE ALARM AND LOCK DOWN PROCEDURE CHECKLIST  
**10650.2** FORM EMERGENCY EVACUATION PROCEDURES

**ADOPTED: March 1997**  
**Amended: January 2001**



**DISTRICT PRACTICE 10700**  
**AUTOMATIC EXTERNAL**  
**DEFIBRILLATORS PAD PROGRAM**

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**DISTRICT PRACTICE:**

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, AED's are used to deliver an electric shock that can restore normal rhythm to a heart.

**1. Roles and Responsibilities:**

Each site must:

**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.

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

**DISTRICT PRACTICE 10700.1 AUTOMATIC EXTERNAL DEFIBRILLATORS STUDENTS**  
**FORM 10700 AED MONTHLY CHECKLIST**

**ADOPTED: DATE**  
**Amended:**

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**DISTRICT PRACTICE 10700**  
**AUTOMATIC EXTERNAL**  
**DEFIBRILLATORS PAD PROGRAM**

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**1.3 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.

**1.4 Maintain CPR/AED training for staff:**

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

**1.5 Registering the AED with the BC AED registry and keeping registration information current.**

**2. 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. 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**".

**DISTRICT PRACTICE 10700.1 AUTOMATIC EXTERNAL DEFIBRILLATORS STUDENTS**  
**FORM 10700 AED MONTHLY CHECKLIST**

**ADOPTED: DATE**  
**Amended:**

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**DISTRICT PRACTICE 10700**  
**AUTOMATIC EXTERNAL**  
**DEFIBRILLATORS PAD PROGRAM**

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- 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](mailto:AEDdata@bcas.ca).
- l) If you have technical questions call 1.800.426.0337.

**DISTRICT PRACTICE 10700.1 AUTOMATIC EXTERNAL DEFIBRILLATORS STUDENTS**  
**FORM 10700 AED MONTHLY CHECKLIST**

**ADOPTED: DATE**  
**Amended:**

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**DISTRICT PRACTICE 10750**  
**CONCUSSION AWARENESS AND**  
**MANAGEMENT**

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**DISTRICT PRACTICE:**

This practice is implemented at all schools in connection with District Policy 5100 – Student Safety. The purpose of the practice is to provide staff with clear information and direction when a student suffers a significant impact to the body or head while at school or while participating in a school-sanctioned activity. It is also intended to provide clear information to staff about how to manage a student’s return to school after a concussion is diagnosed, consistent with the plan outlined by the student’s medical health professional.

**1. RECOGNIZE**

A concussion occurs when there is a significant impact to the head or body that causes the brain to move inside the skull. Common causes of concussion include falls, sport, and recreational-related activities, and motor vehicle crashes. Refer to the concussion recognition tool ([Concussion Awareness Training Tool CATT](#)).

The signs and symptoms of concussion in individuals include, but are not limited to:

- headache; dizziness; nausea; blurred vision; light/sound sensitivity; imbalance; ringing in the ears; seeing “stars”; irritability; fogginess; fatigue; difficulty concentrating; poor memory; neck pain; sadness; confusion.

**2. RESPOND**

Following a potential concussion-causing event, the individual should be removed from activity immediately and assessed for Red Flags. If any of the Red Flags are present, call an ambulance or seek immediate medical care. **Either way, contact the Parent/Guardian or emergency contact person as soon as practicable.**

**Red Flags:** neck pain or tenderness; double vision; weakness or tingling/ burning in arms or legs; severe or increasing headache; seizure or convulsion; loss of consciousness; deteriorating conscious state; vomiting; increasingly restless, agitated, or combative.

**If no Red Flags are present:** do not leave the individual alone; continue to monitor for Red Flags and signs and symptoms of concussion; do not let the individual return to their activity; do not give the individual any immediate medication; do not let the individual leave by themselves; do not let the individual drive or ride a bike.

FORM 10700.1 CONCUSSION RECOGNITION TOOL  
10750.2 CONCUSSION GUIDE FOR PARENTS AND GUARDIANS

ADOPTED: April 2018  
Amended: MAY 2019



## DISTRICT PRACTICE 10750

### CONCUSSION AWARENESS AND MANAGEMENT

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**Note:** The Concussion Guide for Parents and Caregivers will provide parents with additional information.

#### 3. MANAGE

Once diagnosed, a concussion can have a significant impact on physical, cognitive, and emotional functioning. The recovery process involves balancing activities such that they do not trigger or worsen symptoms. The recovery process is best done in collaboration with key individuals, such as medical professionals, family members, friends, employers, teachers and school staff, and coaches.

The first and most important step in recovery from a concussion is to rest for 48 hours. The individual will need both physical and cognitive rest in order to allow the brain to heal.

- Physical rest includes participation in activities that do not result in an increased heart rate or breaking a sweat. Restrict: exercise, sports, running, biking, rough play, etc.
- Cognitive activity should be limited, minimizing activities that require concentration and learning. Restrict: reading, electronics (computers, smartphones, video games, TV), work/schoolwork, playing musical instruments, listening to loud music, etc.
- Once symptoms start to improve, or after 48 hours of rest, the individual should begin a step-wise process to return to regular activity, including school, work, sports, etc.
- Symptoms should decrease over the course of time. If you are worried that the individual is not improving, follow-up with a licensed medical professional, such as a physician or nurse practitioner.
- **On average, an adult takes 7 to 10 days to recover from concussion, while children and youth typically take 2 to 4 weeks.** While most concussions resolve within 3 months, persistent symptoms have the potential to cause long-term difficulties. Individuals dealing with symptoms lasting longer than 2 weeks in adults and longer than 4 weeks in children and youth may require additional medical assessment and multidisciplinary management.

FORM 10700.1 CONCUSSION RECOGNITION TOOL  
10750.2 CONCUSSION GUIDE FOR PARENTS AND GUARDIANS

ADOPTED: April 2018  
Amended: MAY 2019

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**DISTRICT PRACTICE 10750**  
**CONCUSSION AWARENESS AND**  
**MANAGEMENT**

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- The recovery period may be influenced by: prior concussions; history of headaches or migraines; learning disabilities; mental health issues; ADHD; use of drugs or alcohol; returning to activities too soon; lack of family or social supports.
- Proper management of a concussion can reduce the risk of complications. It is important that the individual has successfully returned to school or work before fully returning to sport and physical recreation activities. Returning to activity too early may result in more severe symptoms and potentially long-term problems.

[Concussion Awareness Training Tool CATT online](#) has additional information and training materials.

**FORM 10700.1** CONCUSSION RECOGNITION TOOL  
**10750.2** CONCUSSION GUIDE FOR PARENTS AND GUARDIANS

**ADOPTED: April 2018**  
**Amended: MAY 2019**

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## DISTRICT PRACTICE 10800

### GENDER NEUTRAL WASHROOM

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#### **DISTRICT PRACTICE:**

1. School District No. 6 (Rocky Mountain) and school administration shall ensure the existence of at least one washroom for use by everyone in every newly-constructed or significantly-renovated building.
2. School District No. 6 (Rocky Mountain) and school administration will ensure an existing washroom is designated for use by everyone in existing buildings.
3. All school district facilities must include signage that makes it clear that the gender neutral washroom(s) are not restricted by gender.

**ADOPTED: DATE**

**Amended:**

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## DISTRICT PRACTICE 10850

### SEVERE WINTER WEATHER OR UNSAFE ROAD CONDITIONS

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#### **DISTRICT PRACTICE:**

- Schools will be open and regular instruction will continue to the greatest extent possible.
- School bus service will not normally be cancelled because of cold weather.
- Individual bus runs may be cancelled because of dangerous road conditions or extremely cold weather resulting in a bus not starting.
- Cancellation of bus runs will be broadcast on local radio stations, CBC, and on Twitter and through School Messenger.
- Students are not expected to wait for a school bus for more than 10 minutes beyond the scheduled pickup time. If a bus has not arrived by that time, students should return to their homes or to another location which has been pre-arranged by the parents.

