

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: Video Conference Meeting
Kimberley, Golden, Invermere District Offices

Date: December 13, 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 November 8, 2022

4.2 Synopsis of in-camera meeting of November 8, 2022 (Alan Rice)

5. PRESENTATIONS/DELEGATIONS

6. MATTERS ARISING FROM THE MINUTES

6.1 Policy 2100, School catchment areas (Steve Wyer)*

7. STRATEGIC AND POLICY ISSUES

7.1.1 Third Reading (Karen Shipka)*

Policy 3700, Procurement and purchasing

7.1.2 Second Reading

7.1.3 First Reading (Karen Shipka)*

Policy 2800, Fraud and whistleblower protection

Policy 8800, French programming

8. OPERATIONAL ISSUES

8.1 Draft School Calendars Report 2023-2024; DRAFT School Calendar 2024-2025;
DRAFT School Calendar 2025-2026 (Steve Wyer) *

9. REPORTS

- 9.1 Budget utilization report – November 30, 2022 (Alan Rice)*
- 9.2 Mental health update (Sharon Collin)*
- 9.3 Indigenous education update (Trent Dolgopol)*
- 9.4 Responding to respiratory illness in schools (Al Ure)*
- 9.5 Early learning and child care update (Crystal MacLeod)*
- 9.6 Extracurricular Fees (Trent Dolgopol)*
- 9.7 BC School Trustees Association (Jane Thurgood Sagal)
- 9.8 BC School Trustees Association, Kootenay Boundary Branch (Rhonda Smith)
- 9.9 BC Public Schools Employers Association (Scott King)

10. INFORMATION ITEMS

- 10.1 December 2022 and January 2023 calendar*
- 10.2 Winter events and concerts calendar*
- 10.3 Statement of Financial Disclosure Form*

11. FORTHCOMING EVENTS

- 2022.12.19 to 2023.01.02 Winter Break
- 2023.01.03 Labour Relations Committee meeting, Virtual, TBD
- 2023.01.10 Board of Education Meeting, Zone Offices
 - In-Camera 6:00, p.m.
 - Regular Meeting, 7:00 p.m.

12. QUESTIONS FROM THE PUBLIC

14. ADJOURNMENT

* attachment

DATE: December 13, 2022

TO: Board of Trustees

FROM: Karen Shipka, Superintendent of Schools

SUBJECT: Catchment Areas and Cross Boundary Transfers

ORIGINATOR: Steve Wyer, Assistant Superintendent

REFERENCE: [Policy 2100 District Practice](#), [School Act S. 75](#)



ISSUE

The Board of Education will receive information to support a response to a parent presentation and request from the public meeting of the Board of Education on June 14, 2022. The Policy Committee of the Board has met on this issue and recommends maintaining policy 2100 without change.

BACKGROUND

School District No.6 makes yearly enrollment projections each February to begin the process of budgeting and school organization for the upcoming school year. Since the majority of operational funding is received from student enrollment, it is very important to project enrolment as accurately as possible. Catchment areas set out in policy 2100, allow the District to reliably predict which students will attend which schools based on their geographical location. Furthermore, *Section 75* of the *School Act* legally requires school districts to establish catchment areas for all schools.

Schools rely on catchment areas to reliably project their numbers and begin appropriate staffing. Students who reside in the catchment area of a school are entitled to a space, according to policy 2100, in their catchment school. From an operations standpoint, this policy also allows for reliable projections and planning about the physical learning spaces required in each school.

Parents have the option to request to attend a school outside of their catchment area. This is called a Cross Boundary Transfer Request. It is described in the associated practice with catchment policy 2100 and is numbered five (5) in the process. People choose to follow this process for many reasons. Nevertheless, prior to requesting a cross boundary transfer, the parents of the child must register their child at their catchment school. This process guarantees the child a space in the school to which they are entitled to attend. Once students in catchment are planned for and placed into available space, requests for cross boundary transfers are considered according to the priorities laid out in item five (5). Siblings of students who have already been approved on a cross boundary transfer, receive priority in this process. Siblings are placed before all other students who have made requests, but not before students who are legally entitled to a space by catchment requirements.



