

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

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

Location: Lady Grey Elementary School

Date: May 10, 2022

Time: 7:00 p.m.

1. CALL TO ORDER

2. ACKNOWLEDGEMENT OF TERRITORY

3. APPROVAL OF AGENDA

4. APPROVAL OF THE MINUTES OF PRIOR MEETINGS

4.1 Regular Board meeting of April 12, 2022

4.2 Synopsis of in-camera meeting of April 12, 2022 (Alan Rice)

5. PRESENTATIONS/DELEGATIONS

6. MATTERS ARISING FROM THE MINUTES

7. STRATEGIC AND POLICY ISSUES

7.1 Policy Development NIL

8. OPERATIONAL ISSUES

8.1 Health hub at Golden Secondary School (Steve Wyer)*

8.2 Election By-law (Alan Rice)*

9. REPORTS

9.1 Budget utilization summary – April 30, 2022 (Alan Rice)*

9.2 District alternate programs (Steve Wyer)*

9.3 District vice principals update (Steve Wyer)*

9.4 Indigenous education graduation requirement (Steve Wyer)*

9.5 BC School Trustees Association (Jane Fearing)

9.6 BC School Trustees Association, Kootenay Boundary Branch (Rhonda Smith)

9.7 BC Public Schools Employers Association (Sandra Smaill / Jane Thurgood Sagal alt)

10. INFORMATION ITEMS

10.1 May and June 2022 calendar*

11. FORTHCOMING EVENTS

- | | |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2022.05.31 | Policy Committee Meeting, Teleconference, 4:30 p.m. |
| 2022.06.02 | Golden Zone Community Engagement Session, Golden Secondary School, 6:00 p.m. |
| 2022.06.07 | Labour Relations Committee Meeting, Teleconference, 12:30 p.m. |
| 2022.06.07 | Windermere Zone Community Engagement Session, David Thompson Secondary School, 6:00 p.m. |
| 2022.06.09 | Kimberley Zone Community Engagement Session, Selkirk Secondary School, 6:00 p.m. |
| 2022.06.14 | Board of Education Meeting, Windermere Elementary School <ul style="list-style-type: none">• In-Camera 6:00, p.m.• Regular Meeting, 7:00 p.m. |

12. QUESTIONS FROM THE PUBLIC

13. ADJOURNMENT

* attachment

DATE: May 10, 2022

TO: Board of Trustees

FROM: Karen Shipka, Superintendent of Schools

SUBJECT: Health hub at GSS

ORIGINATOR: Steve Wyer, Assistant Superintendent

REFERENCE: Kootenay River Secondary [Health Hub](#)



ISSUE

Support from the Board of Education is required to move forward with a proposed pilot to offer student medical services within Golden Secondary School in Golden.

BACKGROUND

The doctors in the Golden community have identified that youth health literacy as a priority in their planning. In a presentation to School District No. 6 leadership, they made the case that many youth in the community face barriers to medical access and lower levels of medical health literacy. They point out that students from marginalized groups often do not have the support, independence, or knowledge to seek out required medical care by making appointments at the clinic or keeping them. With respect to an overall harm reduction strategy, ensuring that all youth have access to reliable medical information in a comfortable and supportive setting, is crucial. Following their presentation of this information, the doctors invited the school district to participate with them in enhancing the equity of access to medical services, increasing levels of health literacy, and contributing to overall harm reduction.

CURRENT SITUATION

A group of doctors in Golden have identified the priority of community harm reduction as having a significant potential impact for young adults in the community. They further assert that proper health management and harm reduction begins with education and supportive services during youth. Some youth, however, do not come from supportive environments and often bring associated trauma to their interactions in health care settings. The doctors realize that schools are a place of learning and comfort and that many lifelong healthy habits are developed for all students at schools. Furthermore, schools are places of enhanced equity: services are available to students based on their need and not their ability to access them. Considering these points, the doctors proposed a partnership with SD 6 to bring consult level services to students through a shared space at Golden Secondary School.

In preliminary conversation, the principal of GSS and the lead physicians have identified suitable private space for such service and have proposed a set time of Tuesday mornings as the once per week service. Doctors and



employees of the program will provide their own insurance and will train to the site specific safety requirements of the school. Additionally, the doctors would like to be involved on the educational side of health as well: perhaps visiting classes, joining lunch time conversations in the commons, or working specifically with groups such as the Gay, Straight Alliance (GSA). By having an overall visible presence in the school the partnership hopes to raise awareness to the availability of health service in the community and enhance access to medical services for all students.

The doctors will provide consultation level services and minor upper-body exams. The service will be available to GSS students only. Prescriptions may be written but no medication will be available in the school. The doctors of Golden will provide usage data to the school district following the trial period of 8 months. At this point a discussion will take place to determine whether or not to continue the service. The Board will receive a follow up report on the effectiveness of the program at this time.

This type of program is not unique in the province and the group would be modelling the service on the Kootenay River Secondary School [Health Hub](#). Their model has the benefit of hindsight and successfully offers services such as general health checks, counselling and mental health services, pregnancy and sexual health, and nutrition. The doctors of Golden have contacted the doctors in Creston to determine how to build a successful service model. While the Kootenay River Hub offers a wider array of services, the Health Hub at GSS will begin with a much narrower scope of service.

