

**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:** Nicholson Elementary School

**Date:** October 11, 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 September 13, 2022

4.2 Synopsis of in-camera meeting of September 13, 2022 (Alan Rice)

**5. PRESENTATIONS/DELEGATIONS**

**6. MATTERS ARISING FROM THE MINUTES**

**7. STRATEGIC AND POLICY ISSUES**

7.1 Policy Development

7.1.1 Third Reading

Policy 8600, Field Trips

7.1.2 Second Reading NIL

7.1.3 First Reading

Policy 2200, Records and Information Management

Policy 3700, Procurement and Purchasing

Bylaw I, Procedural Bylaw

## **8. OPERATIONAL ISSUES**

## **9. REPORTS**

- 9.1 Budget utilization report – September 30, 2022 (Alan Rice)\*
- 9.2 Enrollment update (Trent Dolgopol)\*
- 9.3 Technology update (Trent Dolgopol)\*
- 9.4 District principals and vice principals update (Steve Wyer)\*
- 9.5 Reporting order (Steve Wyer)\*
- 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 Smaill / Jane Thurgood Sagal alt)
- 9.9 MOECC Framework Review Program (Jane Thurgood Sagal)

## **10. INFORMATION ITEMS**

- 10.1 October and November 2022 calendar\*

## **11. FORTHCOMING EVENTS**

- |            |  |
|------------|--|
| 2022.10.15 | General Local Election   |
| 2022.10.28 | Oath of Office Ceremony, 6:00 p.m.   |
| 2022.10.29 | Board working session, 8:00 a.m.   |
| 2022.11.08 | Board of Education Meeting, Invermere Board Office <ul style="list-style-type: none"><li>• In-Camera 6:00, p.m.</li><li>• Regular Meeting, 7:00 p.m.</li></ul> |

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

## **13. ADJOURNMENT**

\* attachment



**POLICY 8600**  
**FIELD TRIPS**

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**POLICY:**

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

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

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

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

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

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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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#### **DEFINITIONS**

##### **OUTDOOR CLASSROOM ACTIVITIES**

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

##### **BACKCOUNTRY**

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

##### **FIELD TRIP**

A field trip is an activity held outside of the school grounds and is not a travel excursion. It is a trip to a specified location and applies to both curricular and extracurricular activities. There are two types of field trips: low risk and higher care. Field trips require advance planning and permission. Information regarding lower risk field trips should be forwarded to your principal at least three weeks prior to the date of the anticipated event and information regarding higher care field trips should be forwarded to the superintendent at least two (2) months prior to the date of the anticipated event.

##### **Low risk field trip**

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

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REFERENCES: [Motor Vehicle Act](#)

POLICY 8600 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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### **Higher care field trip**

- Higher care field trips require special safety considerations (e.g. skiing, mountain biking, open water activities, outdoor rock or ice climbing, or back country activities).
- Higher care field trips that require special safety considerations require the teacher/leader and/or a third party provider to be certified in the activity. (e.g. taking students rock climbing require the teacher/leader to be ACMG certified or hire a third party provider with certification ). **Evidence of certification must be provided with the field trip proposal.**
- Once the principal approves the higher care field trip, the plans need to be forwarded to the District Administration Building for Superintendent review and approval. Final approval resides with zone Trustees.
- Once final approval is received by the zone Trustees, the approved package will be sent back to the school.
- Higher care field trip information will be consolidated into a report to the Board of Education in the following September.

### **TRAVEL EXCURSIONS**

Travel excursions are overnight event/activities held outside of the school's precinct. Overnight travel excursions will be considered for students in grades 4-12. These include curricular and extracurricular activities. There are two types of excursions: low risk and higher care. Travel excursion require advance planning and permission. Information regarding these trips should be forwarded to the Superintendent at least two (2) months prior to the date of the anticipated event.

#### **Low risk travel excursions**

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

#### **Higher care travel excursions**

- The destination for these trips is beyond British Columbia and Alberta.
- The trip is in excess of two(2) days (i.e. two overnight) in duration; or
- The trip may involve special safety considerations (e.g. skiing, mountain biking, open water

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REFERENCES: [Motor Vehicle Act](#)

POLICY 8600 FIELD TRIPS

ADOPTED: February 1999

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

- activities, outdoor rock or ice climbing, or back country activities or international travel, etc.).
- Whenever possible such trips should be planned around holidays in order to minimize the number of instructional days lost.
  - Higher care travel excursions that require special safety considerations require the teacher/leader and/or a third party provider to be certified in the activity. (e.g. taking students rock climbing require the teacher/leader to be ACMG certified or hire a third party provider with certification ).  
**Evidence of certification must be provided with the field trip proposal.**
  - Zone Trustees may grant up to a total of five (5) Teacher-on-Call days for a higher care trip. Trips requiring more than five (5) Teacher-on-Call days need to be forwarded to the Board by the Zone Trustees.
  - For trips outside Canada, parents are required to ensure medical coverage and a passport for their child, and will be required to sign a consent and waiver form which is recommended by the Schools Protection Program.
  - Under certain circumstances where it is impossible to foresee higher care trips special consideration will be given without the usual two (2) month notice.
  - Once the principal approves the higher care travel excursion, the plans need to be forwarded to the District Administration Building for Superintendent review and approval. Final approval resides with zone Trustees.
  - Once final approval is received by the zone Trustees, the approved package will be sent back to the school.
  - This information will be consolidated into a report to the Board of Education in the following September.

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

#### **GENERAL CONSIDERATIONS:**

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

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

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REFERENCES: [Motor Vehicle Act](#)

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**DISTRICT PRACTICE 8600  
FIELD TRIPS**

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

**SUPERVISION RATIOS:**

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

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

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

\*For low risk field trips, excluding low risk travel excursions, ratios may be lowered based on circumstances, locations, and experience of teacher/leader. Rationale for lower ratios must be in writing to the principal on the field trip form and approved by the superintendent.

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

REFERENCES: [Motor Vehicle Act](#)

POLICY 8600 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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**NOTE:** International travel excursions adult to student ratios may be subject to tour company regulations varying from the risk assessment and supervision ratio calculation too. If there is a discrepancy between the two, the number of supervisors will be the higher of the two.

Schools and field trip leaders will make professionally appropriate decisions when assigning supervisors to groups of students to be supervised.

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

### **TRANSPORTATION:**

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

### **FORMS**

#### **OUTDOOR CLASSROOM ACTIVITY**

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

#### **LOW RISK FIELD TRIPS**

- 1) Complete Form 8600.4, the Proposal for Local Low Risk Field Trip form (includes Risk Assessment and Supervision Calculation Tool and Checklist for Local Low Risk)
- 2) Complete parent/guardian consent and waiver (This does not need to be submitted with field trip package to the DAB).
- 3) Principal approval required.
- 4) Submit to the District Administration Building. Information will be collated into a report to the Board of Education in the following September.

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REFERENCES: [Motor Vehicle Act](#)

POLICY 8600 FIELD TRIPS

ADOPTED: February 1999

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## DISTRICT PRACTICE 8600

### FIELD TRIPS

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#### HIGHER CARE FIELD TRIPS

- 1) Complete Form 8600.5, Proposal for Higher Care Outdoor and Open Water Activities and Travel Excursions
- 2) Complete Risk Assessment and Supervision Ratio Calculation Tool.
- 3) Complete a Risk Management Plan. (Provide an itinerary card if involved in backcountry or water based travel i.e. canoe excursions with map attached).
- 4) Complete teacher/leaders readiness form for higher care activities if you are instructing and leading activity OR/ provide contractor information including certifications/licensing.
- 5) Complete Parent/Guardian consent, permission form, and waiver for children participating in a higher care activity
- 6) Complete Volunteer Application, Consent, Permission form and waiver, and Health Form for higher care activities.
- 7) Complete Checklist for Higher Care Activities.
- 8) Email the checklist with proposal, detailed trip plan, risk management plan, teacher/leader readiness form, volunteer forms to the District Administration Building for review no later than two months prior than the planned event.
- 9) The package will be sent to the Superintendent for review and approval. Final approval resides with zone Trustees.
- 10) Once approved, the approved field trip will be sent back to the school. Information will be collated into a report to the Board of Education in the following September

#### LOW RISK/HIGHER CARE TRAVEL EXCURSIONS

- 1) Complete the Proposal for Local Low Risk Field Trip form
- 1) Complete Risk Assessment and Supervision Ratio Calculation Tool
- 2) Complete Risk Assessment and Supervision Ratio Calculation Tool.
- 3) Complete a Risk Management Plan. (Provide an itinerary card if involved in backcountry or water based travel i.e. canoe excursions with map attached).
- 4) Complete teacher/leaders readiness form for low risk/higher care travel excursions if you are instructing and leading activity OR/ provide contractor information including certifications/licensing.
- 5) Complete Parent/Guardian consent, permission form, and waiver for children participating in higher care activity (look at current form vs. YSO form)
- 6) Complete Volunteer Application, Consent, Permission form and waiver, and Health Form for higher care activities
- 7) Complete Checklist for Low Risk/Higher Care Travel Excursions
- 8) Email the checklist with proposal, detailed trip plan, risk management plan, teacher/leader readiness form, volunteer forms to the District Administration Building for review no later than

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REFERENCES: [Motor Vehicle Act](#)

POLICY 8600 FIELD TRIPS

ADOPTED: February 1999

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**DISTRICT PRACTICE 8600**  
**FIELD TRIPS**

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two months prior than then planned event.

- 9) The package will be sent to the Superintendent for review and approval. Final approval resides with zone Trustees.
- 10) Once approved, the approved field trip will be sent back to the school. Information will be collated into a report to the Board of Education in the following September

**NOTE:** Low risk travel excursions only require principal approval.

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REFERENCES: [Motor Vehicle Act](#)

POLICY 8600 FIELD TRIPS

ADOPTED: February 1999

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



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

Date:	
Dear Parent/Guardian,  The purpose of this form is to inform you about some of the out-of-school activities and/or events in the local school community in which your child/ward will participate during this school year. Your signature at the bottom of this form confirms that you are aware of the information provided in this letter and permit your child/ward to participate in these activities.	
School District No. 6 (Rocky Mountain)	
And staff of (name of school)	
<p>recognize that valuable and unique learning can take place outside of the school building. We are therefore encouraged to make use of the total resources available in the local community to meet curricular goals.</p> <p>During the school year, student groups will engage in short off-site walk activities within the local community that take them out of the school building and, on occasion, off the school grounds. These activities may include but are not limited to activities and events such as visiting a nearby park or community forest, community clean-up, nature or community walks.</p> <p>The risk of injury exists in all student activity. The safety and well-being of students is a prime concern and every effort is made to minimize the foreseeable risks inherent to each activity.</p> <p>If, for some reason, your child/ward cannot, or ought not, to participate in local community off-site activities of this nature, please let us know.</p> <p><b>Parental/Guardian Informed Consent</b></p> <p>I/We understand and agree that the above is a part of the school program.</p> <p>I/We also understand that as a result of participating in this program that the participant is expected to follow the school's procedures and code of conduct and that any deviations from these may result in consequences in line with the school's code of conduct.</p> <p>I/We, having read and understood the above INFORMED CONSENT AGEEMENT in its entirety, consent that our child/ward may participate in local activities and events. (<b>Note:</b> Before your child/ward may participate in any local community activities, this signed consent form must be received by the school).</p>	
<i>Student's Name (Please Print)</i>	<i>Grade</i>
<i>Parent Name (Please Print)</i>	
<i>Parent/Guardian Signature</i>	<i>Date (yyyy/mm/dd)</i>
<i>Personal information contained on this form is collected under the authority of the School Act for the purpose of participating in school trips. If you have any questions about this form, please contact your school principal.</i>	