Currently, students are registered at schools in the following order prior to September 30 of each school year:

1. In catchment students – these numbers are accurately projected based on population algorithms, previous enrollment, and Kindergarten registration in January and February. These numbers change up to the end of September which is the last point at which there must be space for catchment students
2. Sibling cross boundary transfers – these may be submitted at January 1 of the calendar year. Based on #1 above, it is difficult to provide a definite answer until June at the earliest.
3. Non-sibling cross boundary transfer requests. These also come in as early as January 1. They are time stamped and dealt with once spaces have been allocated in #1 and #2, above.

Families and children move into catchment over the course of the summer holiday. For this reason, the District practice holds spaces to account for these students arriving in July and August. The District is able to place almost all cross boundary requests by the end of the first week of September. This is because once school begins, any available spaces are less likely to be taken up by students moving into catchment.

CURRENT SITUATION

The Board of Education has received a request to reconsider its policy and practice related to catchment areas. The request asks the Board to change its practice to exclude siblings, of students who have already been approved on a cross boundary transfer, from having to apply for a cross boundary transfer as outlined in the current practice.

The Board received a presentation from a parent, describing this request, on June 14, 2022 at a regular public meeting. Due to the process of electing the current Board and selecting a new policy committee, a response on this presentation and request was delayed until the current Policy Committee of the Board could meet.

IMPLICATIONS

The financial, practical, and governance implications of this proposal were it to become policy, are significant.

1. The suggested change to policy and practice would make catchment areas, and policy 2100, confusing. If a parent could reserve unlimited space for siblings and potential siblings in a school, the rights of catchment students to a place in the school may be violated. If students out of catchment take available classroom spaces in a school, it may limit space for students who are in catchment and have a right to attend the school.
2. The implication of sibling priority for choice programs, such as, French Immersion, is different than the implication of sibling priority for general registration. For choice programs, the District is able to enforce capping rules. Once the class is full at 28 students, the District closes enrolment in the program. However, with catchment entitlements, the District must provide spaces to as many students as are in catchment. The District cannot cap the catchment areas the same way it can with choice programs. For catchment, this means the District must do what it takes to accommodate all students in catchment.
3. Related to item 1, the *School Act S. 75.1.1* states that a Board must establish geographical catchment areas for schools in the school district. There is a possibility that the District would be acting contrary to the language and intent of the *Act* were it to relax catchment areas according to this proposal, especially if it



means catchment area students may lose space in a school to non-catchment students.

The District risks financial implications across the entire organization should the practice change in the requested way. Consider this example. Principal X has 35 in-catchment students register for kindergarten in January. Over the summer, four (4) more students move into catchment for a total of 39 kindergartens. Based on class size limits of 20, this school will have one K class at 19 and one at 20. Under current practice, the final space could be given to an out-of-catchment student. Under the requested change, let us assume there are three (3) out-of-catchment siblings who are now guaranteed a space, treated as the same priority as students in catchment. Now, Principal X has to find space for 42 kindergartens. This is more than class size will allow in two classes. To accommodate these out-of-catchment students, a new teacher must be hired. This is at a cost of about \$110,000 to the district. However, the reality is that just adding a class in many district schools also requires physical space. Were this change in practice in effect, and no physical space was available, the District would be considering portable learning spaces in the area of \$250,000. This risk of financial implications does not exist in the current practice because the district considers out-of-catchment students after placing students in catchment. The cross boundary transfer request is denied, if there is no space available.

Were this change in practice adopted, some schools may be impacted in their financial operations. In the case above, there are costs for the receiving school. But, the 3 students had to come from some other district school. The school from which they came staffed and supplied the organization based on students in catchment, including the three now leaving. This creates a deficit of about \$22,000 in the operating budget of the delivering school. For many of our small schools, from where these transfers arrive, this is a significant financial implication.

As the District begins to offer after school care in all communities, the need for cross boundary transfer may diminish.