Were the Board to approve the trial of this program, it would begin prior to the end of May and into the Fall of next school year. Mr. Rice and Mr. Wyer would draft a memorandum of understanding to clearly outline and establish agreement between both parties.

IMPLICATIONS

Financial

The costs of this service in the trial period are borne by the doctors through Interior Health. They have written a grant and received the permission and funding from Interior Health to move this program ahead.

Currently, there are no financial implications for infrastructure because the doctors will be using spaces within the private counseling centre in the school. Should the program grow beyond the trial, there may be a need to consider more appropriate spaces for the service.

General

It is not the intent of the doctors or the school district to usurp the role of the supportive parent in the medical health of any youth. While some may perceive that the school district is “enabling” students to receive health care through informed minor consent, the reality is that students can access these services at the clinic already. If a student has made an independent decision and is experiencing the medical and mental health consequences of such a decision, it should not be difficult for them to receive the medical care and support they need to be healthy. To mitigate perceptions of the type above, the District will work with the doctors to communicate clearly to the community about the purpose and function of the service.

On the positive side, hopefully the general implication will be that students who may put off seeking, or



experience barriers to, needed medical attention will develop a meaningful relationship with doctors in their life because those doctors have first taken an interest in students' medical health. Vulnerable students who may not be able to access the medical clinic for several reasons, will have access to care and will be more likely to seek care from someone comfortable in their own environment at school. Hopefully, all students will experience an elevated awareness of the importance of medical and mental health through frequent contact with doctors in their school.

CONCLUSION

The District has an opportunity to partner with the doctors in Golden to trial the offering of medical services within Golden Secondary School. This service will enhance equity and access to required medical care for students.

PROPOSED MOTION

That the Board of Education for School District No. 6 (Rocky Mountain) approve the Health Hub pilot program at Golden Secondary School.

STRATEGIC ALIGNMENT

- Equity and Inclusion
- Success for each learner



REGULAR MEETING: INFORMATION, RECOMMENDATION

DATE: May 10, 2022
TO: Board of Trustees
FROM: Alan Rice, Secretary Treasurer
SUBJECT: Election Bylaw – 2022
ORIGINATOR: Alan Rice
REFERENCE: Trust Election Bylaw No. 1 - 2022



ISSUE

Under the School Act, the Board of School Education may, by Bylaw, determine various procedures and requirements to be applied in the conduct of Trustee elections.

BACKGROUND

The Bylaw provides details of the electoral areas, number of Trustees in each area, definitions and other procedural items with respect to the election.

CURRENT SITUATION

The Secretary Treasurer has contacted the Chief Election Officers of the following organization to request that they administer the elections on behalf of the district:

Electoral Area 1	Columbia Shuswap Regional District
Electoral Area 2	City of Kimberley
Electoral Area 3	District of Invermere
Electoral Area 4 and 5	Regional District of East Kootenay

In accordance with Section 38(1) of the School Act, the Board will reimburse for any costs of the Trustee election that are additional to the costs, if any, incurred by the municipality, regional district or district in conducting the local government election or assent voting at the same time as the Trustee election.

CONCLUSION

The respective Chief Election Officers have indicated they will administer the election process, if required, on behalf of the school district.

RECOMMENDATION

That the Board authorize the Secretary Treasurer to provide a formal request to the Chief Elections Officers to administer the 2022 election on behalf of the district.

That the Board consider the first reading of Bylaw No. 1-2022.



TRUSTEE ELECTION BYLAW NO. 1-2022

BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 6 (ROCKY MOUNTAIN)

A Bylaw to provide for the determination of various procedures for the conduct of general school elections and other trustee elections for School District No. 6 (Rocky Mountain).

Preamble:

Under the *School Act*, the Board of School Education may, by Bylaw, determine various procedures and requirements to be applied in the conduct of Trustee elections.

The following Trustee electoral areas have been established for School District No. 6 (Rocky Mountain) by Ministerial Orders 295/96 and 324/96. In accordance with Sections 37 and 38(4) of the *School Act*, Trustee elections are the responsibility of the following authorities:

<u>Trustee Electoral Area</u>	<u>No. of Trustees</u>	<u>Authority</u>
Trustee Electoral Area 1 (Town of Golden and Electoral Area A of the Columbia Shuswap Regional District)	3	School District No. 6 (Rocky Mountain)
Trustee Electoral Area 2 (City of Kimberley and Electoral Area E of the Regional District of East Kootenay)	3	School District No. 6 (Rocky Mountain)
Trustee Electoral Area 3 (District of Invermere)	1	Municipal Council of Invermere
Trustee Electoral Area 4 (Village of Canal Flats and Electoral Area F of the Regional District of East Kootenay)	1	School District No. 6 (Rocky Mountain)
Trustee Electoral Area 5 (Village of Radium Hot Springs and Electoral Area G of the Regional District of East Kootenay)	1	School District No. 6 (Rocky Mountain)

The Board of Education of School District No. 6 (Rocky Mountain), in an open meeting of the Board, enacts as follows:

1. Definitions

The terms used shall have the meanings assigned by the *School Act*, the *Local Government Act*, and the *Local Elections Campaign Financing Act* except as the context indicates otherwise.

“Board” or “Board of Education” means the Board of Education of School District No. 6 (Rocky Mountain).

“By-election” means a trustee election to fill a vacancy on the Board of Education in any of the circumstances described in Section 36 of the *School Act*.