**POLICY 8600  
DISTRICT PRACTICE 8600**

**DATE:** August 2022



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

<b>To the Parent(s)/Guardian(s) of</b>	
<i>Name of Teacher(s), Grade, School</i>	
Please read the contents of this <i>Consent and Acknowledgement of Risk</i> form. Clarify any questions or concerns with the Lead Teacher BEFORE signing it.	
If this form is not signed and returned to the school by (Insert Date Here) your child will not be allowed to attend.	
<b>Program/Activity Information</b>	
<i>Destination/activity/series of off-site activities</i>	<i>Date(s) (yyyy/mm/dd)</i>
<i>Curricular Connections</i>	
<i>Itinerary/activities</i>	
<i>Method of transportation</i>	
<i>Lead teacher</i>	<i>Total Number of Supervisors Planned</i>
<i>Supervisory arrangements</i>	
<i>Non-curricular cost to the student</i>	
<i>What to bring</i>	
<i>Students who take regular prescriptions or require access to an Epi-Pen or an inhaler need to bring those medications with them. Please indicate medications taken by student on this form and advise the lead teacher where the medication is kept in the event of a medical emergency.</i>	
<i>Other considerations: (i.e. allergies to specific drugs, certain foods, insect stings, hay fever etc.; medical conditions that may affect participation in the stated program or activity such as a recent injury, phobias, chronic conditions).</i>	



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

**Board Responsibilities**

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

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

**Potential Known Risks**

*Potential known risks include the following*

*Additional Comments/Requirements*

**Consent and Acknowledgement of Risk**

- 1. I acknowledge my right to obtain as much information as I require about this program or activity(ies) and associated risks and hazards, including information beyond that provided to me by the school or board.
- 2. I freely and voluntarily assume the risks/hazards inherent in the program/activity(ies) and understand and acknowledge that my child/ward may suffer personal and potentially serious injury arising from their participation.
- 3. My child/ward has no illnesses, medical conditions or diverse abilities that make this trip inappropriate for them and I know of no health related or other reason why my child/ward should not participate in this trip.
- 4. My child/ward has been informed that they are to abide by the rules and regulations, including directions and instructions from the school's and/or service provider's administrators, instructors, and supervisors over all phases of the program/activity(ies).
- 5. In the event my child/ward fails to abide by these rules and regulations, disciplinary action may require their exclusion from further participation, or that I be contacted to have them picked up, unless I have specified other transport arrangements. I assume all related costs.
- 6. I acknowledge that it is my responsibility to advise the Lead Teacher of any medical and/or health concerns of my child/ward that may affect their participation in the stated program or activity(ies).
- 7. I consent that the board, through its employees, agents and officers, may secure such emergency medical advice and services as they deem necessary for my child/ward's health and safety, and that I shall be financially responsible for any costs related to such advice and services.
- 8. Based on my understanding, acknowledgement, and consents as described herein,

<i>Name of Student</i>	<i>Date of Birth (yyyy/mm/dd)</i>
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**has my permission to participate.**

<i>Date (yyyy/mm/dd)</i>	<i>Parent/Guardian Name</i>	<i>Signature</i>
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**If there is an issue or emergency while on the field trip, please list the names and contact numbers of who we should call**

<i>Name</i>	<i>Relationship</i>	<i>Primary phone number (i.e. cell phone)</i>	<i>Secondary phone number</i>
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**FORM 8600.3  
PARENT/GUARDIAN INFORMED CONSENT AND  
ACKNOWLEDGEMENT OF RISK FOR HIGHER  
CARE OUTDOOR, OPEN WATER ACTIVITIES, AND  
TRAVEL EXCURSIONS**

**To the Parent(s)/Guardian(s) of (name of student)**

*Name of Teacher(s), Grade, School*

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

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

**Program/Activity Information**

*Destination/activity/series of off-site activities*

*Date(s) (yyyy/mm/dd)*

*Curricular Connections*

*Itinerary/activities*

*Method of transportation*

*Lead teacher*

*Total Number of Supervisors Planned*

*Supervisory arrangements*

*Extra-curricular cost to the student*

*What to bring*

*Students who take regular prescriptions or require access to an Epi-Pen or an inhaler need to bring those medications with them. Please indicate medications taken by student on this form and advise the lead teacher where the medication is kept in the event of a medical emergency.*

*Other considerations: (i.e. allergies to specific drugs, certain foods, insect stings, hay fever etc.; medical conditions that may affect participation in the stated program or activity such as a recent injury, phobias, chronic conditions).*

**POLICY 8600  
DISTRICT PRACTICE 8600**

**DATE:** August 2022



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

**Board Responsibilities**

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

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

**Potential Known Risks**

*Potential known risks include the following*

*Additional Comments/Requirements*

**Consent and Acknowledgement of Risk**

- 1. I consent to the mode of transportation for this activity.
- 2. I acknowledge my right to obtain as much information as I require about this program or activity(ies) and associated risks and hazards, including information beyond that provided to me by the school or board.
- 3. My child/ward has no illnesses, medical conditions or diverse abilities that make this trip inappropriate for them and I know of no health related or other reason why my child/ward should not participate in this trip.
- 4. I will supply suitable clothing for my child's participation in all activities associated with the field trip. I accept full responsibility for any inadequate clothing or equipment which I provide. I am aware that I should contact the school for further information if I am unclear about what clothing or equipment is required for the activities or the possible weather conditions.
- 5. My child/ward is aware and agrees that he or she must wear appropriate safety equipment at all times while doing activities where this is required.
- 6. My child/ward and I understand that a failure to wear required or strongly recommended safety equipment could cause or contribute to a serious injury(ies).
- 7. I freely and voluntarily assume the risks/hazards inherent in the program/activity(ies) and understand and acknowledge that my child/ward may suffer personal and potentially serious injury arising from their participation.
- 8. My child/ward has been informed that they are to abide by the rules and regulations, including directions and instructions from the school's and/or service providers administrators, instructors, volunteers, and supervisors over all phases of the program/activity.
- 9. In the event my child/ward fails to abide by these rules and regulations, disciplinary action may require their exclusion from further participation, or that I be contacted to have them picked up, unless I have specified other transport arrangements. I will be responsible for any costs associated.
- 10. I acknowledge that it is my duty to advise the lead teacher of any medical/health concerns of my child/ward that may affect their participation.



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

11. I acknowledge that the board may choose to cancel the trip if travel conditions are deemed unsafe (e.g., weather, health advisory). I accept that the board will not be liable for any costs associated with such a cancellation for extra-curricular trips.
12. I consent that the board, through its employees, agents and officers, may secure such emergency medical services and advice as they deem necessary for my child's immediate health and safety, and that I shall be financially responsible for such services and advice.
13. Accidents can happen. They can be the result of the nature of the activity and can occur with or without any fault on either the part of the student or the school board, or its employees, or agents, or the facility where the activity is taking place. In permitting my child/ward to attend this trip, I am not relying on any oral or written representation or statements made by the School Board and its servants, agents, employees, or authorized volunteers, to induce me to permit my child to take the trip, other than those set out in this document.

<i>Student Name</i>	<i>Birth date (yyyy/mm/dd)</i>
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**has my permission to participate.**

<i>Date (yyyy/mm/dd)</i>	<i>Parent/Guardian Name</i>	<i>Signature</i>
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**If there is an issue or emergency while on the field trip, please list the names and contact numbers of who we should call**

<i>Name</i>	<i>Relationship</i>	<i>Primary phone number</i>	<i>Secondary phone number</i>
<i>Name</i>	<i>Relationship</i>	<i>Primary phone number</i>	<i>Secondary phone number</i>
<i>Name</i>	<i>Relationship</i>	<i>Primary phone number</i>	<i>Secondary phone number</i>
<i>Name</i>	<i>Relationship</i>	<i>Primary phone number</i>	<i>Secondary phone number</i>

**Off-Site Experience Emergency Medical Information**

*(Write below or attach a separate page if more space is needed)*

*BC Medical Services Plan Personal Health No.*

*Allergies (e.g., specific drugs, certain foods, insect stings, hay fever) Specify*

*Reaction(s) to above?*

Carries Epi pen?  Yes  No

Carries Ana Kit?  Yes  No

*Medical/physical conditions that may affect participation in the stated program/activity (e.g., recent illness or injury, recent hospitalization or surgery, chronic conditions, phobias, etc.). Be specific.*

*Specify the condition(s) and requirements for program modification or specific activities your child should not participate in*

*Medication(s) taken at this time (name, reason, dosage, storage, potential side effects/treatment of such)*

*Other Health/Medical/Dietary Concerns*



**Parental Responsibility in the Event of Student Illness**

In the event that your child becomes ill, it is the responsibility of the parent or guardian to arrange transportation and/or accommodation until they can arrange to pick up the child. Ill students are not permitted on a bus or in a private/rented vehicle. WorkSafeBC requires employers to maintain safe and healthy work environments therefore staff are not permitted to transport ill students.

<i>Name of person to contacted in the event of student illness</i>	<i>Phone number</i>
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*Signature of Parent/Guardian*

**Parental/Guardian Limited Waiver of Liability**

I agree that in consideration of School District No. 6 (Rocky Mountain) and \_\_\_\_\_ offering my child an opportunity to participate in the activity/trip I waive any and all claims I may personally have, and release from all liability and agree not to sue the Board of Trustees, its officers, employees, agents, volunteers and representatives, for any personal injury, death, property damage or loss as a result of or arising from my child/ward's participation in the trip, arising out of any cause whatsoever, including negligence. I understand that my signature here waives my right to sue on my own behalf for damages I may incur, but not the right for myself or a guardian acting on my child/ward's behalf to sue for damages owed the child. The child's rights to sue in the event of negligence are not affected by my signature here.

I am 19 years of age or more and have read and understand the terms of this document and understand that it is binding upon me, my heirs, executors and administrators.