Lastly, the proposed change may not be equitable. Some families have, within their means, the ability to deliver their children to any school in the District. Were the District to allow spaces to be reserved for family members who have had one cross boundary transfer accepted, perhaps the District would create a very different type of “choice” program accessible to some, but not all. The availability of the cross boundary transfer to other families may become restricted.

CONCLUSION

Policy 2100 and using catchment as intended in the School Act S. 75, has been working well. In catchment students who are entitled to space before out of catchment students are placed first to ensure there is available space and appropriate staffing. Siblings enjoy priority placement as part of the Cross Boundary Transfer Process.

KEY MESSAGES

1. Catchment areas are required by the *School Act* and are described in Board Policy and Practice 2100.
2. The school registration process follows the order of placing in catchment students first and then allowing additional space for out of catchment requests.
3. Siblings of students with previously approved cross boundary registration are the first applications considered for any extra student space.
4. The current practice ensures the ability to balance student enrolment between schools and



responsibly plan for projected enrolment.

5. Sibling priority in choice programs is different from sibling priority in cross boundary transfers

STRATEGIC ALIGNMENT

- Equity and Inclusion
- Success for each learner
- Accountability

PUBLIC BOARD MEETING



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 3700

PROCUREMENT AND PURCHASING

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 reimbursed. 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 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 will require 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 Bid 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

- a) Operations Supply Order Form
 - i. All operations staff require a supply order form for all purchases under \$5,000.
 - ii. All supply order forms require information in the fields of the form and a requisition number from supervisor.
 - iii. All supply order forms require approval from the supervisor.
- b) School District Credit Cards
 - i. Credit cards may be used for purchases within the schools or department.
 - ii. Credit cards 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. Cheque requisitions 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. Cheque requisitions require an invoice or receipt to be attached.
 - iii. Cheque requisitions 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.

POLICY 3700 PURCHASING AND PROCUREMENT

ADOPTED: DATE

Amended:



DISTRICT PRACTICE 3700

PROCUREMENT AND PURCHASING

- 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 15th 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.
 - 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 which the expense was incurred.
 - iii. Travel expenses are determined from the employee's work location for the day which the respective expenses were incurred.



POLICY 2800

FRAUD AND WHISTLEBLOWER PROTECTION

POLICY

The Board of Education is committed to the highest standards of openness, honesty, and accountability. Employees are often the first to realize that there may be something seriously wrong within the District. The Board of Education encourages employees, acting in good faith, to report what the employee reasonably believes to be true and reasonably believes to be an improper activity by District officers or employees.

All employees, and others performing work on behalf of the District, are expected to conduct themselves in a professional manner, adhere to applicable laws and Board policies and practices that apply to their work activities in addition to demonstrating ethical behaviour in all their decisions and interactions.

The Board of Education expects employees, and others that the Board of Education deals with, who have serious concerns about any aspect of the District's operations with respect to potential evidence of wrongdoing, to come forward and voice those concerns.

DISTRICT PRACTICE 2800, Whistleblower Protection [and Fraud](#) <INSERT HYPERLINK>

REFERENCES: [B.C. WHISTLE BLOWER PROTECTION](#)

ADOPTED: ~~DATE~~ November 9, 2021

Amended:



DISTRICT PRACTICE 2800
FRAUD AND WHISTLEBLOWER
PROTECTION

DEFINITIONS:

Board of Education the Board of Education of Rocky Mountain School District o. 6

Employee applies to all the Trustees, senior leaders, directors, and employees of the District as well as to all other stakeholders having an interest in the District including suppliers, consultants, and contractors.

Good faith is evident when a report is made without malice or consideration of personal benefit and the employee has reasonable basis to believe that the report is true.

Reportable activity is any unlawful, illegal, or inappropriate behaviour ~~and mayean~~ including e, but not restricted to:

- An unlawful act, whether civil or criminal
- Questionable accounting practices
- Falsifying District records
- Theft of cash, goods, services or time
- Inappropriate use of District assets or funds including human resources
- A dangerous practice likely to cause physical harm or damage to property
- Decision making for personal gain
- Abuse of power or authority
- Retaliation for reporting under this Policy

This list is not all-inclusive but is intended to give an indication of the kind of conduct which may be considered as 'reportable activity'.