“Election” means a Trustee election.

“General Voting Day” means the date on which general voting for a trustee election is to take place, whether part of the general school elections or a by-election.

“Minister” means the Minister of Education.

2. Application

This Bylaw applies to both general school elections and by-elections except as otherwise indicated in this Bylaw.

3. Order of Names on Ballot

The order of names of candidates on the ballot will be alphabetical in accordance with Section 116 of the *Local Government Act*.

4. Required Advance Voting Opportunities

As required by Section 107 of the *Local Government Act*, the following advance voting opportunities are established for Trustee elections:

City of Kimberley:

- (a) the tenth (10th) day before general voting day, and
- (b) the third (3rd) day before general voting day.

Columbia Shuswap Regional District, Town of Golden, Village of Canal Flats, and Village of Radium Hot Springs:

- (a) the tenth (10th) day before general voting day.

District of Invermere, Regional District of East Kootenay:

- (a) the tenth (10th) day before general voting day, and
- (b) the second (2nd) day before general voting day.

If an additional advance voting opportunity is required to be provided by Section 38(9) of the *School Act*, the additional advance voting opportunity shall be held at the place and for the voting hours specified by the Chief Election Officer.

5. Resolution of Tie Votes After Judicial Recount

In the event of a tie vote after a judicial recount, the tie vote will be resolved by lot in accordance with Section 151 of the *Local Government Act*.

6. Number of Nominators

As per Section 86(1)(a) of the *Local Government Act*, the minimum number of qualified nominators for a trustee candidate in any Trustee Electoral Area is two (2).

7. Access to Campaign Financing Disclosure Statements and Supplementary Reports

Upon request, the Board will provide a copy or other record of trustee candidates' campaign financing disclosure statements and supplementary reports for as long as they are required to be available to the public by law for a fee of \$0.25 per page.

8. Application of Local Government Bylaws

Except as otherwise provided by the *School Act* or this Bylaw; where the Board of Education enters into an agreement with a local government under section 38(4) of the *School Act*, under which the local government conducts all or part of a Trustee election for the Board of Education, or conducts a Trustee election in conjunction with a local government election, the elections bylaws of that local government, as they may be amended from time to time, apply to that Trustee election or part of the trustee election carried out under that agreement, to the extent authorized by the *School Act*.

9. By-Elections

For School Trustee by-elections conducted by School District No. 6 (Rocky Mountain), the advance voting opportunities shall be held on:

- (a) the tenth (10th) day before general voting day, and
- (b) if a second date is legally required, the fifth (5th) day before general voting day.

10. Effect

This Bylaw replaces School District No. 6 (Rocky Mountain) Trustee Election Bylaw No. 1-2018 adopted the 12th day of June, 2018.

11. Title

This Bylaw may be cited as “School District No. 6 (Rocky Mountain) Trustee Election Bylaw No. 1-2022”.

READ A FIRST TIME THE 10th DAY OF MAY, 2022.

READ A SECOND TIME THE 14th DAY OF JUNE, 2022.

READ A THIRD TIME, PASSED AND ADOPTED THE 14TH DAY OF JUNE, 2022.

(Corporate Seal)

Board Chair

Secretary Treasurer

TRUSTEE ELECTION BYLAW NO. 1-2022

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The following Trustee electoral areas have been established for School District No. 6 (Rocky Mountain) by Ministerial Orders 295/96 and 324/96. ~~In accordance with Sections 37 and 38(4) of the *School Act*, Trustee elections are the responsibility of the following authorities:~~

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Trustee Electoral Area 1 (Town of Golden and Electoral Area A of the Columbia Shuswap Regional District)	3	School District No. 6 (Rocky Mountain)
Trustee Electoral Area 2 (City of Kimberley and Electoral Area E of the Regional District of East Kootenay)	3	School District No. 6 (Rocky Mountain)
Trustee Electoral Area 3 (District of Invermere)	1	Municipal Council of Invermere
Trustee Electoral Area 4 (Village of Canal Flats and Electoral Area F of the Regional District of East Kootenay)	1	School District No. 6 (Rocky Mountain)
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4.1 Unless the Board is exempted from the requirement by Order of the Minister of Education, an advance voting opportunity will be held on the tenth day before general voting day.

4.2 Unless the Board is exempted from the requirement for an additional advance voting opportunity by Order of the Minister of Education, or unless s. 3.3 applies, an additional advance voting opportunity will be held on:

- i. In Trustee Electoral Area 1, the date specified by the bylaws of the Columbia Shuswap Regional District;
- ii. In Trustee Electoral Area 2, the date specified by the bylaws of the City of Kimberley;
- iii. In Trustee Electoral Area 3, the date specified by the bylaws of the District of Invermere; and
- iv. In Trustee Electoral Areas 4 and 5, the date specified by the bylaws of the Regional District of East Kootenay.

If an additional advance voting opportunity is required to be provided by Section 38(9) of the *School Act*, the additional advance voting opportunity shall be held at the place and for the voting hours specified by the Chief Election Officer.

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- (a) the tenth (10th) day before general voting day, and
- (b) if a second date is legally required, the fifth (5th) day before general voting day.

10. Effect Repeal

~~This Bylaw replaces School District No. 6 (Rocky Mountain) Trustee Election Bylaw No. 1-2018 adopted the 12th day of June, 2018~~ has been repealed.