If enrollment is significantly reduced or staff are unable to get to school due to extreme weather or unsafe road conditions:

- Schools will remain open.
- Staff will notify their supervisor and report to the nearest school that they can access
- If there is an extraordinary circumstance related to a school and the school must be closed a notification will be sent to parents using School Messenger and will be broadcast on local radio stations, CBC, and on Twitter and School Messenger.
- The decision to send students to school rests with the parents/guardians.
- The educational program will be adjusted based on the number of students at school and the staff who are able to report to work.

#### **PARENTS ARE REQUESTED TO:**

- Check for txt/email from school district
- Listen to radio stations for bus and school information.
- Ensure that children are aware of winter weather expectations.
- Give their child clear instructions of an alternative place they are to go if their bus does not arrive within 10 minutes of the expected time.
- If the child is not a bus student and is not attending school, phone the school to report the child's absence.

# Standing Committee Members – Dec. 14, 2021 to Oct. 15, 2022

## Board of Education School District No. 6 (Rocky Mountain)

<u>Capital</u>	<u>Finance &amp; Audit</u>	<u>Labour Relations</u>	<u>Policy</u>	<u>Scholarship</u>
Jane Fearing Rhonda Smith Ryan Stimming	Betty-Lou Barrett Scott King Ron McRae	Ron McRae Sandra Smaill Jane Thurgood Sagal	Betty-Lou Barrett Jane Fearing Rhonda Smith	Scott King Sandra Smaill Jane Thurgood Sagal

Board of Education Chairperson is an ex-officio member of all committees.

REGULAR MEETING: INFORMATION, RECOMMENDATION

**DATE:** December 14, 2021  
**TO:** Board of Trustees  
**FROM:** Alan Rice, Secretary Treasurer  
**SUBJECT:** Budget Utilization Summary – November 30, 2021  
**ORIGINATOR:** Alan Rice  
**REFERENCE:** Budget Utilization Summary - November



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**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 \$1,635,000 from prior year. Primarily attributable to increase in salaries and benefits, and homestay fees. Actual amount are consistent with budgeted with a variance of 0.22%.

Administration: increase of approximately \$24,000 from prior year. Primarily attributable to increases in travel and services. Actual amount are consistent with budgeted with a variance of 1.8% greater than expected. There are a large number of fees and dues which are paid at the beginning of the fiscal year verses straight-line expenses.

Operations and Maintenance: increase of approximately \$142,000 from prior year. Primarily attributable to supplies, utilities and services. Actual amount are consistent with budgeted with a variance of 2.68% lower than expected. Moving into colder months we anticipate an increase to utilities.

Transportation and Housing: increase of approximately \$62,000 from prior year. Attributable to resumption of travel and bus trips and supplies. Actual amount are consistent with budgeted with a variance of 1.46% lower than expected. Maintenance on busses fluctuates throughout the year and depends on emergent issues.

**CONCLUSION**

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

**RECOMMENDATION**

Continue to monitor on a monthly basis.

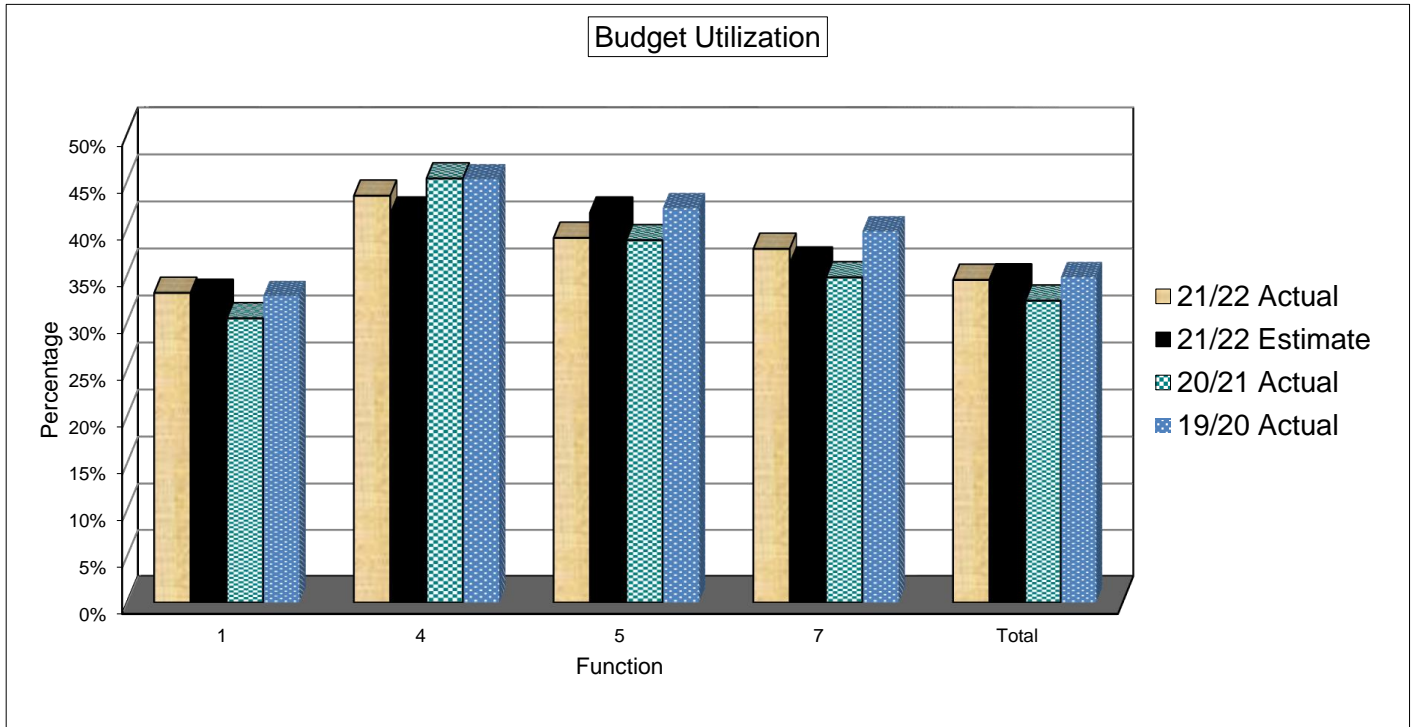
**STRATEGIC ALIGNMENT**

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



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

<u>FUNCTION</u>	<u>#</u>	<u>MONTHS</u>	<u>BUDGET</u>	<u>EXPENDED</u>	<u>ACTUAL</u>	<u>ESTIMATE</u>	<u>2020/21 ACTUAL</u>
Instruction	1	10	\$ 35,716,684	\$ 11,838,128	33.14%	32.92%	30.43%
Administration	4	12	\$ 1,872,894	\$ 814,068	43.47%	41.67%	45.31%
Maintenance	5	12	\$ 5,910,097	\$ 2,304,400	38.99%	41.67%	38.74%
Transportation	7	11	\$ 1,800,850	\$ 681,162	37.82%	36.36%	34.79%
<b>Total</b>			<b>\$ 45,300,525</b>	<b>\$ 15,637,758</b>	<b>34.52%</b>	<b>34.56%</b>	<b>32.31%</b>



**BUDGET ADJUSTMENTS:**

	<u>APPROVED</u>	<u>AMENDED</u>	<u>EXISTING</u>	<u>DIFFERENCE</u>
Function 1	\$ 35,716,684	\$ -	\$ 35,716,684	\$ -
Function 4	\$ 1,872,894	\$ -	\$ 1,872,894	\$ -
Function 5	\$ 5,910,097	\$ -	\$ 5,910,097	\$ -
Function 7	\$ 1,800,850	\$ -	\$ 1,800,850	\$ -
Local Cap.	\$ 3,290,146	\$ -	\$ 3,290,146	\$ -
<b>TOTAL</b>	<b>\$ 48,590,671</b>	<b>\$ -</b>	<b>\$ 48,590,671</b>	<b>\$ -</b>



**DATE:** December 1, 2021  
**TO:** Board of Trustees  
**FROM:** Karen Shipka, Superintendent of Schools  
**SUBJECT:** Calendar 2021-22, 2024-2025  
**ORIGINATOR:** Steve Wyer, Assistant Superintendent  
**REFERENCE:** Calendars 2022-2023, 2023-2024, 2024-2025

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## ISSUE

The Board of Education will review the 2022-2023 school calendar for final approval and review the 2024-2025 calendar for approval in principle.