*Date (yyyy/mm/dd)*

*Signature of Parent/Guardian*

*Printed Name of Parent/Guardian*

*Address of Parent/Guardian*

*Signature of other custodian Parent/Guardian (if required)*

*Printed Name of other custodian Parent/Guardian (if required)*

*Address of other custodian Parent/Guardian (if required)*

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





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

<b>LOW RISK OFF-SITE ACTIVITY INFORMATION</b>				
<i>Name of trip AND destination(s)</i>				
<i>Departure date(s) (yyyy/mm/dd)</i>		<i>Departure time(s)</i>		<i>Return time(s)</i>
<i>Lead teacher/organizer</i>				
<i>Phone</i>		<i>Email</i>		
<i>Curricular Connections</i>				
<i>Grade</i>		<i># of students</i>		
<b>Supervisors' Names</b> <i>(Please print; add rows if needed)</i>		<b>Staff (S)</b>	<b>Volunteer (V)</b>	<b>Contact Information</b> <b>(C) – cell phone</b> <b>(A) – alternate #</b> <b>(E) - email</b>
<i>Lead teacher</i>				(C) (A) (E)
<i>Other Staff</i>				(C) (A) (E)
<i>Other Supervisor</i>				(C) (A) (E)
<i>Other Supervisor</i>				(C) (A) (E)
<i>Total number of supervisors</i>				
<i>Name of service provider (SP) (if applicable)</i>		<i>SP contact person</i>		<i>SP phone</i>

<b>Transportation</b> <i>(Check all that apply)</i>	
<b>Method</b>	<b>Driver</b>
Walking	Professional driver
Board-owned bus/van	Volunteer driver (staff/other supervisor)
Public Transport	Other (specify)
Charter bus	
Transport not provided; participants responsible for own	
Other (i.e by service provider)	
<i>Total cost and estimates for major budget items (e.g. food, gas, etc.)</i>	
<i>Sources of funding (i.e., cost/student, other sources)</i>	
Equal access for all students: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> See attached	
Diverse needs addressed: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/> See attached	
<i>Contingency plan</i>	
<b>Safety Guidelines</b>	
I am familiar with relevant board policies, district practices and procedures and the <i>YouthSafe Outdoors: Safety First! Guidelines for BC School Off-site Experiences</i> : <input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Supervision Plan and Site Assessment</b>	
<i>Briefly describe the supervision plan, processes, and site assessment to be used: e.g., large or small group setting(s); lead/sweep; head counts; buddy system; level of supervision (constant visual, on-site, in the area); other elements of supervision plan as relevant, proximity of communication, site risks, evacuation and emergency services access, washrooms and shelters.</i>	
<i>Supervision ratios (if supervision ratios are below the guidelines, the Superintendent needs to sign off on trip):</i>	



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

<b>Volunteer Plan</b> <i>(If relevant)</i>		
<i>Process to identify, screen if/as appropriate</i> <input type="checkbox"/> Criminal Records Check <input type="checkbox"/> Child Protection Training		
<i>Volunteer briefing process re: their roles and responsibilities (e.g. briefing to be conducted when, where, how, by whom)</i>		
<b>Emergency Plan</b>		
First Aid kit(s) (stocked and carried/accessible): <input type="checkbox"/> Yes <input type="checkbox"/> No		
Emergency communications equipment carried and/or accessible (check any and all that apply): <input type="checkbox"/> Telephone <input type="checkbox"/> Cell phone <input type="checkbox"/> Service Provider Responsibility <input type="checkbox"/> None <input type="checkbox"/> Other (specify):		
<i>Contacts and numbers, if relevant</i>		
<i>Name of Primary First Aider, if relevant</i>		<i>Certification(s) Held, if any</i>
<b>Attachments Checklist</b> <i>(Check all that apply and attach to this form)</i>		
<input type="checkbox"/>	A copy of form 8600.2 Parent/Guardian informed consent and acknowledgement of risk for low risk field trips (template only)	Service Provider Proposal, Agreement and/or Contract (if applicable)
<input type="checkbox"/>	Completed <i>Checklist for Local Low Risk Off-site Activities</i> attached	<i>Attach bus manifest</i>
<input type="checkbox"/>	Relevant <i>Safety First!</i> Guidelines for the activities/outings attached. <i>(highlight, copy and paste and save it in trip folder for submission)</i>	Other (specify):
<input type="checkbox"/>	<i>Volunteer Driver Application</i> form (if applicable)	
<b>Evaluation</b>		
<i>Criteria for success of off-site experience</i>		
<i>Process to determine success</i>		
<i>Name of Lead Teacher (please print)</i>	<i>Date (yyyy/mm/dd)</i>	<i>Signature</i>
<i>Name of Administrator (please print)</i>	<i>Date (yyyy/mm/dd)</i>	<i>Signature</i>

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

**Risk assessment and supervision ratio calculation tool**

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



**POLICY 2200**  
**RECORDS AND INFORMATION**  
**MANAGEMENT**

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**POLICY:**

The Board of Education (“Board”) is committed to establishing and maintaining a records management program which will facilitate the retrieval, retention, long-term preservation and destruction of records in accordance with the School District’s (“District”) legal, administrative and operational obligations.

The Board recognizes the value of retaining certain documents for future reference and historical purposes. Likewise, it is recognized that certain documents have little or no value after certain periods of time. Further, the Board recognizes that federal and provincial statutes require that certain documents be retained for specific periods for audit and other purposes.

While this policy provides for minimum periods of retention of documents, it is recognized that statutes may dictate other periods of time and provisions and take precedence over the time periods specified in the regulations that accompany this policy.

**1. DEFINITIONS**

A record is “all recorded information regardless of physical format, which is received, created, deposited, or held by or in any local public body. Records include books, documents, maps, drawings, photographs, letters, vouchers, papers and any other thing on which information is recorded or stored by graphic, electronic, mechanical or other means, but does not include computer programs or any other mechanism that produces records.” (Freedom of Information and Protection of Privacy Act legislation)

**2. AUTHORITY**

The Board of Education authorizes the Secretary Treasurer or designate to establish procedures that will guide the implementation of this policy, to implement a standardized method of records management, and to establish fees for the retrieval and reproduction of records retained in the District.

The Secretary Treasurer or designate will be responsible for providing records management and information management guidance throughout the District.



## POLICY 2200

### RECORDS AND INFORMATION MANAGEMENT

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#### 3. GUIDING PRINCIPLES

The retention periods will be established in accordance with federal and provincial regulations and approved Board of Education policies. The authority for the destruction of records will lie within the classification system/retention schedule established by the Secretary Treasurer.

Retention/disposal of documents not listed and not required to be retained for a period specified by law should be taken into account for their future value for legal, historical, or statistical purposes and the availability of similar data elsewhere.

A central records facility will operate as the official District facility for the storage of all semi-active and inactive school district records.





**DISTRICT PRACTICE 2200**  
**RECORDS AND INFORMATION**  
**MANAGEMENT**

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**DISTRICT PRACTICE:**

**1. GENERAL**

1.1 Students, staff and members of the public are entitled to seek access to records within the custody and control of the District. In order to support access to information and records, the District has established different processes for each of the following types and categories of requests:

- Requests for access to publicly available information
- Requests for access to student files
- Requests for access to employee personnel files
- Requests for access to other records.

**2. REQUESTS FOR PUBLICLY AVAILABLE INFORMATION**

- 2.1 The District supports transparency and accountability practices and seeks to identify categories of information or records to make available to the public.
- 2.2 The District routinely makes available on its public website the minutes of its public meetings, public Board of Education reports, financial information, and other information that the Board of Education is required to or determines to make available to the public.
- 2.3 Individuals seeking access to, or information about, records that are publicly available should contact the Freedom of Information and Protection of Privacy (FIPPA) Coordinator.
- 2.4 The District supports the appropriate disclosure of information on matters of public interest in accordance with [section 25](#) of the *Freedom of Information and Protection of Privacy Act* (FIPPA).

**3. REQUESTS FOR STUDENT FILES**

- 3.1 The District recognizes that the student file for school-aged students enrolled within the District is available to the student and their parent (guardian) under the *School Act*.
- 3.2 Requests for copies of a student's file when made by a student or their parent (guardian) should be referred to the student's current Principal, and access will be granted at the school level in accordance with the *School Act*.

**POLICY 2200** RECORDS AND INFORMATION MANAGEMENT  
**FORM 2200** RECORDS AND INFORMATION MANAGEMENT ACCESS REQUEST

REFERENCES: [School Act](#), [FOIPPA](#)  
ADOPTED: Jan. 2021



**DISTRICT PRACTICE 2200**  
**RECORDS AND INFORMATION**  
**MANAGEMENT**

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- 3.3 Before granting access to student files, the Principal shall ensure that any third party personal information contained in the file is removed or redacted. The student file shall not contain student counselling records. If the Principal has questions or concerns about the information or records to be disclosed, he or she will consult with the FIPPA Coordinator.
- 3.4 Former students and students who have reached the age of majority should seek access to their student file by making a written request to the FIPPA Coordinator.
- 3.5 The District reserves the right to charge reasonable fees for the processing of requests for student files and may require proof of identity or guardianship before releasing records.

**4. REQUESTS FOR PERSONNEL FILES**

- 4.1 The District recognizes that [FIPPA](#) provides employees with an entitlement to receive access to their own personal information as contained in their personnel file, subject to certain exceptions set out in the Act.
- 4.2 Requests for access to personnel files may be directed to the District Human Resources department. The Human Resources department will review the personnel file and remove any third- party personal information before releasing the file to the individual and will consult with the Freedom of Information Coordinator prior to release to ensure that any decision to release or withhold information in the personnel file complies with [FIPPA](#).
- 4.3 If the FIPPA Coordinator determines that any information or records must not or should not be disclosed in response to a request, then the request may be treated as a formal request made under FIPPA and processed as a FIPPA access request under this procedure.
- 4.4 The District may require proof of identity from individuals requesting access to their own personal information.

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**DISTRICT PRACTICE 2200**  
**RECORDS AND INFORMATION**  
**MANAGEMENT**

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**5. PROCESSING OF ACCESS REQUESTS UNDER FIPPA**

- 5.1 Staff who receive requests for access to records under [FIPPA](#) will promptly refer the request or requestor to the FIPPA Coordinator (each an access request).
- 5.2 FIPPA permits verbal requests for access to records to be made in special circumstances, such as where there are language or other barriers to making a written request. In such cases, the FIPPA Coordinator will record the verbal request in writing and confirm it with the Applicant.
- 5.3 Authority to respond to access requests is vested in the Superintendent or their designate, who is the “head” of the District for the purposes of [section 77 of FIPPA](#). The Superintendent may delegate some or all of their powers for the release of records under FIPPA by written permission.
- 5.4 The Superintendent and their delegate will consult, where appropriate, with the responsible department or school prior to the release of records responsive to a request.
- 5.5 It is the responsibility of the Superintendent and their designate to provide responses to access requests to the requestor.
- 5.6 Employees of the District are expected to provide reasonable and timely cooperation to the District if requested to assist in searching for records responsive to an access request or to consult on the release of records.
- 5.7 Where required to respond to an access request, the District may conduct searches of electronic records where such records are maintained on the District’s systems or servers. Accordingly, employees wishing to avoid any inadvertent intrusions, should not retain private, or non-work-related documents, or communications on the District’s systems or servers.
- 5.8 Email communications are not to be stored in the email system as this is not an accepted storage platform for records management. Attachments or communications which are required to be maintained shall be saved according to the records management classification system/retentions schedule in the appropriate format (i.e., PDF, hard copy or electronically saving the email) and on the appropriate platform. ~~EE~~mail communications, which includes inbox, deleted emails and saved folders ~~are~~will be automatically deleted

**POLICY 2200** RECORDS AND INFORMATION MANAGEMENT  
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**DISTRICT PRACTICE 2200**  
**RECORDS AND INFORMATION**  
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from employees email account in accordance with the [RECORDS AND INFORMATION MANAGEMENT CLASSIFICATION SYSTEM/ RETENTION SCHEDULE](#) District Practice 2200.

- 5.89 The FIPPA applies to all records within the custody or control of the District, and the District has an obligation to assist those requesting access to records under the [FIPPA](#). Accordingly, employees may not destroy or delete records that may be responsive to an existing access request, nor should employees seek to use personal email accounts or devices to conduct District business or carry out employment functions.
- 5.109 The District may require proof of identity from individuals requesting access to their own personal information.
- 5.10-11 The District reserves the right to charge fees for processing access requests but will do so, only as permitted and in accordance with the requirements of [FIPPA](#).