11. Title

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4.2 Unless the Board is exempted from the requirement for an additional advance voting opportunity by Order of the Minister of Education, or unless s. 3.3 applies, an additional advance voting opportunity will be held on:

- i. In Trustee Electoral Area 1, the date specified by the bylaws of the Columbia Shuswap Regional District;
- ii. In Trustee Electoral Area 2, the date specified by the bylaws of the City of Kimberly;
- iii. In Trustee Electoral Area 3, the date specified by the bylaws of the District of Invermere; and
- iv. In Trustee Electoral Areas 4 and 5, the date specified by the bylaws of the Regional District of East Kootenay.

If an additional advance voting opportunity is required to be provided by Section 38(9) of the *School Act*, the additional advance voting opportunity shall be held at the place and for the voting hours specified by the Chief Election Officer.

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9. **By-Elections**
 For School Trustee by-elections conducted by School District No. 6 (Rocky Mountain), the advance voting opportunities shall be held on:
 (a) the tenth (10th) day before general voting day, and
 (b) if a second date is legally required, the fifth (5th) day before general voting day.
10. **Repeal**
 School District No. 6 (Rocky Mountain) Trustee Election Bylaw No. 1-2018 is hereby repealed.
11. **Title**
 This Bylaw may be cited as "School District No. 6 (Rocky Mountain) Trustee Election Bylaw No. 1-2022".

READ A FIRST TIME THE 10th DAY OF MAY, 2022.

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(Corporate Seal)

Board Chair

Secretary Treasurer

REGULAR MEETING: INFORMATION, RECOMMENDATION

DATE: May 10, 2022
TO: Board of Trustees
FROM: Alan Rice, Secretary Treasurer
SUBJECT: Budget Utilization Summary – April 30, 2022
ORIGINATOR: Alan Rice
REFERENCE: Budget Utilization Summary - April



ISSUE

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

BACKGROUND

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

CURRENT SITUATION

Instruction:

- Below budget by approximately \$575,000 or 1.55%.
 - Below budget for salaries and benefits by approximately \$290,000 or 0.89%.
 - Below budget for services by approximately \$144,000 or 4.14% primarily due to professional and contracted services.
 - Below budget for supplies by approximately \$142,000 or 13.43%.
- Overall increase in spending of approximately \$4,453,000 or 17.77% compared to prior year for the same timeframe.
 - Increase of approximately \$2,688,000 or 11.47% from prior year for salaries and benefits primarily for teaching and support staff and related replacement costs.
 - Increase of approximately \$1,743,000 or 186.77% from prior year for services primarily related to the homestay fees associated with the International program.
 - Increase of approximately \$22,000 or 3.22% from prior year for supplies.



Administration:

- Above budget by approximately \$4,000 or 0.21%.
 - Below budget by approximately \$4,000 or 0.25% for salaries and benefits.
 - Above budget by approximately \$20,000 or 5.80% for services primarily attributable to an increase in professional and contracted services, and dues and fees but partially offset a reduction in travel.
 - Below budget by approximately \$12,000 or 34.88% for supplies.
- Overall increase in spending of approximately \$58,000 or 3.79% compared to prior year for the same timeframe.
 - Decrease of approximately \$9,000 or 0.71% from prior year for salaries and benefits primarily for exempt staff spread across all administration departments.
 - Increase of approximately \$66,000 or 26.62% from prior year for services primarily for travel and consulting services.
 - Increase of approximately \$1,000 or 7.90% from prior year for supplies.

Operations and Maintenance:

- Below budget by approximately \$29,000 or 0.48%.
 - Below budget by approximately \$137,000 or 3.71% for salaries and benefits primarily for support staff.
 - Below budget by approximately \$13,000 or 1.35% for services primarily attributable to professional and contracted services, and travel.
 - Above budget by approximately \$121,000 or 8.62% for supplies.
- Overall increase in spending of approximately \$509,000 or 11.22% compared to the prior year for the same timeframe.
 - Increase of approximately \$197,000 or 7.15% from prior year for salaries and benefits.
 - Increase of approximately \$134,000 or 20.23% from prior year for services primarily attributable to the tech department for deferred projects.
 - Increase of approximately \$178,000 or 15.90% from prior year for supplies primarily attributable to reallocation of costs to the COVID special purpose funds, and increases in utilities.

Transportation and Housing:

- Over budget by approximately \$6,000 or 0.33%.
 - Above budget by approximately \$18,000 or 1.45% for salaries and benefits primarily for support staff.
 - Below budget by approximately \$27,000 or 17.62% for services primarily attributable to a reduction in extracurricular bus trips due to COVID.
 - Above budget by approximately \$15,000 or 3.41% for supplies primarily attributed to engine repairs for buses.



- Overall increase in spending of approximately \$7,000 or 0.46% compared to the prior year for the same timeframe.
 - Increase of approximately \$61,000 or 6.19% from prior year for salaries and benefits.
 - Decrease of approximately \$29,000 or 22.67% from prior year for services primarily attributable to insurance.
 - Decrease of approximately \$25,000 or 6.04% from prior year for supplies.

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.