## CURRENT SITUATION

Calendar timelines are described in the *School Act* and in the School District No. 6 Bylaws.

Last December, the Board of Education carried a motion to each year, approve one calendar for the upcoming year and to carry calendars for the two upcoming years in principle. Currently, the 2022-2023 calendar is required to move out of a DRAFT in principle into the final version for next year's operation. The Board of Education approved in principle the 2023-2024 calendar on December 8, 2020. The 2024-2025 calendar will be added to the calendar cycle as a DRAFT in principle.

Each calendar requires a 60 day public consultation period which ought to begin in order to comply with *School Act* and District Bylaw requirements by May 31, 2022.

## FINANCIAL IMPLICATIONS

There are no significant financial implications associated with this calendar adjustment.

## CONCLUSION

The district calendar for 2022-2023 requires final approval following a 60-day consultation process. The District seeks approval in principle for the district calendar 2024-2025.



## RECOMMENDATION

That the Board of Education approve the DRAFT 2022-23 calendar and the 2024-25 calendar in principle for consultation.

**Possible Motion:** The Board of Education for School District No. 6 (Rocky Mountain) approve the DRAFT 2022-2023 and 2024-2025 calendar for public consultation.

## STRATEGIC ALIGNMNET

- Inclusion and Equity
- Accountability





# SCHOOL DISTRICT NO. 6 (Rocky Mountain)

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

Corporate Board Office

P: (250) 342-9243

F: (250) 342-6966

## 2022-2023 SCHOOL CALENDAR

### JULY

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

Canada Day - Jul 1 instructional days 0

### AUGUST

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

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

### SEPTEMBER

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

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

### OCTOBER

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

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

### NOVEMBER

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

Remembrance Day - Nov 11 instructional days 21

### DECEMBER

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

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

### JANUARY

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

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

### FEBRUARY

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

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

### MARCH

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

Spring Break - Mar 20 - 31 instructional days 13

### APRIL

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

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

### MAY

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

Victoria Day - May 22 instructional days 22

### JUNE

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

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

#### LEGEND:

- Instructional Days
- Non-Instructional Days
- Statutory Holidays

Hours of Instruction Offered:  
Kindergarten: 849  
Grades 1-7: 874  
Grades 8-12: 947

Days of Instruction: 182  
Non-Instructional Days: 7



# SCHOOL DISTRICT NO. 6 (Rocky Mountain)

620 - 4th Street, P.O. Box 430  
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Corporate Board Office

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## 2023-2024 SCHOOL CALENDAR DRAFT

Note: NIDs may change as they are subject to agreement by RMTA

### JULY

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

Canada Day - Jul 1      instructional days 0

### AUGUST

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

Civic Holiday - Aug 7  
Non-Instructional Days - (Ministry Day, Pro-D) Aug 30 & 31      instructional days 0

### SEPTEMBER

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

Non-Instructional Day - (Pro-D) - Sept 1  
Labour Day - Sep 4      Back to School - Sep 5  
Ntl. Day for Truth and Reconciliation - Sept 29 (in lieu)

### OCTOBER

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

Thanksgiving - Oct 9      Non-Instructional Day (for Pro-D, PSA) - Oct 20      instructional days 20

### NOVEMBER

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

Remembrance Day - Nov 11 (Nov. 13 in lieu)      instructional days 21

### DECEMBER

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

Christmas/Boxing Day - Dec 25/26  
Winter Break - Dec 25 - Jan 5      instructional days 16

### JANUARY

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

New Year's Day - Jan 1      School Reopens - Jan 8      instructional days 18

### FEBRUARY

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

Non-Instructional Day (for Pro-D) - Feb 12  
Family Day - Feb 19      instructional days 19

### MARCH

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					1	2
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Spring Break - Mar 18 - 28      Good Friday - Mar 29      instructional days 11

### APRIL

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7	8	9	10	11	12	13
14	15	16	17	18	19	20
20	21	22	23	24	25	26
27	28	29	30			

Easter Monday - April 1      School Reopens - Apr 2  
Non-Instructional Day (for Pro-D- RSA) - Apr 22      instructional days 20

### MAY

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

Victoria Day - May 20      instructional days 22

### JUNE

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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Last day of school for students - Jun 27  
Administrative Day - Jun 28      instructional days 19

#### LEGEND:

- Instructional Days
- Non-Instructional Days
- Statutory Holidays

Hours of Instruction Offered:  
 Kindergarten: 849  
 Grades 1-7: 874  
 Grades 8-12: 947

Days of Instruction: 184  
 Non-Instructional Days: 7



# SCHOOL DISTRICT NO. 6 (Rocky Mountain)

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

Corporate Board Office

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## 2024-2025 SCHOOL CALENDAR DRAFT

Note: NIDs may change as they are subject to agreement by RMTA

### JULY

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

Canada Day - Jul 1 instructional days 0

### AUGUST

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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Civic Holiday - Aug 5  
Non-Instructional Days - Ministry Day, Pro-D  
Aug 28, 29, and 30 instructional days 0

### SEPTEMBER

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22	23	24	25	26	27	28
29	30					

Labour Day - Sep 2  
Back to School - Sep 3  
Ntl. Day for Truth and Reconciliation - Sept 30  
instructional days 19

### OCTOBER

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

Thanksgiving - Oct 14  
Non-Instructional Day (for Pro-D, PSA) - Oct 18  
instructional days 21

### NOVEMBER

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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Remembrance Day - Nov 11  
instructional days 20

### DECEMBER

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

Christmas/Boxing Day - Dec 25/26  
Winter Break - Dec 23 - Jan 3  
instructional days 15

### JANUARY

S	M	T	W	T	F	S
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5	6	7	8	9	10	11
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New Year's Day - Jan 1 School Reopens - Jan 6  
instructional days 20

### FEBRUARY

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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

Non-Instructional Day (for Pro-D) - Feb 10  
Family Day - Feb 17 instructional days 18

### MARCH

S	M	T	W	T	F	S
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Spring Break - Mar 17 -28  
instructional days 10

### APRIL

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

Good Friday - April 18  
Easter Monday - April 21 School Reopens - Apr 22  
Non-Instructional Day (for Pro-D- RSA) - Apr 28  
instructional days 19

### MAY

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

Victoria Day - May 20 instructional days 21

### JUNE

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

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Administrative Day - Jun 30 instructional days 20

#### LEGEND:

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- Non-Instructional Days
- Statutory Holidays

Hours of Instruction Offered:  
Kindergarten: 849  
Grades 1-7: 874  
Grades 8-12: 947

Days of Instruction: 183  
Non-Instructional Days: 7

**DATE:** November 26, 2021

**TO:** Board of Trustees

**FROM:** Karen Shipka, Superintendent of Schools

**SUBJECT:** FESL Strategic Plan Update

**ORIGINATOR:** Steve Wyer, Assistant Superintendent

**REFERENCE:**

---



### ISSUE

The Board of Education will receive an update on the Framework for Enhancing Student Learning (FESL) and the District's Strategic Operational Plan.