**POLICY 2200** RECORDS AND INFORMATION MANAGEMENT  
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**DISTRICT PRACTICE 2200**

**RECORDS AND INFORMATION MANAGEMENT  
AND ACCESS REQUESTS**

**RECORDS AND INFORMATION MANAGEMENT CLASSIFICATION SYSTEM/ RETENTION SCHEDULE**

The following retention schedule outlines the minimum amount of time that School District No. 6 (Rocky Mountain) records must be retained and who is responsible for their retention and destruction.

<b>FINANCIAL RECORDS</b>	
<b>Responsibility: Finance Department</b>	
Annual budget and summary supporting documents	Permanent
Auditor’s reports	Permanent
Cancelled cheques	7 years after the year of creation
Cheque duplicates, invoices, requisitions, purchase orders	7 years after the year of creation
Employee travel claims	7 years after the year of creation
Ministry of Education financial information reports	Permanent
General ledger	Permanent
Invoices billed	7 years after the year of creation
Subsidiary ledgers and journals	7 years after the year of creation
Receipts issued	7 years after the year issued
Bank statements, debit and credit notes	7 years after the year of creation
Deposit books / cash receipts	7 years after the year of creation
Loans, authorization	7 years or term of loan, if longer
Loans, cancelled notes	7 years after the year of creation
Stop payment orders	1 year after the year of creation

**POLICY 2200** RECORDS AND INFORMATION MANAGEMENT  
**DISTRICT PRACTICE 2200** RECORDS AND INFORMATION MANAGEMENT  
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**DISTRICT PRACTICE 2200**

**RECORDS AND INFORMATION MANAGEMENT  
AND ACCESS REQUESTS**

**RECORDS AND INFORMATION MANAGEMENT CLASSIFICATION SYSTEM/ RETENTION SCHEDULE**

<b>HUMAN RESOURCE RECORDS</b>	
<b>Responsibility: Human Resources Department</b>	
Applications and job competitions	1 year after position is filled
Collective agreements with unions	Permanent
Contracts with individual employees	7 years after the year employee leaves the School District
Employee files	7 years after the year employee leaves the School District
First aid certification	7 years after the year employee leaves the School District
Leave records	7 years after the employee leaves School District
Individual grievance files	Permanent
Letters of discipline	According to collective agreement or 7 years after the year employee leaves the School District
Personnel file	7 years after the year employment ceases
Reference checks	1 year after position is filled
ERP Records	1 year after employment ceases
ERP - TOC Dispatch	1 year
Seniority lists	Permanent
Support staff subs	1 year
Unsolicited resumes	7 months
Violent incident reports	7 years after the year of creation

**POLICY 2200** RECORDS AND INFORMATION MANAGEMENT  
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**DISTRICT PRACTICE 2200**

**RECORDS AND INFORMATION MANAGEMENT AND ACCESS REQUESTS**

**RECORDS AND INFORMATION MANAGEMENT CLASSIFICATION SYSTEM/ RETENTION SCHEDULE**

<b>INFORMATION SYSTEMS</b> <b>Responsibility: Information Systems</b>	
User IDs	When user is removed from the system
System problem tracking	When user is removed from the system
<u>Electronic communications (email)</u>	<u>15 months from when an item is created or received</u>

<b>PAYROLL RECORDS</b> <b>Responsibility: Payroll Department</b>	
Employee payroll register	7 years after the year employee leaves the District
Employee attendance records	7 years after the year employment ceases
Payroll benefits	7 years after the year employment ceases
Payroll database	7 years after the year employment ceases
Payroll deductions	7 years after the year employment ceases

<b>RISK MANAGEMENT</b>	
Insurance policies	Useful Life
Accident reports - Students	Useful Life
Accident reports - Employees	6 years after the year of creation

<b>BUILDINGS &amp; PROPERTY</b>	
Appraisal and inventory records	Indefinite
Capital expenditure authorization	Indefinite
Plans, specifications, and related documents	Indefinite
Titles and deeds	Indefinite
Borrowing authority (e.g. Orders-in-Council)	Indefinite

**POLICY 2200** RECORDS AND INFORMATION MANAGEMENT  
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**RECORDS AND INFORMATION MANAGEMENT  
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**RECORDS AND INFORMATION MANAGEMENT CLASSIFICATION SYSTEM/ RETENTION SCHEDULE**

Leases	Indefinite
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<b>STUDENT RECORDS</b>	
Student information system data Responsibility: Information Systems	Permanent
Permanent record cards Responsibility: Schools	Permanent
Attendance reports and registers Responsibility: Schools	Permanent
Out-of-boundary attendance requests Responsibility: Assistant Superintendent Office	1 year after decision is made about the request
Provincial scholarships and district awards Responsibility: Assistant Superintendent	Permanent
Senior secondary school statement Responsibility: Secondary Schools	Permanent
Teachers' student files Responsibility: Teacher	1 year after teacher no longer has student (selected records transferred to Primary Student File)
Other student records Responsibility: Schools, Student Support Services	Useful life of record

<b>GENERAL ADMINISTRATION</b>	
Insurance Claims	Indefinite
Miscellaneous Reports WorkSafe BC, fire marshall, health, boiler inspection, etc.)	Indefinite

**POLICY 2200** RECORDS AND INFORMATION MANAGEMENT  
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**RECORDS AND INFORMATION MANAGEMENT  
AND ACCESS REQUESTS**

**RECORDS AND INFORMATION MANAGEMENT CLASSIFICATION SYSTEM/ RETENTION SCHEDULE**

<b>CORPORATE SERVICES</b>	
Board policy	Indefinite
Board committee reports	Indefinite
Board minutes (open and closed meetings)	Indefinite
Wage and salary agreements	Indefinite
List of electors	2 years
General notices	1 year
Oaths and declaration	Specified Term of Office
<b>OTHER</b>	
General Correspondence	3 years after the year of creation

**POLICY 2200** RECORDS AND INFORMATION MANAGEMENT  
**DISTRICT PRACTICE 2200** RECORDS AND INFORMATION MANAGEMENT  
**FORM 2200** RECORDS AND INFORMATION MANAGEMENT ACCESS REQUEST

REFERENCES: [School Act](#), [FOIPPA](#)  
 ADOPTED: Jan. 2021



## POLICY 3X00

### PROCUREMENT AND PURCHASING

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#### **POLICY:**

The School District, in the performance of the duties assigned to it under the terms of the School Act, must of necessity engage in the procurement of goods, services and construction. In its effort to achieve maximum economy and efficiency in the performance of this function, the Board has endorsed certain fundamental principles it considers applicable to public procurement:

- Maximizing economy and efficiency in procurement;
- Fostering and encouraging participation in procurement proceedings by vendors where appropriate;
- Promoting competition among vendors for the supply of the goods, services or construction to be procured;
- Providing for the fair and equitable treatment of all vendors;
- Promoting the integrity of, and fairness and public confidence in, the procurement process; and
- Achieving transparency in the procedures relating to procurement

Where price, quality and service are equal, the School District shall give preference to local, provincial and Canadian suppliers respectively.

Purchases of items for personal use of employees shall not be made in the name of the School District. The Board may authorize employee purchase plans where employees purchase educational products (i.e. computers).

All items purchased by the School District in accordance with this Policy and the related District Practice will become the property of the School District.



**DISTRICT PRACTICE 3X00**  
**PROCUREMENT AND PURCHASING**

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**DISTRICT PRACTICE:**

**1. General Purchasing Practices**

- a) All expenses are required to be approved before the School District is committed to the purchase. It is the employee's responsibility to ensure the Policies and District Practices have been followed in order for the payment to be processed to the vendor or employee to be reimbursement. Purchasing practices should be shared with all staff and reviewed each year.
- b) Furniture and office purchases must meet certain minimum standards for Fire Code and Health and Safety requirements. Consultation and coordination with the Operations Department is required to ensure optimal pricing and quality.
- c) Technology purchases shall be completed through a purchasing request in the service ticketing system in Asset Planner using the purchasing function.
- d) The majority of purchases are to be planned as part of the yearly budget planning process.
- e) Purchases in excess of \$500 should not be completed personally. With the exception of preapproved travel expenses.
- f) Registrations in professional conferences should be completed with a School District Credit Card.
- g) Purchases for supplies, Special Purpose Funds, and learning resources should be made in the first part of the year to ensure the opportunity for use by students in the school year.
- h) Purchases must be carefully reviewed to ensure coding to the appropriate account.
- i) A supported practice is to review account details once per calendar month. Examine account trends and be aware of anomalies at each point of the year.
- j) Cash or near cash gifts and awards such as gift certificates/cards are considered a taxable employment benefit. The School District does not support employees to be compensated using this method.

**2. Authorization Limits for Expenditures**

- a) Assistant superintendent, principals, managers, directors and supervisors with signing authority on department budgets are authorized to sign purchase orders up to \$5,000 within the respective annual budget allocation.
- b) Purchases greater than \$5,000 but less than \$100,000, require the additional authorization of the Secretary Treasurer or designate.
- c) Purchases equal to or greater than \$100,000, and/or any service or maintenance agreement that is for a period of more than 12 months, unless included specifically in the approved operating or capital budget, require the authorization of the Superintendent.

### 3. Procedures

- a) Purchase orders represent the contractual obligation between the School District and the supplier. The purchase order protects the School District and the supplier to the agreed quantity, price, description and delivery arrangements.
- b) Check existing inventories in our area and other schools prior to buying new.
- c) Verify whether the item can be repaired at a reasonable cost.
- d) Encourage price comparisons for all purchasing.
- e) A purchase estimated to exceed \$10,000.00 must receive price quotations from three (3) suppliers unless there are fewer than three (3) suppliers for the goods or services.
- f) A purchase estimated to exceed \$10,000.00 based on invited or advertised written price quotations from three (3) suppliers. Tenders shall be placed in one or more of the following media:
  - i. local newspapers;
  - ii. regional newspapers;
  - iii. provincial newspapers;
  - iv. trade journals; or
  - v. BC Bids website
- g) The Superintendent or Secretary Treasurer will determine, in accordance with this District Practice, if it is reasonable to call for written quotations. The School District participates in [Focused Education Resources](#) program; this is the primary initial source for recommendations.
- h) The individual responsible for the purchasing decision must ensure that suppliers located within the School District boundaries are asked to bid on the supplies and/or materials to be purchased.

### 4. Receipt of Tenders

- a) Sealed tenders are to be received and not opened until the date and time specified on the tender.
- b) All tender envelopes shall be stamped or hand-written, showing the date and the time of receipt.
- c) Tender documents are then to be delivered directly to the Director of Operations or designate.
- d) Tenders received are to be secured in the vault or safe or other secure area until the closing date.
- e) Any variance or irregularities contrary to the above procedure shall be communicated directly and immediately to the Secretary Treasurer.