This does not include personnel actions taken in the course of conducting the District's business where such matters are most appropriately addressed by reference to the applicable collective agreement.

Report is an oral or written disclosure of information made through the processes described below.



DISTRICT PRACTICE 2800
FRAUD AND WHISTLEBLOWER
PROTECTION

DISTRICT PRACTICE

1. AUTHORITY

- 1.1 The responsibility for the ~~day-day-to-to~~ day administration and enforcement of this policy rests with the Superintendent and the Secretary Treasurer as authorized by the Board of Education.
- 1.2 The provisions of this policy are independent of, and supplemental to, the provisions of the collective agreements between the District and its Unions relative to grievance procedures, and to any other terms and conditions of employment.

2. DUTY TO DISCLOSE

- 2.1 The Board of Education expects that an employee who is aware of any improper activity or wrongdoing will bring the matter to the attention of the District and give the District a reasonable opportunity to investigate and take corrective actions appropriate to the circumstance.

~~3~~ **3. PROTECTION OF EMPLOYEE AND EMPLOYER**

Employee

- 3.1 Any employee who files a report or raises a concern under this policy will be protected if the employee:
 - Provides the information in good faith;
 - Believes the information to be in good faith;
 - Does not act maliciously or make false allegations; and
 - Does not seek any personal or financial gain.
- 3.2 All reports under this policy will be handled with strict confidentiality and personally identifiable information from a report will be shared only to the extent necessary to conduct a complete and fair investigation.
- 3.3 If an employee files a report or raises a concern under this policy and district practice, the District will not retaliate against them in any manner, including dismissal or demotion, because of the reporting.



DISTRICT PRACTICE 2800

FRAUD AND WHISTLEBLOWER PROTECTION

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- 3.4 If an investigation reveals that the report was frivolously made or undertaken for improper motives or made in bad faith or without reasonable and probable basis, disciplinary action may be taken.

Employer

- 3.5 Nothing in this policy shall be deemed to diminish or impair the rights of the District to manage its employees under any policy or collective agreement; or to prohibit any personnel action which otherwise would have been taken regardless of the reporting of information.

4. REPORTING A COMPLAINT

- 4.1 Employees and stakeholders may submit a complaint about any reportable activity to the Superintendent or Secretary Treasurer at the District Administration Office, in writing via email or by written letter submitted in confidence.
- 4.2 It is important for employees or stakeholders making a complaint to understand that the investigation of a complaint will be most effective if they have provided their name and contact information when submitting a complaint.

5. INVESTIGATION

- 5.1 Upon receiving a complaint, the Superintendent or Secretary Treasurer will record the receipt of the complaint and determine whether the matter is, a reportable activity under this policy.
- 5.2 If the Superintendent or Secretary Treasurer determines that the complaint is legitimate reportable activity, they will open a file and commence an investigation.
- 5.3 The investigation generally will include, but will not be limited to, discussions with the reporting employee, the party against whom the allegations have been made and witnesses, as appropriate. Employees shall not obstruct or impede any investigation. Reasonable actions will be taken to prevent retaliation against anyone making a good faith report or participating in an investigation.
- 5.4 The Superintendent or Secretary Treasurer may enlist the Senior Leadership Team and/or outside legal, accounting or other advisors as appropriate, to assist in conducting any investigation. All investigators shall be independent and unbiased both in fact and appearance. Investigators have a duty of fairness, objectivity, thoroughness and observance of legal and professional standards.
- 5.5 The Superintendent or Secretary Treasurer will enlist the appropriate outside legal, accounting or other advisor to conduct any investigation, when investigating a senior leadership team member (including Principals and Vice Principals). All investigators shall be

DISTRICT POLICY 2800, Whistleblower Protection [and Fraud](#)

REFERENCES: [B.C. WHISTLE BLOWER PROTECTION](#)