### BACKGROUND

In September 2021, the District submitted new documentation to the Ministry of Education following the requirements under the Framework for Enhancing Student Learning. The submission included:

- [2021- 2023 Strategic Operational Plan](#)
- [Enhancing Student Learning Report](#)
- [Engagement Plan](#)
- [Financial Statement Discussion and Analysis](#)

In November, the Ministry of Education introduced the planning cycle for strategic planning (Appendix 1) and continuous improvement (Appendix 2). These documents are intended to assist districts in implementing a consistent approach to strategic planning and continuous improvement to increase public assurance in the education system in British Columbia.

A review of the FESL process is now underway. Documentation submitted to the Ministry of Education will be reviewed by a Peer Review Committee and feedback will be provided to the District in February of 2022. Regular updates are part of the annual reporting cycle and will be presented two times each year.

### CURRENT SITUATION

The District operational plan, developed to action the priorities from the strategic plan, outlines the goals and strategies that will help to advance the strategic plan. The goals that are identified in the operational plan were identified after a thorough examination and analysis of a variety of data sources, from the provincial, district and classroom assessments. The assessment cycle begins each fall when schools administer district and provincial assessments. These data are compared to the results we used in the previous year (baseline data) to determine if learning has improved. The assessment data also provide staff with valuable information to set school goals, inform instruction, guide planning, and affirm district strategy.



The Ministry provides the District with other data sets throughout the year such as comprehensive Dogwood Certificate completion, Student Learning Survey and Foundational Skills Assessment. Together, these data sources, along with classroom/report card assessment data provide evidence of student learning.

Using the three priority areas from the Strategic Plan, the update will share our progress forward.

### **Priority 1 Equity and Inclusion:**

The data used to inform this priority includes the Student Learning Survey which is administered in the spring with data provided in April. This survey provides us with data that shares the extent to which students feel safe, included and connected to schools. Regular attendance, while not a goal in itself, can be a good indicator of whether students feel a connection to school.

#### **Goal 1 Remove barriers to equity**

##### **Strategies**

- Establish a district level Indigenous Education Vice Principal position to support capacity building of staff and relationship building with Indigenous Partners.
- Implement the priorities of the Equity in Action scan.
- Develop a District wide professional learning strategy focused on the Calls to Action: Truth and Reconciliation Commission, United Nations Declaration on the Rights of Indigenous Peoples, and the First People's Principles of Learning in all subject area, in age-appropriate ways.

##### **Expected outcomes**

- Increased partnership between Indigenous communities, the District and schools.
  - An Indigenous Advisory Committee was formed and terms of reference drafted. The committee is currently working on refining the terms.
  - Hiring completed
  - LEAs being developed with both Shuswap and Akisqnuk
- Increased engagement of Indigenous Partners in education decision making.
  - District VP is working with the Education Managers from each band to develop a scan for the community members.
- Staff demonstrate a commitment to Truth and Reconciliation.
  - Equity plans are embedded in each school success plan and many are focused on decolonization using the *Decolonize Now* workbook by Michelle Lorna Nahanee.
  - Policy has been developed to include land acknowledgements and the flying of Indigenous flags at district buildings.
  - Kevin Lamoureux was contracted to support district wide professional development focused on Truth and Reconciliation at school opening. Kevin will also provide a keynote focused on Deconstructing Otherness at the upcoming regional professional development day February 14, 2022
- Increased capacity of teachers to implement the First Peoples Principles of learning into curriculum.
  - A resource review team has been formed to evaluate new Indigenous resources and to build equity into currently used classroom resources.
  - District VP is working with school principals to develop a scope and sequence to embed FPP into curriculum.



## Goal 2 All learning environments and opportunities are inclusive

### Strategies

- Foster a culture of belonging for ALL students and staff across the district.
- Establish a Mental Health strategy to address the post pandemic mental health needs for students and staff.
- Develop a district wide professional development strategy that support the implementation of inclusive learning strategies and the establishment of inclusive learning spaces.
- Remove barriers to learning for vulnerable students, students in care, and students with diverse abilities.

### Expected outcome

- District leaders work with staff to develop strategies that address students' sense of belonging.
  - District leaders have engaged school staffs in professional development and conversation with action plans to develop and refine multi-tiered systems of support through District Leadership Team Days & Follow-Up Conversations.
  - Conduct an assessment of school based team practices to maximize services and supports for students.
  - Development of learning 'path' for students who are at risk – Indigenous and non-Indigenous students (as identified by attendance and qualitative and quantitative assessment (formative/summative).
  - Developing greater coordination and communication of SOGI supports for plan implementation (including community partners).
  - Build capacity and training in the use of school-wide evidence based programs to promote Social Emotional Learning.
- A Mental Health Strategy is developed and implemented.
  - A variety of professional learning opportunities are offered to support mental health including:
    - Trauma Informed Practice
    - Compassionate Leadership Systems Network and Training
    - Suicide Risk Assessment
    - EASE Training
    - Mental Health Literacy
    - VTRA
- ALL classrooms/schools are inclusive.
  - Collaborating with community agencies to strengthen communication, clarify roles and collaborative opportunities inside and outside of the school including improved communication to support students and families.
  - District VP works with school based teams to develop trauma informed practice that encompasses differentiated programming, supports and services.
  - Build capacity in developing and implementing inclusive practices including strategies in self-regulation, accommodations and adaptations; accessing curriculum utilizing technology; program planning and reporting.
  - Collaboration with Surrena Craig and school administration to ensure inclusive learning spaces and facility accessibility for students with complex needs.
  - Working with administrators to develop and refine discipline strategies utilizing progressive discipline model that aligns community supports when appropriate.





- ALL students have equitable access to learning.
  - Collaborating with community agencies to strengthen communication, clarify roles and collaborative opportunities inside and outside of the school including improved communication to support students and families.
  - Work with school leaders to provide Provincial Outreach Program for Autism and Related Disorders (POPARD) consultation for individual students and classroom consultation; Provincial Outreach Program for Fetal Alcohol Syndrome POPFASD resources and training to build capacity in the district.
  - Work with school leaders to implement a school culture that provides student voice and choice.

### Goal 3 Student, Parent, Partner Engagement

#### Strategies

- Develop and implement an engagement plan that invites input from students, parents and education partner groups.
- Redevelop district and school websites to improve overall communication.
- Establish a Student Advisory Council.
- Establish an Indigenous Education Council.