### 5. Use of School District Forms

POLICY 3X00 PROCUREMENT AND PURCHASING

ADOPTED: XXX 2022



**DISTRICT PRACTICE 3X00**  
**PROCUREMENT AND PURCHASING**

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- a) Operations Supply Order Form
  - i. All operations staff require a supply order form for all purchases under \$5k
  - ii. Require information in the fields of the form and a requisition number from supervisor
  - iii. Require approval from the supervisor
- b) School District Credit Cards
  - i. May be used for purchases within the schools or department.
  - ii. Must be reconciled to all receipts by the cardholder each month.
  - iii. The care and storage of the card is the responsibility of the cardholder and the cardholder is responsible for all purchases.
  - iv. Receipts submitted to the cardholder should have sufficient detail (department and purpose) for the cardholder to justify the educational nature of the purchase.
  - v. The reconciliation report cover page is required to summarize the receipts and totals shall match the statement. The report is required to be signed by the cardholder.
- c) Cheque Requisition
  - i. Require information in all fields of the form, including an accurate description of the purpose for the invoice attached (for example, Science Department – baking soda for class observation).
  - ii. Require an invoice or receipt to be attached.
  - iii. Require approval from the supervisor/Principal.
  - iv. Account codes should be reviewed for accuracy prior to submission.
  - v. One purchase item per requisition unless submission is for a petty cash reimbursement.
- d) Petty Cash - miscellaneous office items such as stamps, postage, office supplies
  - i. A petty cash amount of \$300 will be maintained at the beginning of the month at each site.
  - ii. A cheque requisition should be completed at the end of each month to reconcile the reimbursements for the month to replenish the balance.
  - iii. In the event the petty cash is depleted prior to month end, a requisition shall be submitted to reconcile and replenish the balance.
  - iv. All receipts are required to be attached to the Cheque Requisition cover sheet.
  - v. Staff will submit receipts for reimbursement in the month during which the expense was incurred.
  - vi. June receipts shall be submitted prior to June 15<sup>th</sup> for all reimbursements. Receipts submitted after this date will not be processed until September.
- e) Travel and Mileage electronic workbook form - claim for mileage between school and other related business travel, e.g. workshops.



**DISTRICT PRACTICE 3X00**  
**PROCUREMENT AND PURCHASING**

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- i. Expense claims are to be completed using the electronic workbook form [Form 3800] which is accessible on the School District website.
- ii. Expense claims should be submitted as soon as reasonably possible and preferably in the month during with the expense was incurred.
- iii. Travel expenses are determined from the employee's work location for the day which the respective expenses were incurred.



## BYLAW I PROCEDURAL BYLAW

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### PART 6 - STANDING COMMITTEES

6.1 There shall be five standing committees of the Board:

- (a) Policy;
- (b) Capital Projects;
- (c) Labour Relations;
- (d) Finance and Audit;
- ~~(e) Scholarships Recognition;~~
- ~~(e)(f) Field Trip Approval-~~

6.2 Standing Committee Meetings:

Standing committees shall be expected to meet at least two times during the school year.

6.3 Committee Membership:

Membership of all committees shall be upon appointment by the Chairperson of the Board at the first meeting of the Board in November, or at the next succeeding regular meeting, but shall be subject to the approval of the Board.

6.3.1 In order to assist the Chairperson in making the appointments required under Section 1.7, the following procedure shall be used:

- a. At the time the Regular Agenda for the November meeting is made public, the Superintendent shall provide each Trustee and Trustee-elect, as the case may be, with a copy of this Bylaw and a form on which are listed all of the standing committees of the Board.
- b. Each Trustee and Trustee-elect shall rank their preferences for standing committee appointments, and shall return the form to the Superintendent prior to the November meeting, unless the decision is deferred to the next succeeding meeting in which case each Trustee shall return the form prior to that meeting.
- c. The Superintendent shall compile the preferences of all Trustees into a single report and provide the information to the Chairperson who shall determine the committee appointments in consultation with the Superintendent.

6.3.2 The Chairperson of the Board shall be ex-officio a voting member of all committees and shall be counted in forming a quorum.

6.3.3 No Trustee shall serve as Chairperson of more than one standing committee.

Reference: [School Act](#)

ADOPTED: Feb. 1996

Amended: June 1998, Jan 2014, Oct. 2017, April 2019, Nov. 2019



## BYLAW I PROCEDURAL BYLAW

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6.3.4 Each committee will normally have three Trustees.

6.4 Quorum:

For all committees a quorum shall be a majority of the members of the committee.

6.5 Committee Meetings:

In the transaction of business, all committees shall adhere, as far as possible, to the rules governing proceedings in meetings of the Board.

6.6 Vacancies:

Should a vacancy occur on any committee of the Board, the Chairperson of the Board shall name a successor to fill the vacancy.

6.7 Committee Reports:

All committees shall report to the Board on a regular basis. A minority of any committee may also report.

- (a) No action shall be taken on the report of any committee until formally approved by the Board unless the Board, by a majority vote, has given the committee power to act in certain clearly defined cases.
- (b) The Superintendent of Schools and/or the Secretary Treasurer shall confer with and keep all chair people of committees informed on matters within the jurisdiction of the committee and shall meet with the committee at such times as the committee may desire.
- (c) Committees may require the Superintendent of Schools and/or the Secretary Treasurer to bring to committee meetings such other members of the school district staff as may be deemed desirable.

6.8 Termination of Committees:

All committees of the Board shall be automatically discharged on the day preceding the Inaugural Meeting, or the first meeting in November of each year, or at such earlier date as the work of the committee has been completed.

Reference: [School Act](#)

ADOPTED: Feb. 1996

Amended: June 1998, Jan 2014, Oct. 2017, April 2019, Nov. 2019





## BYLAW I PROCEDURAL BYLAW

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### 6.9 Policy Committee:

- (a) Composition:
- three Trustees;
  - Superintendent;
  - one or more senior staff or principals, as required.
- (b) Mandate:
- the development and adoption of new policies;
  - the revision or deletion of existing policies.

Further procedures are delineated in Policy No. 1100.

### 6.10 Capital Projects Committee:

- (a) Composition:
- three Trustees;
  - Secretary Treasurer;
  - Director of Operations.
- (b) Mandate:
- creating and/or updating the District's long-term site acquisition and facility development plans;
  - drafting the annual capital plan for the Board's consideration;
  - dealing with the acquisition or disposal of District property and the configuration of its schools;
  - assisting in the development of the annual capital allowance plan.

### 6.11 Labour Relations Committee:

- (a) Composition:
- three Trustees;
  - Superintendent, or designate;
  - Assistant Superintendent;
  - Secretary Treasurer.
- (b) Mandate:
- to foster positive Human Relation practices in the District;
  - to make recommendations to the Board regarding the personnel matters that come before the committee;
  - the positive resolution of contracts between the District and both its unionized and non-unionized employees.

Reference: [School Act](#)

ADOPTED: Feb. 1996

Amended: June 1998, Jan 2014, Oct. 2017, April 2019, Nov. 2019



## BYLAW I PROCEDURAL BYLAW

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### 6.12 Finance and Audit Committee:

#### (a) Composition:

- three Trustees;
- Secretary Treasurer.

#### (b) Mandate:

- to provide advice and input into the development and monitoring of the annual budget;
- to provide advice and input into the selection of an external auditor;
- to oversee the work of the external auditor;
- to make recommendations to the Board in respect of these matters.

### 6.13 Scholarships Recognition Committee:

#### (a) Composition:

- three Trustees;
- Superintendent or designate.

#### (b) Mandate:

- to foster academic performance through the recognition of curricular achievement;
- in particular, to manage the selection and recognition of the Provincial District Scholarship winners, any local district scholarships, and curricular subject awards;
- further procedures are delineated in Policy 6700, Recognition of Scholarship.

Reference: [School Act](#)

ADOPTED: Feb. 1996

Amended: June 1998, Jan 2014, Oct. 2017, April 2019, Nov. 2019

**REGULAR MEETING: INFORMATION, RECOMMENDATION**

**DATE:** October 11, 2022  
**TO:** Board of Trustees  
**FROM:** Alan Rice, Secretary Treasurer  
**SUBJECT:** Budget Utilization Summary – September 30, 2022  
**ORIGINATOR:** Alan Rice  
**REFERENCE:** Budget Utilization Report - September

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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 \$72,000 from prior year. Primarily attributable to increase in salaries and benefits. Actual amounts are consistent with budgeted with a variance of 0.58% below estimated.

Administration: increase of approximately \$60,000 from prior year. Primarily attributable to increases in salaries and benefits. The Director of Early Learning and Childcare is a newly created position and will be included in the amended budget. Actual amounts are 4.98% greater than budgeted. There are also a large number of fees and dues which are paid at the beginning of the fiscal year versus straight-line throughout the year.

Operations and Maintenance: decrease of approximately \$87,000 from prior year. Primarily attributable to supplies, equipment and services. Actual amounts are consistent with budgeted with a variance of 3.80% below estimated. Moving into colder months we anticipate an increase to utilities and snow clearing.

Transportation and Housing: increase of approximately \$96,000 from prior year. Attributable to insurance and supplies. Actual amounts are 6.45% below estimated. Maintenance on busses fluctuates throughout the year and depends on emergent issues.

**CONCLUSION**

Expenditures to date are below budget by 1.01% and greater than the prior year by \$96,000 for the same timeframe.

**RECOMMENDATION**

Continue to monitor on a monthly basis.