ADOPTED: [November 9, 2021](#) ~~DATE~~

Amended:



DISTRICT PRACTICE 2800

FRAUD AND WHISTLEBLOWER PROTECTION

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- independent and unbiased both in fact and appearance. Investigators have a duty of fairness, objectivity, thoroughness and observance of legal and professional standards.
- 5.6 It is the obligation of all employees to cooperate in any investigation. Those responsible for the investigation will maintain confidentiality of the allegations and the identity of the person involved, subject to the need to conduct a full and impartial investigation and remedy any violations of law of the District's policies and practices.
- 5.7 If an investigation establishes that an employee has engaged in improper activity or reportable activity, the District will take immediate and appropriate corrective action.

6. ANNUAL REPORTING AND FRAUD ASSESSMENT REQUIREMENTS

- 6.1 The Superintendent shall submit to the Board of Education, in a closed meeting, an annual summary of actions taken under this policy. The summary will include reports received and acted upon during the school year, July 1 – June 30.
- 6.2 The Superintendent or designate will communicate to all District staff this district practice and its purpose on an annual basis at the beginning of each school year in September.
- 6.16.3 The Secretary Treasurer will complete an assessment of fraud risk exposure on an annual basis and report the results to the Finance and Audit Committee. The report will address measures in place to prevent or detect fraud.

DISTRICT POLICY 2800, Whistleblower Protection and Fraud

REFERENCES: B.C. WHISTLE BLOWER PROTECTION

ADOPTED: November 9, 2021 ~~DATE~~

Amended:



POLICY 8800

FRENCH PROGRAMMING

POLICY:

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

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

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

DISTRICT PRACTICE:

1. CORE FRENCH (FRENCH AS A SECOND LANGUAGE)

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

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

Thinking and Communicating

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

Personal and Social Awareness

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



2. FRENCH IMMERSION

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

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

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

Note: It is important to understand that the program will only operate if there is sufficient enrollment. The Board has determined that the minimum enrollment be set at 25. If less than 25 students register, the program will be assessed by the Superintendent in consultation with the Zone Trustees.

Registration: Siblings of students already enrolled in the program, currently or graduated, will not be included in the lottery but will have space in the program if a registration form is received by the deadline (a sibling is defined as one of two or more individuals having one common parent, or for whom parents have legal guardianship).

3. INTENSIVE FRENCH

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

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



DISTRICT PRACTICE 8800

FRENCH PROGRAMMING

Program entry at grade 6:

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

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

~~(d) Siblings of students already enrolled in the program, currently or graduated, will not be included in the lottery but will have space in the program if a registration form is received by the deadline (a sibling is defined as one of two or more individuals having one common parent, or for whom parents have legal guardianship).~~

~~(e)~~(d) Late registrations will be placed on the wait list in the order that they are received.

~~(f)~~(e) Schools are required to inform parents of the opportunity to stay on the waiting list.

However, in consideration of language acquisition challenges and student learning needs, entry into the program is closed after September 30 in each school year.

Program entry after grade 6:

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

Program Exit:

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

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

Graduation:

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

REGULAR BOARD MEETING MOTION

DATE: December 13, 2022

TO: Board of Trustees

FROM: Karen Shipka, Superintendent of Schools

SUBJECT: Calendar 2023-24, 2025-2026

ORIGINATOR: Steve Wyer, Assistant Superintendent

REFERENCE: Calendars 2022-2024, 2024-2025, 2025-2026 in Board package

ISSUE

The Board of Education will consider approving the 2023-2024 District Calendar and approving the 2025-2026 calendar, in principle.

CURRENT SITUATION

Calendar timelines are described in the *School Act* in S. 87 and with *Regulation 64/2022* and in the School District No. 6 *Bylaws #4*.

In 2020, the Board of Education carried a motion to each year, approve one calendar for the upcoming year and to carry calendars for the two years beyond, in principle. This provides families and school teams with the ability to plan ahead using the District’s projected intent for important school dates.