#### Expected outcomes

- An engagement plan is implemented to provide students, parents and education partner groups an opportunity to provide input into the district strategic plan.
  - An engagement framework is posted on the district website.
  - An engagement plan was developed and implemented.
- District and school websites are primary sources of information.
  - Website launch January 2022
- The Student Advisory Council is established and student voice is valued in decision making.
  - 5 students from each community form the District Student Advisory Council
  - District Student Advisory Council participated in Supporting Adolescent Mental Health Conference in October.
- The Indigenous Advisory Council is actively engaged in SD6 education decision making.
  - In progress

## Priority 2 Success for Each Learner

### Goal 1 All Students are Ready to Learn

#### Strategies

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



### **Expected Outcomes**

- An Early Learning strategy is developed to meet the needs of each community.
  - A strategy includes:
    - Bridging connections between schools and early years programs in each community,
    - Development of a community framework for Ready, Set, Learn programming.
  - Introduced CHEQ and EDI data to primary principals for use in planning kindergarten programs.
- Increased capacity of School Based Team to identify and meet the needs of students.
  - On-going support being given to Learning Support Teachers and principals to support structure, scheduling and parental involvement in School Based Team (SBT) meetings
  - SBT rubric to assess the effectiveness of the SBT
  - Mentorship offered by District VP attending SBT meetings to provide guidance and support.
  - DVP and/or Director to support meetings with students and families with complex needs
- Staff have the capacity to help students understand and develop a sense of responsibility
  - Implement a Systemic Social Emotional Learning approach to create equitable learning conditions that actively involve all Pre-K to Grade 12 students in learning and practicing social, emotional, and academic competencies.
  - Increased counselling/YCW time in all communities that directly support school Social Emotional Learning goals
  - DSAC and student leadership opportunities in our Secondary Schools
  - Empowering students to call-in rather than calling-out (conflict resolution skill building)

## **Goal 2 Success for all Learners in Literacy and Numeracy**

### **Strategies**

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

### **Expected Outcomes**

- A consistent approach to assessing reading is implemented across the district.
  - Introduced a new process for schools to formally assess student reading in the spring and fall.
  - Exploring options to assess pre-reading readiness skills across the district.
  - District VP working with principals and vice principals to develop and pilot a performance based reading assessment.
- Intermediate years students demonstrate increased achievement level in literacy.
  - 89% of 4-7 students in the district are meeting expectations in writing on the baseline assessment. Following a year of learning, the District can predict numbers in the mid 90% range on the spring writing assessment.
  - FSA scores – Preliminary results show that students are improving in literacy between the grade 4-7 span of time. On the last three year's FSA data, more grade 7 students are meeting expectations than grade 4 students. This shows there is ongoing literacy growth during the grade 4-7 grade span.



- District benchmark reading assessment shows that student literacy achievement improves over the span of the intermediate years: 68% of grade 4 students at expected reading levels and 75% of grade 7 students at expected reading levels.
- Increased teacher capacity in literacy and numeracy instruction and assessment.
  - Grade groups meetings are planned for teachers in literacy areas of highest need. For example, grade 5 reading cohort.
  - Teacher and principal team has been convened to plan and implement the Grade 8-9 numeracy assessment.
  - Smart Learning Rounds at grade 4-7 level. Schools releasing teachers to participate.
  - The District VP team and pilot teams from three schools are participating in a Ministry pilot to provide feedback on the new performance standards and proficiency benchmarks for literacy and numeracy.
- Teachers have access to Numeracy and Literacy supports and expertise.
  - Increasing teacher and Principal capacity through the employment of District VPs in literacy and numeracy.
  - Elementary and secondary book clubs in numeracy have begun
- A consistent approach to Numeracy assessment is implemented across the district.
  - Student Numeracy Assessment and Practice (SNAP) was piloted last year in many K-7 settings. It was used across all classrooms grades 1-7 this fall to develop a baseline for number sense knowledge.
  - District VP Numeracy has convened and drafted a grade 8/9 numeracy assessment modeled on the Ministry Grade 10 Numeracy Assessment. The team, which includes teachers and principals, will pilot the assessments in a grade 8 and 9 class in each school of the district.

### Goal 3 Success Beyond the Classroom

#### Strategies

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

#### Expected Outcomes

- Teachers and students have access to up-to-date resources regarding Indigenous Peoples providing multiple perspectives.
  - Convened an Indigenous Resource Review Team. Their purpose is two-fold
    - To review existing resources, such as text books, and design learning sequences with those resources that embed Indigenous content and perspective and then share with staff
    - To review the authenticity of new resources with Indigenous content for use in classrooms.
  - The District has applied for and received permission to use the logo from The National Truth and Reconciliation Council and there are resources for staff to support using this in their teaching about Calls to Action and Reconciliation.



- Improved community partnerships strengthen the delivery of services to children and families.
  - Purposeful relationship building and improved communications have helped to increase partner participation in a variety of areas (LEA development, sharing of CHEQ data)
  - Develop in partnership with Ktunaxa Kinbasket Child and Family Support Services improved communications to support students.
  - Increased communication with Ministry of Children and Family Development regarding transition of child care services to education.
  - Continued supports from Counsellors, CLINK, ISSWs and YCWs working with families and community agencies to provide on-going support (food security, clothing, hampers etc.)
  
- Student transition experiences are improved at all levels.
  - Ready, Set, Learn events to be organized in all our communities (with our community partners) Transition to “Kindergarten” events.
  - Aligning staggered start across the district.
  - Working with school counsellors on a mentorship program in (expanding on KZ model) to facilitate transition from primary to middle school and middle school to high school (January, 2022).

## Priority 3 Excellence in Teaching and Leadership

### Goal 1 Develop a Coordinated Approach to Professional Learning

#### Strategies

- Develop and implement professional learning that will further advance the goals of the district and school plans that are cyclical and foster a continuous growth mindset.
- Establish an Aspiring Leaders program to address succession planning
- Provide a variety of professional learning opportunities for teachers and support staff to support student learning.

#### Expected Outcomes

- Increased capacity of staff to further the goals outlined in the School Success plan and District Strategic plan.
- The Aspiring Leaders program is fully subscribed and learning are evident in leadership practices across the district.
  - The first Aspiring Leaders meeting took place on December 9 and has 9 participants. There will be six meetings this year and a full day wrap up at the end of the year. Concepts covered are Decision Making, School Culture, Conflict Resolution, Leadership Style, Setting Direction, Communication, and Systems Thinking.
- Student achievement is increased



## Goal 2 Building Leadership Capacity through a Culture of Collaboration

### Strategies

- Continue monthly District Leadership Team meetings to build the collective capacity of school leaders
- Continue to build Instructional Leadership capacity in principals and vice principals using an “Instructional Rounds” method.

### Expected Outcomes

- Principal and vice principal capacity is enhanced through meaningful learning opportunities.
  - District leadership team meeting are held monthly in each community and are focused on building capacity of leaders in targeted area such as instructional leadership and strategic planning.
  - Planning review meetings were held with each principal to review and finalize evidence based school plans.
- Increased capacity of school leaders to conduct instructional rounds and coach teachers.
  - Professional learning experiences that provide leaders with opportunities to practice instructional rounds with their colleagues and to learn from each other.
  - Senior Team has joined instructional rounds in all schools and progress continues to build increased participation in instructional rounds.

## Goal 3 Engagement through Innovative Practices

### Strategies

- Principals and Vice Principals model and encourage a culture of supported risk taking when coaching and mentoring staff.
- Offer a variety of professional learning opportunities for teachers and support staff that fosters innovative and creative learning opportunities for students.

### Expected Outcomes

- Innovation is evident in classrooms.
  - A technology refresh plan is developed and implemented beginning with secondary schools doubling the number of devices available to students.
- Student engagement is increased as a result on innovative teaching and learning opportunities.
  - A Technology Leaders network is established that identifies a tech lead teacher in each school.
  - A train the trainer model is being used to build the capacity of the Technology Network members.
  - Technology Network lead teachers are collaborating with principals to offer training for teachers and other staff during staff meeting time on district applications and website development.

### Conclusion

Although early in the implementation cycle, the District has taken significant steps forward in all areas of the plan. Early indications show that staff are becoming increasingly familiar with the new continuous improvement cycle and are implementing strategies in targeted areas to improve not only student learning, but the overall student experience.



# DESCRIPTIVE STATEMENTS FOR EFFECTIVE STRATEGIC PLANNING

Updated November 2021



Ministry of Education

These descriptive statements were co-developed with the Ministry of Education and sector volunteers from FNEESC, BCSTA, BCASBO, BCPVPA, and BCSSA. They are intended to be used as a formative guide for ongoing reflection and planning to enhance student learning for all students. These descriptive statements will be adjusted over time as we reflect and learn more about effective strategic planning and continuous improvement.