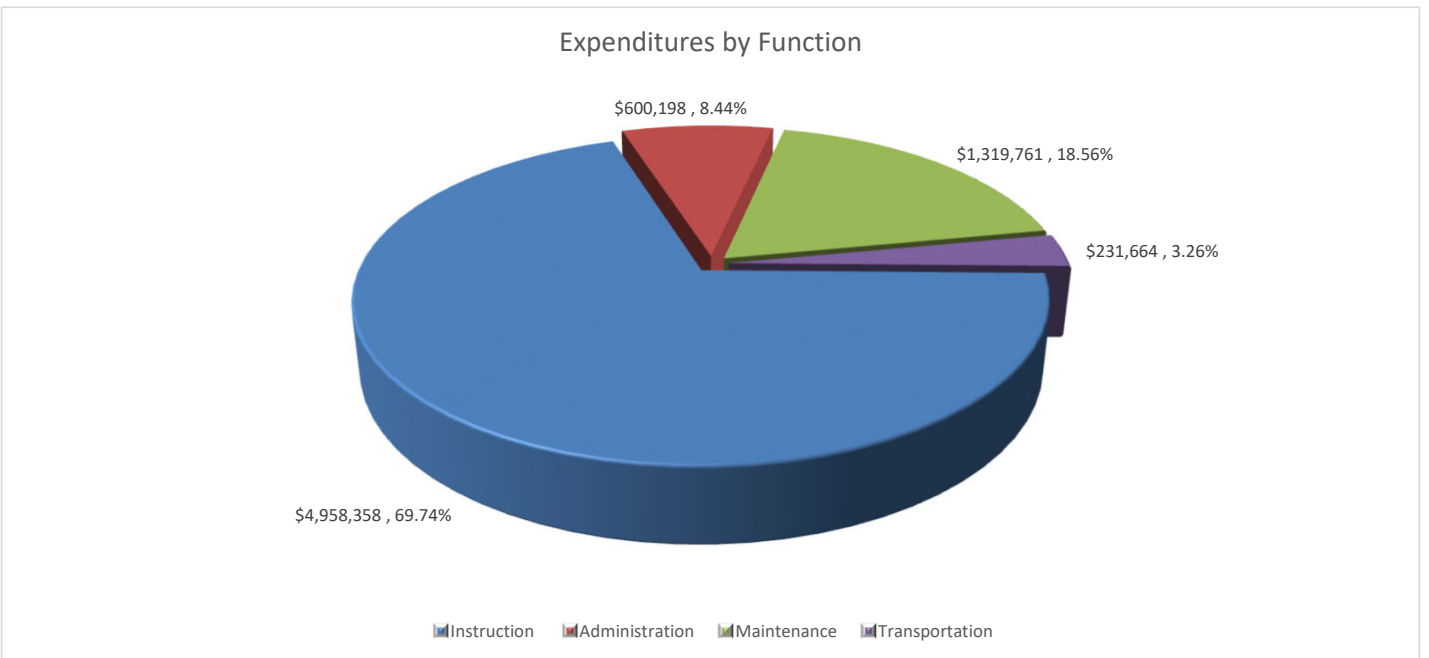
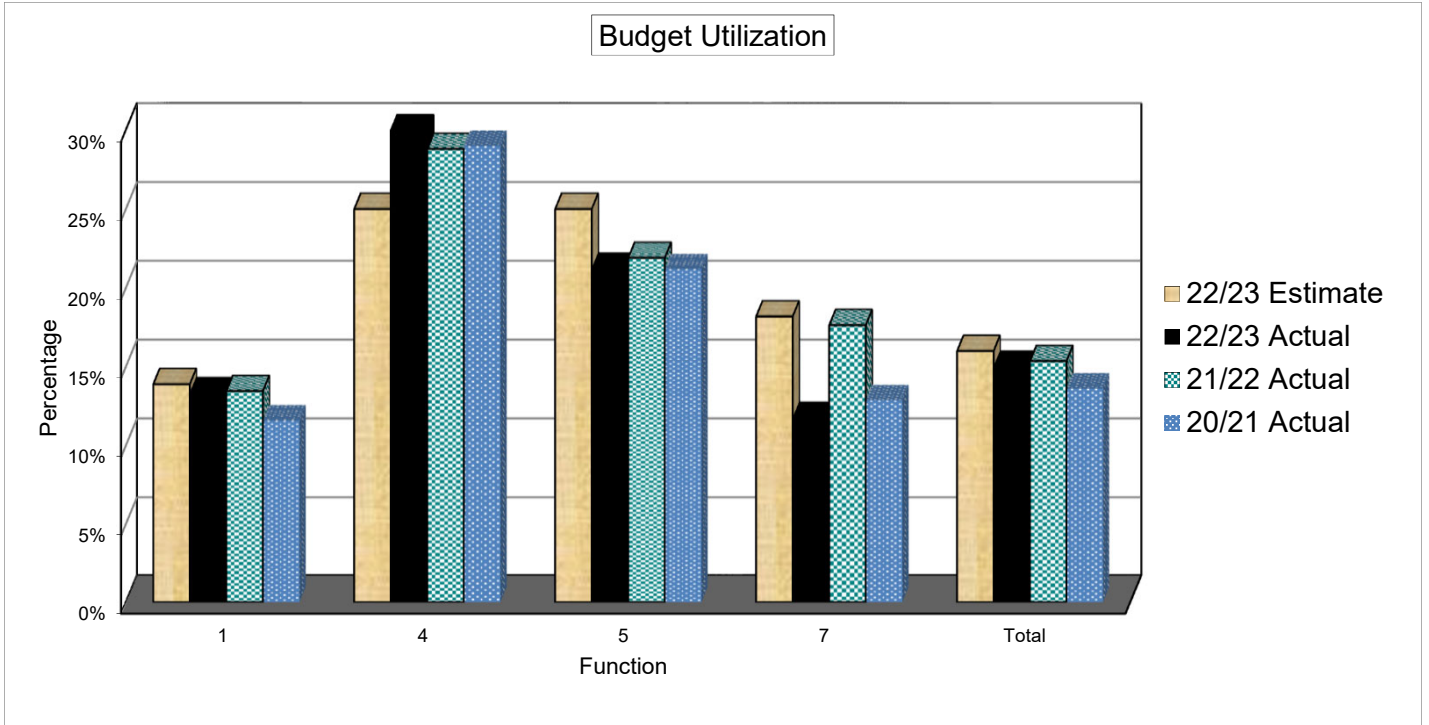
**STRATEGIC ALIGNMNET**

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

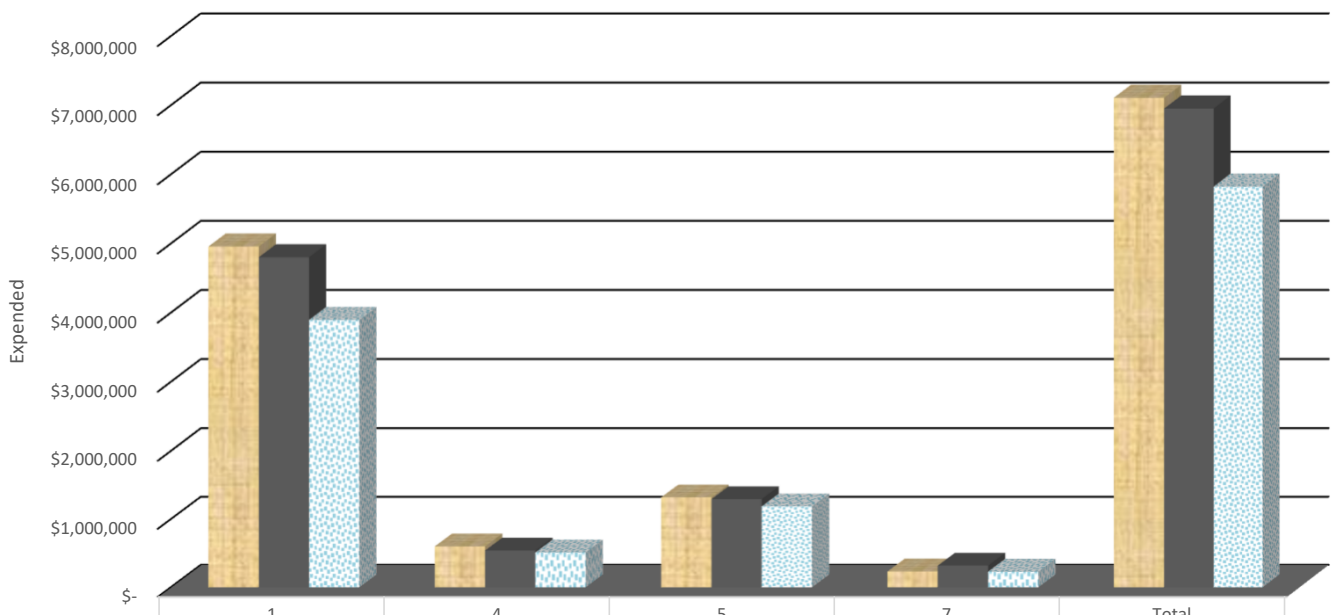


**ROCKY MOUNTAIN SCHOOL DISTRICT No. 6**  
**BUDGET UTILIZATION SUMMARY**  
**September 30, 2022**

<u>FUNCTION</u>	<u>#</u>	<u>MONTHS</u>	<u>BUDGET</u>	<u>2022/23 EXPENDED</u>	<u>ACTUAL</u>	<u>ESTIMATE</u>	<u>2021/22 ACTUAL</u>
Instruction	1	10	\$ 37,248,534	\$ 4,958,358	13.31%	13.89%	13.45%
Administration	4	12	\$ 2,002,266	\$ 600,198	29.98%	25.00%	28.81%
Maintenance	5	12	\$ 6,224,699	\$ 1,319,761	21.20%	25.00%	21.90%
Transportation	7	11	\$ 1,974,262	\$ 231,664	11.73%	18.18%	17.63%
<b>Total</b>			<b>\$ 47,449,761</b>	<b>\$ 7,109,981</b>	<b>14.98%</b>	<b>15.99%</b>	<b>15.35%</b>



### 3 Year Actual Expenditure Comparison



	1	4	5	7	Total
2022/23 Actual	\$4,958,358	\$600,198	\$1,319,761	\$231,664	\$7,109,981
2021/22 Actual	\$4,802,750	\$539,658	\$1,294,106	\$317,542	\$6,954,056
2020/21 Actual	\$3,895,954	\$511,248	\$1,187,912	\$229,164	\$5,824,278

**DATE:** October 11, 2021  
**TO:** Board of Trustees  
**FROM:** Karen Shipka, Superintendent of Schools  
**SUBJECT:** Enrollment Report  
**ORIGINATOR:** Trent Dolgopol, Director of Instruction  
**REFERENCE:** [School and Student Data Collection Order \(School Act, Sections 81 and 168 \(2\)\)](#), data from MyED Student Information System

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## ISSUE

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

## BACKGROUND

The 1701 enrollment and programming report data is obtained from MyEdBC on September 30 each year. Student enrollment and programming on September 30 is the basis for determining school district funding from the Ministry of Education. Once again this year, with the National Day for Truth and Reconciliation scheduled on September 30, the data was reported on September 29.

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

- A board must collect and submit to the minister, in the manner and form and at the times required by the Ministry of Education, information respecting:
  - each school operated by the board;
  - enrolment, registration and achievement of:
    - each student enrolled in an educational program provided by the board;
    - each child registered with a school or distributed learning school operated by the board;
    - each child who participates in an early learning program, and;
  - employees of the board.

The 1701 report is pulled on September 30 each year and then districts go through a validation process to ensure accuracy. Final numbers are submitted to the Ministry on October 7, 2022.

## CURRENT SITUATION

The student enrollment count is based on the students who were registered and accounted for on September 29.

The table in Appendix A shows student enrollment on September 29, 2022. The enrollment data indicates an increase from 3,517 in 2021 to 3,548.



SD6 International student enrollment has continued to stabilize this year. Our International student enrollment went from 78 students in 2019, to 17 students in 2020, to 84 students in 2021, and is at 83 students at September 29, 2022.

### **FINANCIAL IMPLICATIONS**

An increase in overall enrollment will result in an increase in the Ministry Operating Grant allocation. International Education student revenue will be stable and result in a break-even position for the International Education Program.

### **CONCLUSION**

It is important that student enrollment information be up to date and accurate as it directly impacts funding.



**Appendix A**  
**SD 6 Rocky Mountain Student Enrollment**  
 Oct. 5 - 2022

	2022-2023	Difference From Prev Year	2021-2022	2020-2021	2019-2020
<b>Kimberley</b>					
Kimberley Alternate School	27	3	24	24	24
Lindsay Park Elementary School	179	19	160	163	159
Marysville Elementary School	164	-11	175	172	166
McKim Middle School	412	-14	426	414	444
Selkirk Secondary School	500	7	493	458	430
<b>Kimberley Total</b>	<b>1282</b>	<b>4</b>	<b>1278</b>	<b>1231</b>	<b>1223</b>
<b>Invermere/Windermere</b>					
David Thompson Secondary School	480	40	440	425	411
Edgewater Elementary School	126	2	124	132	124
Eileen Madson Elementary School	225	-2	227	213	197
Invermere Open Doors School	31	-4	35	30	33
J. Alfred Laird Elementary School	247	4	243	230	260
Martin Morigeau Elementary School	72	2	70	70	63
Windermere Elementary School	152	2	150	132	140
<b>Invermere/Windermere Total</b>	<b>1333</b>	<b>44</b>	<b>1289</b>	<b>1232</b>	<b>1228</b>
<b>Golden</b>					
Alexander Park Elementary School	208	-11	219	190	222
Golden Alternate School	17	-3	20	9	26
Golden Secondary School	319	21	298	265	266
Lady Grey Elementary School	227	0	227	233	243
Nicholson Elementary School	100	-2	102	91	101
<b>Golden Total</b>	<b>871</b>	<b>5</b>	<b>866</b>	<b>788</b>	<b>858</b>
Rocky Mountain Online Learning	61	-22	83	73	63
Continuing Education	1	0	1	1	2
<b>Sub-Total</b>	<b>3548</b>	<b>31</b>	<b>3517</b>	<b>3325</b>	<b>3374</b>
International Students	83	0	83	17	78
Fee Paying	1	-2	3		
<b>District Total</b>	<b>3632</b>	<b>29</b>	<b>3603</b>	<b>3342</b>	<b>3452</b>
Home School Enrollment	11	-14	25	19	18



**DATE:** October 11, 2022  
**TO:** Board of Trustees  
**FROM:** Karen Shipka, Superintendent of Schools  
**SUBJECT:** Technology Update (IT Security)  
**ORIGINATOR:** Nathan Skretting/Trent Dolgopol  
**REFERENCE:** Office of the Information & Privacy Commissioner – Online Privacy Breach Report



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## ISSUE

That the Board of Education receive a summary of two account compromises, remediation, and results of subsequent investigation by the BC Office of the Information and Privacy Commissioner (OIPC).