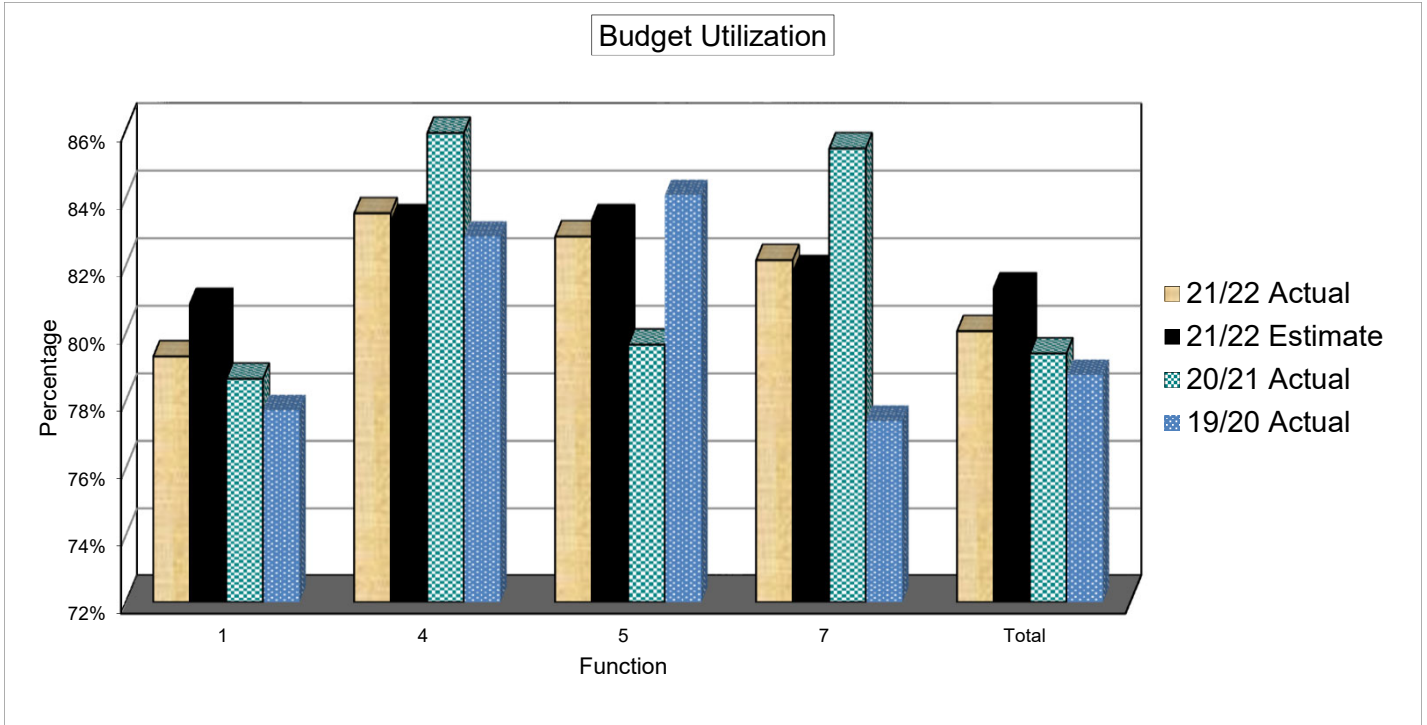
STRATEGIC ALIGNMENT

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



ROCKY MOUNTAIN SCHOOL DISTRICT No. 6
BUDGET UTILIZATION SUMMARY
April 30, 2022

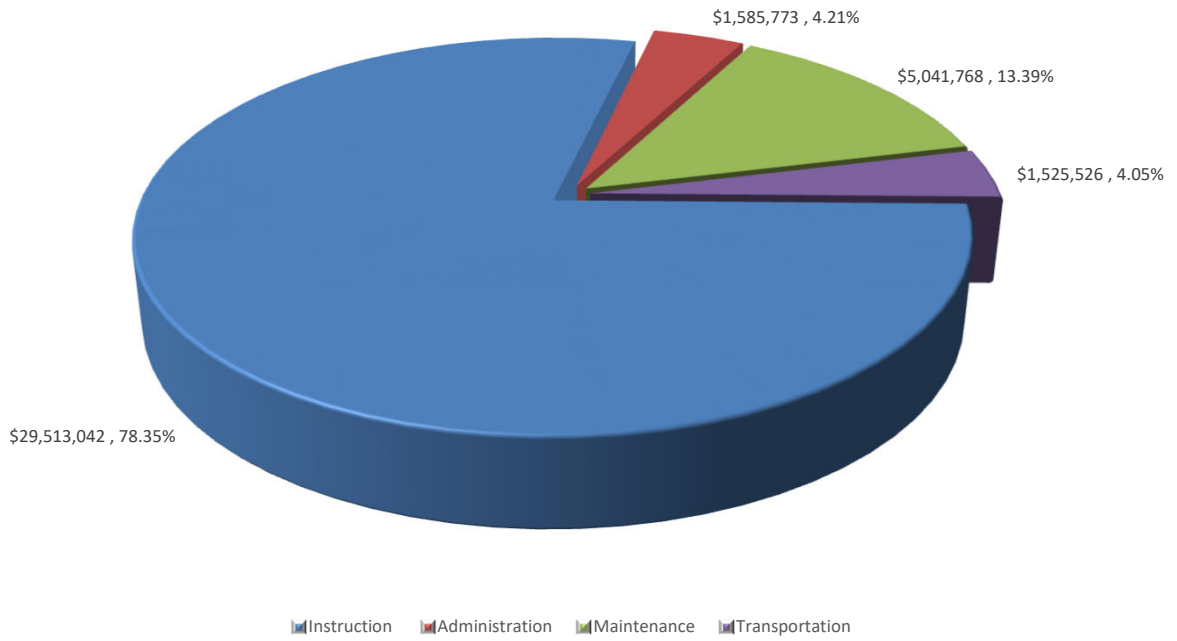
<u>FUNCTION</u>	<u>#</u>	<u>MONTHS</u>	<u>BUDGET</u>	<u>EXPENDED</u>	<u>ACTUAL</u>	<u>ESTIMATE</u>	<u>2020/21 ACTUAL</u>
Instruction	1	10	\$ 37,215,336	\$ 29,513,042	79.30%	80.85%	78.64%
Administration	4	12	\$ 1,898,256	\$ 1,585,773	83.54%	83.33%	85.92%
Maintenance	5	12	\$ 6,085,275	\$ 5,041,768	82.85%	83.33%	79.65%
Transportation	7	11	\$ 1,857,106	\$ 1,525,526	82.15%	81.82%	85.46%
Total			\$ 47,055,973	\$ 37,666,109	80.05%	81.31%	79.39%