We are learning to do our work with a distinction-based approach. In these documents and through our work, we are striving to acknowledge the distinct histories, interests and priorities of Indigenous populations. We are committed to listening, seeking to understand and seeking consent as we continue to learn.

Throughout our documents the term Indigenous peoples and communities is defined as including First Nations living on reserve, Métis, Inuit, urban Indigenous populations, and First Nations members who live in B.C. but whose Nation is outside of B.C.



DRAFT

# DESCRIPTIVE STATEMENTS FOR EFFECTIVE CONTINUOUS IMPROVEMENT PLANNING

Updated November 2021



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### 2| Strategy Effectiveness

**Monitor and reflect on the effectiveness of their strategies for improving student success by ensuring:**

- 1| Iterative cycles of reflection and revision of all district operational plans (e.g. Financial, Human Resources, Information Technology) happen over time each year;
- 2| The district has considered previously implemented strategies on achieving the student learning objectives using triangulated evidence; and
- 3| The district has an effective, strategic engagement and communication approach with Indigenous Peoples and Communities, community partners, families, staff, and students.

### 3| Review and Interpret Results

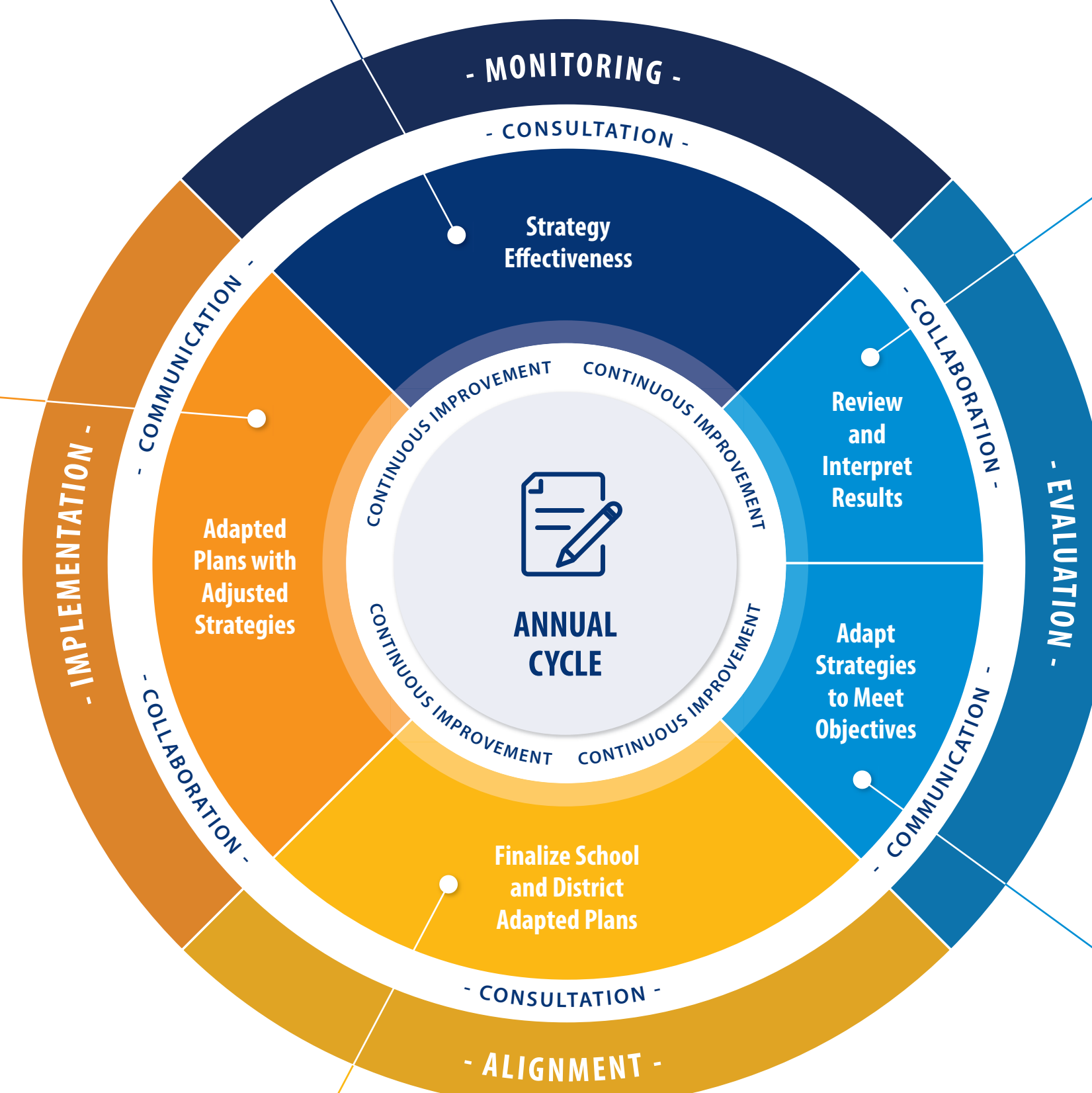
**Review, analyze, and interpret results to determine areas of focus for the annual implementation plan, ensuring:**

- 1| Engagement with Indigenous peoples and communities, students, school communities and local communities;
- 2| Data sets include evidence from Local Education Agreements, Enhancement Agreements, and Equity Scans;
- 3| The inclusion of quantitative, and qualitative sources of information;
- 4| Provincial, district and classroom level evidence are used, including the data specific to the Framework Policy;
- 5| Disaggregation of the data to understand inequities, with special attention to Indigenous students, children and youth in care and students with disabilities or diverse abilities;
- 6| Trends over time and cohort data are analyzed;
- 7| Current contextual information (e.g. current research, provincial direction, Truth and Reconciliation, etc) is considered;
- 8| Consideration has been given to validity, reliability, completeness, and consistency; and,
- 9| A description of the district's data analysis and area(s) of focus for District's annual implementation plan.

### 1| Adapted Plans with Adjusted Strategies

**Implement the adapted strategies within their annual implementation plans and communicate the adjustments to ensure:**

- 1| A collaboratively developed and responsive professional learning plan continues to directly impact student learning;
- 2| Plans have a focus on Indigenous students, children and youth in care, and students with disabilities or diverse abilities;
- 3| Ongoing alignment of operational plans (e.g. Financial, Human Resources, Information Technology) with Strategic Plan goals; and,
- 4| Description of how resources are being used.



### 4| Adapt Strategies to Meet Objectives

**Continue to establish strategies and measures that:**

- 1| Focus on the concept of the Educated Citizen using research-based strategies that are known to be impactful and are consistent with the provincial curriculum;
- 2| Demonstrate a broad scan of evidence of student learning, including an examination of system inequities in student achievement;
- 3| Demonstrate progress toward the student learning goals through implementation of the strategies;
- 4| Maintain a clear focus to enhancing inclusion and equity;
- 5| Maintain a clear alignment with Local Education Agreements and Enhancement Agreements
- 6| Predict to enhance the daily experiences of the students and support their learning; and,
- 7| Include a supporting professional learning plan to build collective efficacy of staff and leaders at the district and school levels.

### 5| Finalize School and District Adapted Plans

**Use their annual review, analysis, and interpretation of findings to align school plans and operational plans (Financial, Human Resources, Information Technology)**

- 1| Show a clear link to evidence of student learning;
- 2| Maintain a clear focus on enhancing equity and inclusion;
- 3| Support progress toward goals identified in the Ministry of Education' Policy for Student Success;
- 4| Maintain a clear alignment with Local Education Agreements and Enhancement Agreements;
- 5| Adequately allocate resources to implement the evolving educational implementation plan; and,
- 6| Align with local contexts (school and district level).