## BACKGROUND

Unauthorized access to SD6 accounts or resources must be reported to the OIPC for investigation.

## CURRENT SITUATION

Two incidents were reported to the OIPC by the Privacy Officer in concert with Tech Systems Support (TSS):

### Incident #1

An unauthorized third party gained access to a SD6 employee email account. The unauthorized access was discovered on September 14, 2022, when SD6 staff noticed an email account had begun sending out phishing email messages. It appeared that the messages included a link to a phishing website.

Upon investigation by TSS, it became apparent that the incident affected approximately 3500 external email addresses. SD6 is currently not aware of any personal information being involved in the incident. The employee credentials were immediately reset and the affected account is being monitored for any irregular activity.

SD6 recognized the affected individuals may be at risk of phishing attempts as a result of the incident. As of September 14, 2022, all affected individuals were notified of the incident via email, and provided guidance as to how to identify phishing email messages sent out while the account was compromised.



## Incident #2

An unauthorized third party gained access to a SD6 email account. The unauthorized access was discovered on September 5, 2022, when an employee notified the School District's IT department that their email account had begun sending out phishing email messages that included a link to a phishing website and that they were receiving bounced messages in their inbox.

With the help of a community member/parent, and upon further investigation by TSS, it became apparent on September 20, 2022, that email messages were also downloaded from the compromised account. In at least one case, these downloaded messages were then being re-sent from a third party email account to the original sender, with a phishing link attached.

The incident affected approximately 1140 email addresses. The compromised personal information included contact information such as email addresses, and may have included personal/confidential information contained in email communication between the employee and their stakeholders.

SD6 recognized the affected individuals may be at risk of identity theft and phishing attempts as a result of the breach. As of September 26, 2022, all affected individuals were notified of the incident via email, provided contact information for TSS, and guidance as to how to identify phishing email messages.

## **IMPLICATIONS**

As a result of analysis completed on these two incidents by TSS, SD6 is considering the following initiatives:

- Geographic restrictions for SD6 account login
- Mandatory MFA for all non-student accounts
- A program to educate users on phishing, the use of complex passwords, and resources they may call upon
- Records management policies are being proposed to reinforce systems of record and enable system level retention policies for email records
- Review of cloud-based security posture

OIPC conclusions:

- Based upon the initial report, as well as the actions undertaken (listed above), the OIPC investigator is satisfied with the SD6 response to these incidents. Both files (F22-90997 and F22-90994) have been closed.

## **CONCLUSION**

The two incidents detailed in this briefing are impactful, in terms of those affected and the time required to remediate, report and respond. Incidents also have a negative impact on the reputation of the School District. It is critical to follow through on the items detailed in the response section to ensure the risk of a future incident is minimized.



**DATE:** October 3, 2022  
**TO:** Board of Trustees  
**FROM:** Karen Shipka, Superintendent of Schools  
**SUBJECT:** District Principals and Vice Principals Update  
**ORIGINATOR:** Steve Wyer, Assistant Superintendent

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### **ISSUE**

The Board of Education will receive information related to the initiatives of the District Principal and Vice Principal team.

### **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.

Since the addition of the Early Learning and Child Care to the role of the School District, the District has added a District Principal of Early Learning. With the return of Darren Danyluk from leave he has filled the role of District Principal of Literacy in Barb Carrier's place.

At strategically important points of the year, aligned with the operational plans of the District, the Board will receive updates on key initiatives of this leadership group.

### **CURRENT SITUATION**

I have listed the updated roles for each person. Please see the work of the individual District Principals and Vice Principals (DPVP) outlined in the projects below.

- Jenna Jasek – District Vice Principal for Indigenous Education and Equity
- Kari Mason – District Vice Principal for Student Learning Services
- Kristin Insull – District Vice Principal for Numeracy
- Darren Danyluk - District Principal for Literacy
- Glenn Goslin – District Principal for Early Learning



## **Anti-Racism Strategy**

VPs Jenna Jasek and Kristin Insull are chairing the design team to build out a draft terms of reference and engagement strategy. Additionally, they are educating themselves on available references, examples, and provincial resources to support this work in Rocky Mountain.

## **New Provincial Reporting Order K-12 (July 2023)**

Principal Darren Danyluk is chairing a team with the purpose of preparing the District to be ready to implement the new reporting order for the July 2023 implementation date. Darren's leadership in this project will include liaison with the unions as well as with the Ministry to ensure our support aligns with the order and supports staff to make this shift in practice.

## **Numeracy Leads**

VP Kristin Insull is following the model set up by the Technology Team last school year. Kristin is forming a team of school leaders interested in being part of growing the capacity of colleagues in the area of numeracy instruction. This group will be meeting monthly to highlight promising practices, share examples, and review assessment data with the objective of building capacity in all schools to impact student learning.

## **Book Club Is Back!**

Principal Darren Danyluk is leading book club for interested teachers in the area of reading development. All teachers are teachers of reading and the book selection this year will assist participants in growing their practice for reading development in area of phonemic awareness as well as in whole language comprehension. This group will meet once each month to review aspects of the book and to reflect on its impact in their practice. Darren will be synthesizing the work of this group to determine next steps.

## **Grade 8/9 Numeracy Assessment**

District VP Kristin Insull is leading the implementation of the district's own numeracy assessment for all students in grade 8 and 9. This assessment is needed to determine the learning profile for students between their grade 7 year and when they write the provincial grade 10 numeracy assessment. With this assessment in place teams of educators will be able to track the growth and need for all students to better prepare them with the skills needed to be successful on provincial benchmarks. Kristin expects a November trial district wide for this assessment.

## **4 Seasons of Truth and Reconciliation**

District VP Jenna Jasek is leading the District down the path to Truth and Reconciliation with the 4 Seasons of Truth and Reconciliation. The 4 Seasons is a series of 10 modules produced by the First Nations University in Manitoba that focus on developing awareness of the impact of Truth and Reconciliation across the country. Jenna has teamed up with the Principals and the HR team to ensure that all staff are supported in completing this training during this school year. In doing so, all staff will receive the foundational knowledge to move forward in their personal journeys as well as support students to learn about the contributions of Indigenous people to Canada.



## **School Based Team Growth**

District VP Kari Mason worked with all schools last school year to ensure supports for students were available through a functioning SBT. Kari worked with Principals to ensure these meetings were routine, action focused, and inclusive for all staff. This year, Kari and Director, Sharon Collin seek to build on this project by helping all teams determine a method to assess the impacts of their interventions for the students by adding the right supports at the right time. This will be important work to affirm the efforts of the SBT and to show that the SBT plays a vital role in enhanced interventions for students.

## **Transitions Matter**

The District is aware that students struggle at transition points in school. The District knows that the students who are impacted most by transition points are those with supports already in place. This year, District VP Kari Mason is working to develop an inventory of all transition activities taking place in the district. In doing this work, the district will be able to evaluate the most effective transition practices to encourage and build capacity in other situations. Kari will be focusing first on the building transitions taking place for students in grade 3 to 4 and grade 7 to 8.

## **Early Learning Framework and Play Today**

The Early Learning Framework and the Play Today Handbook came out at the very same time as COVID 19. As a result they did not receive the focus they would have had the pandemic not pushed them off course. These two documents outline the important considerations for learning activities from the ages 0-8. District Principal Glenn Goslin will be building relationships in his new role while also introducing the Early Learning Framework to all educators. The forward vision is that the District will see more and more evidence of promising practices from the framework embedded in the activity of all classes.

## **CONCLUSION**

The District Learning Team is busy. However, they find time to collaborate and overlap their projects. None of them operate in isolation and the team has built strong working relationships. This report highlights some of the main operational strategies of each member of the team.

## **STRATEGIC ALIGNMENT**

- Accountability
- Success for Each Learner
- Innovation
- Excellence in Teaching and Leadership



**DATE:** October 7, 2022  
**TO:** Board of Trustees  
**FROM:** Karen Shipka, Superintendent of Schools  
**SUBJECT:** New Reporting Order  
**ORIGINATOR:** Steve Wyer, Assistant Superintendent  
**REFERENCE:** District Reporting Practice 2022 (attached below), [Changes to the BC](#)



[Reporting Order.](#)

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## ISSUE

The Board of Education will receive an update on changes to the BC Reporting Order to take effect July 2023

## BACKGROUND

In 2016 the then Ministry of Education released a re-designed curriculum for the BC education system. A change to reporting order was anticipated at this time. Instead, a set of provincial guidelines came out for Boards to use to create local district practices for reporting. SD 6 has a current practice updated to 2019 for reporting. These measures serve as an interim solution while the Ministry developed a new reporting order to match the curriculum re-design.

## CURRENT SITUATION

Districts have now received a version of the DRAFT reporting order to come into effect in July of 2023. This order will replace the current district practice of 2019.

However, in the interest of students, the District will be updating its practice on reporting to include one important aspect of the DRAFT order in this current school year. One aspect of the new order will change grade 8 and 9 reporting from letter grades to match the proficiency based language of the K-7 model – *emerging, developing, proficient, extending*.

Currently, students who are in Grade 8 this year, have previously received proficiency language on their report card K-7. Were the District to wait until July 2023 to implement proficiency language for these students, they would receive letter grades for one year (Grade 8) and then return to proficiency language for their grade 9 year (Reporting Order 2023). This would create inconsistency and some confusion for these students.



Instead, the District will use proficiency based language this school year for all grade 8 students to maintain continuity for students and families with respect to progress reporting. The District has updated its practice to include proficiency language for grade 8 students in the current year.

## **IMPLICATIONS**

This change to the practice will ensure consistency for current grade 8 students who are familiar with proficiency language reporting.

Other changes to be implemented in July 2023 are:

- Proficiency language for grade 8 and 9 students – *emerging, developing, proficient, and extending*
- All students in grades 10-12 will receive updates on their report cards about their progress towards graduation.
- Reports will include student self-assessment as well as student goals setting at all grades.
- The letter grade “I”, referring to “incomplete”, will be replaced with the letter grade “IE”, referring to “insufficient evidence” of learning to better reflect how this grade is used in schools.
- Student comments at all grades will be descriptive, aligned with the curriculum, and timely in order to provide parents with the most current progress reports and accurate descriptions of learning.

Some aspects of progress reporting will remain the same, such as the number of reports and timelines for issuing them. Additionally, students in Grades 10-12 will receive letter grades and percent.

The Ministry of Education and Child Care is working this year to provide some more concrete directions about the changes above. The District will share information as it is received from the Ministry.