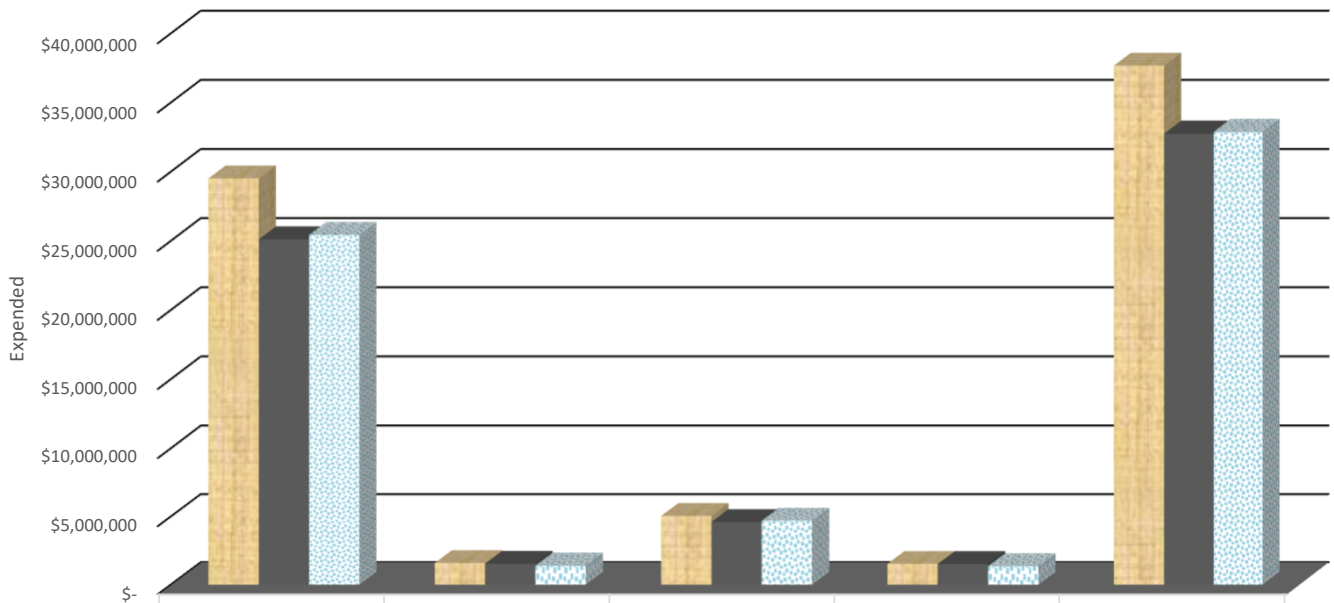
BUDGET ADJUSTMENTS:

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

Expenditures by Function



3 Year Actual Expenditure Comparison



	1	4	5	7	Total
2021/22 Actual	\$29,513,042	\$1,585,773	\$5,041,768	\$1,525,526	\$37,666,109
2020/21 Actual	\$25,105,001	\$1,531,740	\$4,601,957	\$1,518,581	\$32,757,279
2019/20 Actual	\$25,432,201	\$1,398,302	\$4,694,100	\$1,359,259	\$32,883,862

DATE: May 1, 2022

TO: Board of Trustees

FROM: Karen Shipka, Superintendent of Schools

SUBJECT: Rocky Mountain Alternate Programs

ORIGINATOR: Steve Wyer, Assistant Superintendent

REFERENCE:



ISSUE

The Board of Education will receive information detailing changes to the organizational structure of district alternate programs.

BACKGROUND

School District No.6 operates alternate programs in the three communities of Golden, Invermere, and Kimberley. Alternate programs serve students who require a non-traditional schedule of learning and who also require an array of other support services to be successful in school. These alternate programs are currently led by the Principal in each of the secondary schools in those communities. Each of those principals allocates roughly half a day per week of their schedule to lead these schools. Numbers vary each year, and students move fluidly back and forth between programs, but usually there are anywhere from 50-65 students enrolled in the alternate schools throughout the district. Students in any of the District's alternate programs graduate with the same distinctions as students from any other secondary graduation program.