DRAFT

**DATE:** December 14, 2021

**TO:** Board of Trustees

**FROM:** Karen Shipka, Superintendent of Schools

**SUBJECT:** Community Engagement Plan

**ORIGINATOR:** Karen Shipka, Superintendent of Schools

**REFERENCE:** [Framework for Enhancing Student Learning, SD6 Engagement Framework](#)

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## ISSUE

The Board of Education receives the community engagement plan that supports the expectations outlined in the Framework for Enhancing Student Learning (FESL) as information.

## BACKGROUND

Community Engagement is a critical component of the continuous improvement cycle and an expectation under the FESL policy. In 2020-2021, engagement activities were limited by COVID 19 health and safety requirements forcing engagement activities to be delivered through an online medium.

## CURRENT SITUATION

This spring, as part of the continuous improvement cycle, community engagement sessions will be held in each of the three communities as follows:

- June 2, 2022 Kimberley
- June 7, 2022 Windermere
- June 9, 2022 Golden

At these sessions, the principals from the schools in the zone will share their School Success Plan including an overview of the data, a comparison to last year's data and the goals and strategies for the upcoming year. Those in attendance will be invited to engage in a focused conversation, facilitated by members of the District Student Advisory Council.

The District will share the District Operational plan, developed in response to the needs of the schools and focused on overall continuous improvement.

The data collected from the sessions will be summarized in a report and provided to each school as they finalize their plans for the upcoming school year.

Sessions will be planned in each zone and in our Indigenous communities and will follow the procedures outlined in the [SD6 Engagement Framework](#). Invitations will be sent out to local officials, business community, parents, teachers and students. Events will follow all health and safety protocols and limitations that are in place at that time.





## **FINANCIAL IMPLICATIONS**

- 5000 – engagement sessions in 4-5 locations
- 1000 – training session for District Student Advisory Committee members

## **CONCLUSION**

Community voice is an important element of school improvement. We are hopeful that we will be able to fully engage the public through community engagement activities in each community. Continuous improvement in the school system is a shared responsibility and collection of community voice will assist the Board of Education and the school district administration as they make decisions to improve student learning.



**DATE:** December 3, 2021  
**TO:** Board of Trustees  
**FROM:** Karen Shipka, Superintendent of Schools  
**SUBJECT:** District VP Update  
**ORIGINATOR:** Steve Wyer, Assistant Superintendent  
**REFERENCE:** [3 Year Strategic Plan](#)

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## ISSUE

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

## BACKGROUND

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

## CURRENT SITUATION

Please see details of the main initiatives of the District VP team, for November, outlined below.

### Barb Carriere – District VP Literacy

- Met with teachers and principals to support adjusting goals related to fall data.
- Partnered with Early Learning to share and plan with PVP about CHEQ/EDI information.
- Presented learning evidence of literacy in detail to all PVP and Senior Team at the DLT
- Planning for the development of a district performance based reading assessment
- Kindergarten Phonological Awareness Assessment - reviewing data and adjusting practice district wide.
- Support FSA marking and follow up
- Ministry Proficiencies Pilot project. Meetings with lead principals
- Smart Learning Rounds with 5 teachers and Principal at Lady Grey



### **Kristin Insull – District VP Numeracy**

- District wide 8/9 Math assessment - Developed a DRAFT form and meeting early December with PVP and head teachers
- Meeting at secondary to address results from the Grade 10 numeracy assessment
- In depth work with McKim team to develop school based numeracy assessment
- Pilot meeting at McKim to trial the design of strategies aimed at numeracy interventions using Indigenous content
- Support plans for numeracy programs at Canal Flats – truncated due to health restrictions but will get back on track.
- Began the Senior Numeracy Team project – Met with Stacy Decosse to co-plan
- Meeting with K-7 principals to design a common approach in addressing numeracy need.

### **Janna Jasek – District VP for Indigenous Learning and Equity**

- DLT meeting presentation
- 6 Cedars appropriation: providing notice and follow up for replacement resources
- Working on Shuswap LEA, problem-solving with Indigenous partners.
- Working on IAC: communication and organization, problem-solving with Indigenous partners.
- Meeting with Ktunaxa Kinbasket Children and family services. Creating new relationships and how to make a wrap-around approach for our Indigenous students. (Indigenous partners were part of the meeting as well as Viveka and Kari).
- Website training, organization and creating and researching to ensure all resources are authentic.
- Working with provincial programs seeing what may work in our school district. For example, Wild Archeology
- We are looking at various Anti-racist/Culturally aware programs for onboarding and training SD6 employees.
- Organize, plan and host Indigenous Education Support Worker meeting
- Working on creating a Resource Review Team; to look for appropriate resources currently in circulation. Add Indigenous perspective to resources that do not have it.
- Created template for Indigenous Education Resource Team: Request for Services
- Every Child Matters Challenge organizes emails, resources and webinars for participants.
- Working with collaborative grant participants who are focusing on Indigenous perspectives.
- Attended a variety of different conferences: BCTEA, SOGI (Indigenous perspective), and SEY2K.
- Continued work as Teacher of Students with Visual Impairments.

### **Crystal McLeod – District VP Early Learning**

- HELP (Human Early Learning Partnership) – facilitated presentation of CHEQ and EDI data to K-administrators and their teams (40+) participants on Nov. 2, followed up with K-administrators on their team's next steps they planned for their schools based on school-level EDI and CHEQ data
- Presented at the provincial HELP Early Learning Lead information session on how to effectively use CHEQ and EDI data for school planning



- Baby Goose – guest presenter – connected with caregivers to discuss the importance of early intervention and services/programs available prior to school, questions regarding 2023 and K-readiness
- Kindergarten teacher and ECE collaboration – met with KZ and WZ admin as well as KZ and WZ childcare providers (meeting with GZ next month) to discuss project, will set-up and facilitate visits to start in January
- Facilitated table talk discussion on early learning for the trustees at the working board session which included: presenting data on child care needs assessments done in each community, CHEQ data, Provincial Pilot Projects, K teacher-ECE district collaboration project, current waitlists and ECE staffing challenges for childcare operators throughout the district, opportunities for before/after school care in schools
- Created a presentation for the ECE Dual Credit program with COTR – did an evening virtual presentation that was recorded, did in-person presentations at Selkirk (25 students) and DTSS (10 students)
- Facilitated and participated in second Provincial Pilot Project meeting for CR4YC and participated in SEY2KT
- Contributed to Kimberley Early Years Coalition (KEYC) meeting and Columbia Valley Early Years Coalition (CVEYC) meeting
- Planning with Katie Hodder in Golden for early years project to begin in Jan/Feb
- SOGI (Sexual Orientation and Gender Identity) – shared resources on gender awareness/stereotypes/family structures and anti-racism with early years partners and primary schools
- Columbia Basin Early years Outdoor Play coalition meeting – EY partners from around the region collaborating on implementing outdoor play
- Ongoing connection with CBAL and support for StrongStart facilitators in all three zones

### **Kari Mason – District VP Student Support Services**

- DLT meeting presented to varied groups of PVP and Sr. Team about the learning evidence and inclusion supports.
- Mental Health Leads Network – working towards more supports and access to programs school and community based
- Meet with Provincial Outreach Programs
- Continuing to train staff teams in CPI Non-Violent Crisis Intervention
- Supported teams in program planning and support including the development of Response Plans
- VTRA Support (x2), Promoting and supporting new district practice (Risk Assessment)
- Outside agency coordination as well as ‘weaving together’ Indigenous Community Support agencies, MCFD and SD6 – building understanding and improving working relationships – child centered; now working as a collaborative team meeting monthly to improve communication, understanding and support network
- Developing a document to clarify roles and responsibilities for support staff
- Supporting admin and schools in developing trauma informed classroom practice



- Evaluating, strengthening and supporting SBT practice in schools
- Liaising with ARC BC (Access Resource Centre – BC), building staff capacity for resource access for students with Learning Disabilities, Physical Disabilities, Visual Impairments

### **STRATEGIC ALIGNMNET**

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



**DATE:** December 8, 2021

**TO:** Board of Trustees

**FROM:** Karen Shipka, Superintendent of Schools

**SUBJECT:** Dogwood Completion Rates 2021

**ORIGINATOR:** Steve Wyer, Assistant Superintendent



## ISSUE

The Board of Education will receive an update on the spring 2021 Dogwood completion rates.