Each calendar requires a 60 day public consultation period in order to comply with *School Act* and District Bylaw requirements and must be submitted to the Ministry of Education and Child Care by March 31, 2023. Currently, the 2023-2024 and 2025 -2026 calendars are being presented for first reading and to open the calendar consultation window.

FUTURE CONSIDERATIONS

1. The provincial holiday for Truth and Reconciliation is currently September 30. Since in the 2023-2024 calendar it falls on a Saturday, the proposed calendar recognizes Friday, September 29, 2023.
2. All non-instructional days are agreed to between the District and the RMTA, as described in the collective agreement. As conversations between the employer and the union are ongoing during the period of consultation, the Board may receive proposals to consider different dates.
3. The April 22 Non Instructional Days (NID) is Regional Specialists’ Day and is set to align with SD5 for the purpose of shared learning. The October 20 NID is Provincial Specialists’ Day and aligns with other districts across the province for shared learning.



IMPLICATIONS

There are no significant implications to opening the calendars for consultation

FINANCIAL IMPLICATIONS

There are no significant financial implications associated with the calendar consultation

CONCLUSION

The DRAFT district calendar for 2023-2024 requires first reading for final approval. The district seeks first reading of an approval to accept the DRAFT 2025-2026 District calendar, in principle.

RECOMMENDATION

Draft Motion:

The Board of Education for School District No. 6 (Rocky Mountain) approve, at first reading, the DRAFT 2023-2024 as the FINAL calendar.

Draft Motion:

The Board of Education for School District No. 6 (Rocky Mountain) approve, at first reading, the DRAFT calendar for 2025-2026 in principle.

STRATEGIC ALIGNMNET

- Inclusion and Equity
- Accountability
- Innovation



DATE: December 13, 2022
TO: Board of Trustees
FROM: Alan Rice, Secretary Treasurer
SUBJECT: Budget Utilization Summary – November 30, 2022
ORIGINATOR: Alan Rice
REFERENCE: Budget Utilization Report - November



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 \$410,000 from prior year attributable to increase in salaries and benefits due to enrolment growth, TTOC replacement costs, District Day, Pro D and travel. Actual amounts are consistent with budgeted with a variance of 0.14% below estimated for the current year.

Administration: increase of approximately \$120,000 from prior year which is attributable to timing of expenses for dues, fee and professional services as well as increases in salaries and benefits. Actual amounts are 4.79% greater than budgeted.

The Director of Early Learning and Childcare is a newly created position funded by the MOECC and the budgeted amounts will be adjusted in the amended budget. If this salary were normalized, administration would be \$44,000 greater than the prior year and 1.17% greater than budgeted. There are a large number of fees and dues which are paid at the beginning of the fiscal year verses straight-line throughout the year.

Operations and Maintenance: increase of approximately \$36,000 from prior year. Primarily attributable to supplies, equipment and services. Actual amounts are consistent with budgeted with a variance of 4.07% below estimated. Moving into colder months we anticipate an increase to utilities and snow clearing.

Transportation and Housing: decrease of approximately \$28,000 from prior year. Attributable to insurance and supplies. Actual amounts are 3.29% below estimated. Maintenance on busses fluctuates throughout the year and depends on emergent issues.



PUBLIC BOARD MEETING

CONCLUSION

Expenditures to date are below budget by 0.57% and greater than the prior year by \$538,000 for the same timeframe.

RECOMMENDATION

Continue to monitor on a monthly basis.

STRATEGIC ALIGNMNET

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



DATE: December 13, 2022
TO: Board of Trustees
FROM: Karen Shipka, Superintendent of Schools
SUBJECT: Mental Health Strategy Update
ORIGINATOR: Sharon Collin
REFERENCE:



Mental Health in Schools Strategy: [Mental Health in Schools Strategy \(gov.bc.ca\)](https://www.gov.bc.ca/education/mental-health-in-schools-strategy)
Key Principles and Strategies for K-12 Mental Health Promotion in Schools: [Key Principles and Strategies for K-12 Mental Health Promotion \(gov.bc.ca\)](https://www.gov.bc.ca/education/key-principles-and-strategies-for-k-12-mental-health-promotion)

ISSUE

The Board of Education receive an update on the mental health strategies underway in schools resulting from grant dollars provided by the Ministry of Education and Child Care (MOECC).