CURRENT SITUATION

Taking the decision to transition a student to alternate programming is not made lightly. Often, this transition is permanent and students do lose some connections to programs and extra-curricular opportunities they would receive at the secondary school such as, sports, shops, and large classes like band. The three alternate programs operate distinctly and the District sees an opportunity unite and bring district-wide coherence to the alternate programs. In order to develop and implement a consistent philosophy, approach, and program delivery to alternate schooling, alternate programs will be joined together as a single school brought under the leadership of a single principal. This will ensure all students receive equitable supports throughout the district and that the district implements a consistent philosophy when transitioning students to these learning environments.

The District also seeks to focus greater attention on these programs by way of this decision. A half day allocation of time for each program (1.5 days per/week for 60 students district wide), in the current model, provides only enough time to ensure programs are managed. Our leaders are talented and they are able to innovate within these programs, however this is done by committing additional time either from the secondary



school or by putting in extended days. Under the new organization, the single leader will be able to multiply efficiencies, success, and innovations across the District for all students in alternate programming and be able to devote more attention to these students with high levels of diverse need.

In taking this decision, the Senior Team consulted with the RMDL principal and secondary principals to address concerns and identify any pitfalls in making this decision. Apart from some adjustments to schedules, there were few if any concerns or disagreements among the group when considering this change. The decision was well supported by district leadership at the schools. Details of the organizational change are to move Rocky Mountain Alternate Programs under the leadership of the Principal of Rocky Mountain Distributed Learning. These programs share similarities in many areas and many students in alternate programming access RMDL offerings.

IMPLICATIONS

The district alternate program Principal allocation will be split 50/50 between alternate programs and distributed learning. It will also be categorized on the regional pay grid as a Secondary Principal. This will be an increase of 1 day per week of leadership dedicated to these programs. Furthermore, because the same person will lead the programs, what is successful in one site will be more easily transferred to the students in the other programs. This is the greater efficiency of success multiplication.

School District No. 6 will develop a consistent philosophy of alternate programming and an equitable transition program from secondary programs to alternate programs. The same process of moving students to alternate programming will exist in all three communities. With greater program equity, the District hopes to open up opportunities for students to cross-participate, either with other alternate sites or to a greater degree with the partner secondary school. Hopefully, this will reduce feelings of isolation and increase student opportunity.

It is unclear the extent to which the staff of the programs will feel more tightly aligned and networked. However, under combined leadership and organization, staff in these programs will have opportunities to connect up and down the district with each other to share promising practice. Hopefully, one implication will be that a greater sense of team emerges between staff at each program.

It is a possible implication that staff of these programs may believe or feel this decision will disconnect them from the secondary schools to which they are currently attached. However, the Senior Team and secondary principals have communicated about the need to build connections between alternate program staff while at the same time maintaining all of the important professional network connections those staff have developed with their secondary schools. Both programs are closely linked and should remain so, even with this organizational change.

There is an additional allocation of leadership time to this model at a cost of .2 FTE. Currently, the RMDL principal is paid as an elementary principal on the regional salary grid for principals and vice principals. Considering the complexity of the alternate programs and the secondary age range of alternate students, the principal in this role will be paid as a secondary principal on the regional salary grid. These costs are well worth the benefits gained by joining the alternate programs in a model of consistent program delivery.

The secondary schools will gain back a half day per week of their leadership. The secondary principals' attention will not be split between schools.

Neither the staffing allocations of RMDL nor of the alternate programs will be impacted by this organizational



change.

CONCLUSION

The District has an opportunity to enhance the quality of alternate programming by moving the three alternate programs under the leadership of one principal. RMDL programming shares similarities and connections with all of the alternate programs. The principal of RMDL will assume the principal role for the alternate programs in School District No. 6.

STRATEGIC ALIGNMENT

- Equity and Inclusion
- Success for each learner



DATE: May 10, 2022
TO: Board of Trustees
FROM: Karen Shipka, Superintendent of Schools
SUBJECT: District Vice Principal Update
ORIGINATOR: Steve Wyer, Assistant Superintendent
REFERENCE: [3 Year Strategic Plan](#)



ISSUE

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

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 the details of the work of the District Vice Principals in the descriptions below. Much of the work continuing this past month has been to establish trials for literacy and numeracy assessments in classes of lead teachers on the projects. On the learning support side, staffing for next year has begun, in earnest. This involves the needs assessment process by which schools identify support needs to which the District will then strategically staff.

Barb Carriere – District VP Literacy

- Attended BCSSA conference in Vancouver
- Designed and planned for team to meet in developing literacy assessment
- Supported schools to administer Spring literacy assessments, such as PM Benchmarks
- Planning for transition to Darren in latter half of June – handoff meetings to be set



Kristin Insull – District VP Numeracy

- Session on 8/9 numeracy assessment meeting with teachers and PVP to gather feedback about the drafts in place
- Supporting pilot numeracy assessment at Selkirk – met with teachers.
- Partnered with Barb to design and plan for literacy assessment design team meeting
- Numeracy leadership – developing awareness of criteria for rigorous numeracy tasks
- Completed numeracy data triangulation between FSA and SNAP

Jenna Jasek – District VP for Indigenous Learning and Equity

- Hosted an Outside agency meeting with IESW, Youth care workers and counsellors. To make a plan to weave together, wrap-around supports instead of each support working in isolation.
- Attended various meetings: ACE, Indigenous partner meetings, Ktunaxa language, Numeracy, DLT, Indigenous Provincial Leads, SEY2K, and Outdoor learning.
- BCTEA: transportation agreement: working with partners and secretary-treasurer and manager of finances.
- Spirit Work: I attended an excellent meeting on how to provide belonging, relationships and well-being in our schools.
- Organizing upcoming meetings and District Indigenous Resource Team
- Begun LEA negotiation with Akisqnuq.