Once the new order comes into effect, the Board may review a new reporting policy to align with the order and its regulations.

## **CONCLUSION**

The District is updating its current reporting practice to carry forward to July 2023 when a new reporting order will come into effect for all of BC. The update involves creating consistency for students and families by implementing proficiency reporting language for grade 8 students this school year.

## **STRATEGIC ALIGNMENT**

- Opportunity, equity and success for each learner
- Accountability



# Reporting Practices Effective September 2022

## ROCKY MOUNTAIN SCHOOL DISTRICT REPORTING FRAMEWORK

The District has the following requirements of a reporting framework:

- Provide reasonable consistency for parents across classes and schools
- Allow for developing practice around effective documentation (descriptions and evidence of learning, needs, and plans for support) to accompany performance indication (marks).
- Meet needs for system information

The original framework was approved by the Board for implementation beginning in the 2016-2017 school year. It followed the revised Reporting Order with provisions for districts to approve alternative ways to provide comment. The report card comment alternatives approved in Rocky Mountain School District reflect practice that had already been occurring in some schools in previous years.

This update follows the Ministry draft reporting order currently being piloted by 14 districts and applied to varying degrees by at least another 12 districts outside the pilot. The change is from reporting using three different mark or performance indicators as student progress through elementary grades (and two additional variations in some schools in our district) to the single standard descriptors used in the Ministry draft reporting order and on the provincial literacy and numeracy assessments. This option is already set up in MyEducation BC as a report card template available for use in BC. The template also reports only on the current performance level (not showing previous term marks) which is consistent with accepted assessment practice requiring evaluation to be based on the current level of performance and not penalizing students for lower performance in the past while they were developing. (Primary report cards have always only shown the current term).

The update ensures consistency throughout elementary grades across all of our schools. It eliminates the need for additional steps to enter and remove marks to accommodate comments-only reporting to parents while retaining marks for student records, and provides us with a single standard scale for data sets monitoring the success of our students.

This practice was approved by the Board at the September 2017 Board meeting and was effective from that school year. It will be reviewed by the Board when the final Ministry Reporting Order is available.





## DISTRICT REQUIREMENTS FOR REPORTING EFFECTIVE SEPTEMBER 2019

### **Grades K-7**

#### 3 formal reports per year

- Term 1, Term 2, Term 3/final: issued on published district reporting dates
- report on each of the areas of learning identified by Ministry policy for grade levels
- requirements for formal reports to follow below

#### 2 informal reports per year

- on or by district published reporting dates
- may be written (paper, electronic), by telephone, or by meeting or conference (Note: there must be a record of the call, meeting etc. in the student cumulative file.)
- format determined by school

### **Grades 8-12:**

#### 4 formal reports per year

- (Term 1, Term 2, Term 3, Term4/final) issued on published district reporting dates
- report on each of the areas of learning identified by Ministry policy for grade levels (in the terms/semester course is taken)
- requirements for formal reports to follow below

#### 1 informal report per year

- on or by school published interim reporting date
- may be written (paper, electronic), by telephone, or by meeting or conference (Note: there must be a record of the call, meeting etc. in the student cumulative file.)
- format determined by school



## REQUIREMENTS for FORMAL REPORTS

All students in Grades K-12 will receive formal reports that are the Standard Report Card entered in and printed from MyEducation BC meeting the following requirements:

### 1. SUBJECT/LEARNING AREAS

Grades K-7: reporting on the following for Term 1 and 2 reports: Language Arts, Math, Science, Social Studies, Physical and Health Education, and Arts Education (and French for Grades 5-7, Career Education and Applied Design, Skills, and Technology for Gr. 6-7); Term 3/final report will include all of these (and Career Education and Applied Design, Skills, and Technology for K-5 which may be reported as a comment or a performance level/mark).

Grades 8-12: reporting on all subjects taking each term with final mark at end of term that course concludes in

Grades K-9: final report will include Student Self-Reflection on Core Competencies in the subject/learning area of Core Competencies (which is set up as a course in MyEducation BC for our district with a standard comment directing the parent to the record of the student self-reflection attached or linked to the report card).

### 2. MARKS/PERFORMANCE LEVELS

Grades K-3: **term and final marks** will be the Ministry defined standards of emerging, developing, proficient, and extending;

Grades 4-8: **term and marks** will be the Ministry defined standards of emerging, developing, proficient, and extending.

Note: the same performance level entered for term 3 is also entered as a final mark on the June report card. The final mark is not a different mark than term 3 as it is the same point in time progress but needs to be entered separately in the final field to generate the Permanent Student Record (PSR).

Grades 9: **term and final marks** will be letter grades as defined by the Ministry (A = excellent, B = very good, C+ = good, C = satisfactory, C- minimally satisfactory, I = \*Incomplete or in progress as a placeholder only, F = failing or failed).

Grades 10-12: **term and final marks** will be percentages with corresponding letter grades as defined by the Ministry (A = 86-100%, B = 73-85%, C+ = 67-72%, C= 60-66%, C- = 50-59%, F = 0-49%, I = \*Incomplete or In Progress, W = withdrawal, SG = standing granted, TS = transfer standing)



\*Use of emerging must follow Ministry revised reporting policy for an "I" and is to be assigned the letter grade F at the end of the year/course if not addressed:

### Ministry Reporting Policy re: Use of the Letter Grade "I"

The letter "I" will be used to alert parents when students, for a variety of reasons, are not demonstrating minimally acceptable performance in relation to the learning standards or expected learning outcomes. The "I" may be used at any time during the school year on informal or formal reports. The underlying principle is that parents and students should be alerted to a problem as soon as teachers detect it.

When an "I" reporting symbol has been assigned:

- students and parents must be informed, and must be provided with an opportunity to consult with teachers about the problems students are having and possible solutions; and
- teachers must be prepared to identify what the problems are and specify plans of action to help students achieve the learning outcomes. An "I" may be communicated in a variety of ways, including: through a written plan, verbally by telephone, or in a direct meeting involving teacher, parents and students.

The "I" letter grade must be converted to another letter grade or percentage:

- before students' records are transferred to another school, unless there is agreement between the principals of the two schools to defer conversion of the "I" reporting symbol;
- when letter grades are recorded on the permanent student record card; and,
- before submission of Grades 10, 11 or 12 marks to the Ministry for inclusion on students' transcripts of grades.

An "F" letter grade can only be assigned if an "I" reporting symbol was previously assigned.

### SUBJECT/LEARNING AREA COMMENTS

Subject/Learning Area comments will be included for each subject/Learning Area being reported on.

The full comment may be entered in MyEducation BC or an abbreviated comment may be entered in MyEducation directing the reader to see

- a comment attachment to the report card, or
- a record of \*parent conference attached to the report card, or
- a point in time (current snapshot as of the reporting period) summary of learning within the \*\*e-portfolio. (Note: Attachment or print out of e-portfolio summary document must be attached to the report card in the student cumulative file.

\*If parent does not attend conference a full written report card must be provided

\*\*Must have parent permission and effective advance communication with parents on how to access and navigate the e-portfolio platform if using that as a reporting comment tool to accompany the MyEducation BC report card. The e-portfolio must be in a district-approved program or platform.

Regardless of the format the comment for each subject/learning area must meet the following expectations:



## EXPECTATIONS for COMMENTS

Comments (MyEducation BC standard commenting, comment attachments, freshgrade portfolio or SD 6 portal e-portfolio, or parent conference documentation) will include the following for each learning area:

- Description of what the student can do relative to the curricular standards (i.e. not just indicate the outcome/standard but describe the student's level of achievement of that standard.
- Areas for attention or growth
- Next steps and supports

Comments in the standard MyEducation BC report card will be by subject/learning area.

Other forms of commenting may be organized in cross-curricular themes, projects and around learning demonstrations but must explicitly reference all the subjects/learning areas being reported on and the student performance, needs, and plans for support for each.

Comments will be personalized to the student in all cases and not descriptions of what the class did or learned about. (The latter may be communicated in blogs, newsletters, course summaries, or supplementary handouts/attachments to the report card).

### **3. SELF-REFLECTION ON CORE COMPETENCIES**

The final report will include student self-reflection on the core competencies, with teacher support as appropriate for the student. The same comment will be entered for each student in the district under the subject/learning/area Core Competencies on the final report. The evidence of the student self-reflection will be attached.

The self-reflection at the end of the year is on all three Core Competency areas of Communication, Thinking, & Personal & Social Competency, but does not need to include all of the sub-areas of those. Format of the self-reflection will be determined at the school level but must be open-ended to allow the child to describe themselves as a thinker, as a communicator, etc. without a rubric, scale, or other rating. (1-4, sad/neutral/happy face, and other ratings are not consistent with the intent of the curriculum.) Report card comment to be used by all schools:

In the BC Curriculum, students are developing a set of competencies throughout the year across subject areas. Core Competencies are intellectual, personal, and social and emotional proficiencies that all students need to develop in order to engage in deep and life-long learning. BC's Core Competencies prepare students for success beyond school in all areas of pursuit. There is a Ministry of Education requirement for a Student Self-Reflection at the end of the year. Please see attached for your child's Self-Reflection.

### **4. TERM COMMENT**

Is entered for each student.



## 5. STUDENTS WITH SPECIAL NEEDS, MODIFIED CURRICULA, ELL AND FLL STUDENTS

Must follow Ministry revised reporting policy (below)

### Students with Special Needs (all grades)

Where students with special needs are expected to achieve or surpass the learning standards or learning outcomes of their learning program, regular reporting procedures will be used to indicate progress. Where it is determined that a student with special needs is not capable of achieving the learning standards or learning outcomes of provincial or Board Authority Authorized curriculum, and substantial course or program modification is necessary, specific individual goals and objectives will be established for the student in his or her Individual Education Plan (IEP). Reporting to parents will be in relation to these specific individual goals as they relate to each XSIEP or LD (locally developed non-credit) course in which the student may be enrolled. It may not be appropriate to provide letter grades to all students.

### Students on Modified Curricula (all grades)

For students with special needs who are not working toward the learning standards or learning outcomes of the curriculum but rather toward individualized goals or objectives in an IEP, the most appropriate form of reporting for the student should be determined by the School Based Team. If letter grades are used, it should be stated in the body of the student progress report that the grade is given in relation to the individualized goals and objectives and not in relation to provincial or Board Authority Authorized curriculum standards and core competencies.

### ELL and FLL Students (all grades)

Where an English language learner, or a French language learner in a Francophone program, is following the learning standards or learning outcomes of the provincial curriculum or a local program, regular reporting procedures are used to show progress. Where these students are not following the learning standards or learning outcomes of the curriculum, the written report must contain comments describing what the student can do, areas in which he or she requires further attention or development, and ways of supporting his or her learning.

Please contact your principal if you have any questions about reporting requirements.

Ministry Standard Student Reporting Policy (revised) for reference:

Date came into effect: July 1, 2016

Status: revised and under review

<https://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools/student-reporting>



## October 2022

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11 Board of Education Meeting, Nicholson Elementary School, 7:00 p.m.	12	13	14	15 General Local Election
16	17	18	19	20	21 Pro-D, PSA	22
23	24	25	26	27	28 Board of Education Oath of Office Ceremony and Dinner, Invermere 6 p.m.	29 Board Working Session, Invermere, 8:00a.m.
30	31					

## November 2022

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8 Board of Education Meeting Invermere Board Office, 7:00 p.m.	9	10	11 Remembrance Day	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			