## BACKGROUND

Each fall the Ministry of Education shares out the Dogwood completion rates with each district. The high level data about completion in SD 6 compared to the province is available below.

## CURRENT SITUATION

### Completion Rates

Dogwood completion rates are an integral measurement metric for monitoring student outcomes in School District No. 6. While completion rates have improved over the last two years (6% increase over 2020), District completion rates have mostly remained steady over a 5 year period. Despite this, still more than 1/10 students do not receive Dogwood completion within 5, 6, 7 or 8 years of entering grade 8. Students in School District No. 6 are much less likely to graduate if they are of Indigenous ancestry. While Indigenous Completion rates are masked for School District No.6, there is still much work to be done to reach parity between Indigenous and Non-Indigenous learners and to exceed the provincial average.

All Students	5 Year Completion		6 Year Completion		7 Year Completion	
	Province	SD 6	Province	SD 6	Province	SD 6
Completion Rates 2021	86%	84%	90%	87%	91%	86%
Completion Rates 2020	85%	78%	90%	84%	90%	90%
Completion Rates 2019	86%	86%	89%	87%	90%	92%
Completion Rates 2018	83%	82%	89%	91%	89%	88%
Completion Rates 2017	82%	87%	87%	92%	89%	92%



## Strategic Response:

The District has responded to this evidence of learning with strategic operational initiatives.

- District VP of Indigenous Learning and Equity is in place
- The District is supporting two collaborative grants focused on creating scope and sequence for embedding Indigenous perspectives in curriculum.
- The District is supporting staff development in relation to the Calls to Action.
- The Equity In Action Project continues to be led by the District VP
- The Student Learning Support Services Team are working to provide professional supports to support teams for vulnerable learners
- The Student Advisory Council is hearing from students about how to remove barriers to learning success.
- The District is in the development stages of a literacy assessment to target intervention earlier in Grades 8/9
- The District is in the trial phase of a numeracy assessment to intervene in the area of numeracy prior to the Grade 10 Provincial Numeracy Assessment.

## CONCLUSION

While Dogwood completion rates are on the rise in School District No.6, there are improvements to be made in order to achieve equity and parity between Indigenous and Non-Indigenous learners. Furthermore, the District remains focused on learning more about barriers to completion for students earlier on in their secondary years to allow more time to intervene prior to students beginning their graduation program.

## STRATEGIC ALIGNMENT

- Equity and Inclusion
- Success for all learners in literacy and numeracy
- Accountability - for ourselves, our students, and our communities for professionalism, transparency and quality results.



**DATE:** December 14, 2021  
**TO:** Board of Trustees  
**FROM:** Karen Shipka, Superintendent of Schools  
**SUBJECT:** Flag Protocol – Flag Pole Upgrade Update



**ORIGINATOR:** Steve Jackson, Director of Operations  
**REFERENCE:** POLICY 2020 TRADITIONAL-TERRITORY ACKNOWLEDGEMENT, FLAG AND NATIONAL ANTHEM PROTOCOL

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### BACKGROUND

The Board of Education believes the flags of British Columbia, Canada, the Ktunaxa First Nation, the Métis Nation of BC, and the Secwépemc First Nation, and the acknowledgment of the traditional territories and the national anthem “O Canada” are important parts of the celebration of Canada as a country, British Columbia as a province and the traditional territory of the Indigenous Peoples upon which School District 6 resides.

In partnership with the Indigenous partners in each area, each school and board office will have an opportunity to fly the flags of Canada, British Columbia, Ktunaxa Nation, the Métis Nation of B.C., and the Secwépemc First Nation at the front of each building.

### CURRENT SITUATION

Throughout our school district, flag poles have been placed and installed at our facilities during the original construction as well as in some cases during major renovations to schools and buildings. Some of our flag pole locations have been in the same place for up to 70 years. Today, the number of flag poles at each site is inconsistent, and ranges from one to three. All schools are flying the Canadian flag, some also fly the British Columbia flag, and a couple have their own school flag.

### FINANCIAL IMPLICATIONS

The cost to purchase and install flag poles will be approximately three to four thousand per flag pole. The cost depends on the quality of flag pole and the installation location.

### CONCLUSION

As result of the total cost of this project and the many different locations that the flag poles will need to be installed, a phased approach is being initiated. The first site to have flag poles upgraded will be the District Administration Building. Flag poles are being ordered and the installation is planned to be complete in time for National Indigenous Peoples Day on June 21 where we plan to celebrate with the raising of the flags of our Indigenous partners.

We will be also be developing a strategic installation plan for all other sites. It will see our three high schools upgraded in the summer/Fall of 2022 and all other installations will take place over the next few years to spread out the cost over time.





## December 2021

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14 Board of Education Meeting, Video Conference from 3 Zone Offices 6:00 pm In-camera 7:00 pm Regular	15	16	17	18
19	20 <i>Christmas Break</i>	21 <i>Christmas Break</i>	22 <i>Christmas Break</i>	23 <i>Christmas Break</i>	24 <i>Christmas Break</i>	25
26	27 <i>Christmas Break</i>	28 <i>Christmas Break</i>	29 <i>Christmas Break</i>	30 <i>Christmas Break</i>	31 <i>Christmas Break</i>	

## January 2022

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1 New Year's Day 
2	3 <i>Christmas Break</i>	4 First Day of School after Christmas Break  Labour Relations Committee Meeting, teleconference Time:TBD	5	6	7	8
9	10	11 Board of Education Meeting, Video Conference from 3 Zone Offices 6:00 pm In-camera 7:00 pm Regular	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27 BCPSEA AGM Vancouver	28 BCPSEA AGM Vancouver	29
30	31					

## School Christmas Concerts and Events!

**Golden Zone – Green**

**Windermere Zone – Blue**

**Kimberley Zone - Red**

~ December 2021 ~						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	<p>EMP – 2:50 p.m. TEAMS Christmas Caroling Contact Stacey for Teams link</p> <p>MMES – Virtual Christmas concert Date and link to follow</p>	<p>EMP – 2:50 p.m. TEAMS Christmas Caroling Contact Stacey for Teams link</p>	<p>EMP – 2:50 p.m. TEAMS Christmas Caroling Contact Stacey for Teams link</p> <p>GSS – 7:00 p.m. Winter Band Concert In person and livestream <a href="https://youtu.be/n3PcDNhiLPs">https://youtu.be/n3PcDNhiLPs</a></p> <p>SSS – 7:00 p.m. Selkirk music concert <a href="https://youtu.be/Hk7KuL6IEyQ">https://youtu.be/Hk7KuL6IEyQ</a></p>	16	<p>EMP – 2:50 p.m. TEAMS Christmas Caroling Contact Stacey for Teams link</p>	18
19	20 <i>Christmas Break</i>	21 <i>Christmas Break</i>	22 <i>Christmas Break</i>	22 <i>Christmas Break</i>	24 <i>Christmas Break</i>	25
26	27 <i>Christmas Break</i>	28 <i>Christmas Break</i>	29 <i>Christmas Break</i>	30 <i>Christmas Break</i>	31 <i>Christmas Break</i>	