Crystal McLeod – District VP Early Learning

- Compiled survey information for early learning and child care programs – presented to the leadership teams and to the board.
- Followed-up with third party partnerships across the District regarding expanding child care services to offer After School Care in schools (NES, EES, EMP, WES, MMS, LPES)
- ECE Dual Credit presentations to Grade 11 students at Selkirk and DTSS
- Working with CBAL and all K-school principals to set dates for an evening StrongStart session for families in each school sometime in May or June
- Confirmed provincial funding to expand Changing Results for Young Children (CR4YC) to Windermere Zone – extending invitations to community ECEs and Kindergarten teachers, set the meeting dates for Kimberley and Invermere for 2022-23 year

Kari Mason – District VP Student Support Services

- Completed Needs Assessment process with all schools for EA staffing
- Completed mock audit of special education files – 110 files were reviewed with feedback provided
- Presented for district leadership team as well as for Indigenous Support Workers
- Read Spirit Work and compiled thoughts and insights for group meeting
- Developing a Team Practices Manual for service delivery consistency



STRATEGIC ALIGNMENT

- 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: May 10, 2022

TO: Board of Trustees

FROM: Karen Shipka, Superintendent of Schools

SUBJECT: Indigenous Course Graduation Credit

ORIGINATOR: Steve Wyer, Assistant Superintendent

REFERENCE: [Overview for Indigenous Graduation Credit](#)



ISSUE

The Board of Education will receive information about the recently implemented changes to the graduation requirements to include 4 credits of Indigenous course content.

BACKGROUND

As part of the Ministry of Education's commitment to Truth and Reconciliation and anti-racism, the Ministry has implemented a change to the BC graduation program to include 4 credits of Indigenous course content. Courses that qualify for this requirement are listed in the overview document linked [here](#). There are many. Two schools within Rocky Mountain already offer some of these courses to students. The requirement is to come into effect for students with a 2024 year of graduation.

CURRENT SITUATION

District leadership and principals have met to determine the best ways to meet this requirement. However, meeting the requirement is not the only goal in designing the programming for this requirement. The District wants to ensure student interest in this course content is supported by a robust choice of courses that would allow them to further their interest in Indigenous studies and language.

To realize this goal, the secondary schools will move to implement 4 credits for all students at the grade 10 level. This will allow students to continue to take more advanced courses in Indigenous studies in their grade 11/12 years. However, in order to be compliant with the year 2024, students taking these courses next year will be in grade 11.

The secondary schools will plan to ensure there are enough sections of First Peoples Studies 11/12 in the course schedule for next school year. Over time, the District hopes to be able to broaden the availability of local Indigenous courses, perhaps dual credit opportunities, and further language courses.



IMPLICATIONS

The associated implications of the Ministry's decision are positive. There has been discussion around the province of individual districts taking this step on their own. To receive the support from the Ministry through a change in graduation requirements, supports all Boards in their journey towards Truth and Reconciliation. This move will also enhance equity and diversity in schools. Students of Indigenous ancestry will see themselves more clearly represented in the importance of learning. Other non-Indigenous students will learn about the importance of Indigenous culture, ways of knowing, and language to our strong Canadian diversity. Hopefully, as the District grows this programing with rights holders, opportunities for learning local language will become more available throughout the district.

While the District has not heard any non-supportive feedback about the Ministry's decision to change graduation requirements, if it were, the District would expect to hear feedback about removing student choice to take, or not take, courses they want. Because the 4 credits of Indigenous content courses will be in the grade 10 English curriculum, it may limit the English courses a student takes at that grade. Further, it may require the student to use more schedule slots taking other English courses they desire. Regardless, student can go back in their grade 11/12 year and take any courses they have missed in any year prior to graduation.

CONCLUSION

The District will be implementing the Ministry of Education's changes to the graduation requirements for 2024 by introducing 4 required course credits in Indigenous Studies 11/12. In the following years, the 4 credits will be taken during a student's first year of the graduation program in grade 10.

STRATEGIC ALIGNMENT

- Equity and Inclusion
- Success for each learner



May 2022

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

June 2022

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2 Golden Zone Engagement Session Golden Secondary School 6:00 – 8:00 p.m.	3	4
5	6	7 Labour Relations Committee meeting Virtual 12:30 p.m. Windermere Zone Engagement Session David Thompson Secondary School 6:00 – 8:00 p.m.	8	9 Kimberley Zone Engagement Session Selkirk Secondary School 6:00 – 8:00 p.m.	10	11
12	13	14 Board of Education meeting, Windermere Elementary School In camera 6:00 p.m. Regular 7:00 p.m.	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29 Last Day of School for Students	30 Administrative Day for Teachers		