BACKGROUND

In the Fall of 2020, The BC government introduced the MOECC’s Mental Health Schools Strategy. Within this framework the BC Education System is identified as the foundation in a provincial system of mental well-being, or positive mental health. Schools play a lead role in supporting the mental health of children and youth in schools through mental health promotion, and as watchful intervenors supporting children and youth on a pathway to care when experiencing mental health distress.

CURRENT SITUATION

District Staff continue in their efforts to articulate the District Mental Health strategy as identified by MOECC as a priority for all learners, with a goal to have this plan clearly articulated by March, 2023.

The strategy to support mental well-being in children and youth in SD6 will be built upon three pillars.

1. *Compassionate Systems Leadership*

21 members of the SD 6 including District Vice Principals, School Administrators and teacher leaders participated in Kootenay Boundary Regional Compassionate Systems Leadership Network Event held in Nelson on October 21 and 22, 2022. This network of professionals will continue to be supported in learning this year by UBC – Human Early Learning Partnership to grow their understanding of this theory of practice as it relates to adult well-being and well-being in the workplace.



Social Emotional Learning and Mental Health Literacy

A focus this school year is to align mental health and well-being strategies across initiatives to ensure our strategic direction is informed by evidence while meaningfully resourced.

Social emotional learning is identified as the instructional strategies our staff make use of to teach the knowledge, skills and attitudes that our children and youth need to develop competence in self-awareness, self-management, responsible decision-making, positive and healthy relationships and social awareness.

Secondly, when a child is struggling it is essential that all adults have a good understanding of how to intervene as a supportive adult, guiding a child along a pathway to care if necessary. As well, we are aware that adolescents often look to their peers for support when experiencing mental distress or crisis. Our plan will endeavour to identify professional learning for both staff and students to become literate in mental well-being and work to reduce to stigma of mental illness.

Student and Teacher Resource Committees have been created to investigate and evaluate evidence-based and meaningful resources for both social emotional learning and mental health literacy. The resource recommendations of these committees will be considered through the Spring of 2023, with a schedule for training and implementation for the 2023 – 2024 school year.

Systems of Support

Schools will always require support for students experiencing distress. Through strategic and thoughtful recruitment, training, and support of helping professionals we remain committed to intervening as early as possible when a student is experiencing difficulty.

Finally, to inform and evaluate our efforts SD6 will participate in the [Child Development Monitoring System offered by UBC – Human Early Learning Partnership](#) to gather a more robust understanding of our student’s current social emotional efficacy and mental well-being across multiple developmental stages.

The McCreary Health Survey, supported by Ministry of Health (Interior Health) will provide an in-depth population survey of youth health trends, emerging issues, and risk and protective factors impacting youth. This survey was last completed in 2018 so will provide us with valuable information of the impact of COVID-19 on well-being of young people.

Utilizing these survey instruments over time will identify actionable items to impact the health and well-being of all students in the District.

FINANCIAL IMPLICATIONS

None

CONCLUSION

SD6 remains committed to creating safe, healthy and caring learning environments where the potential of students and staff can be realized.

STRATEGIC ALIGNMENT: Equity and Inclusion/Success for Each Learner



DATE: December 13, 2022
TO: Board of Trustees
FROM: Karen Shipka, Superintendent of Schools
SUBJECT: Indigenous Education Report



ORIGINATORS: Jenna Jasek, District Vice-Principal of Indigenous Learning and Equity/Trent Dolgopol, Director of Instruction

REFERENCE: [Ministry of Education and Child Care – BCTEA website](#)
[The BC Tripartite Education Agreement: Supporting First Nation Student Success \(“BCTEA”\)](#)
[Reconciliation Education – The Four Seasons of Reconciliation](#)
[Columbia Basin Environmental Education Network \(CBEEN\)](#)
[Outdoor Learning Store](#)
[Every Child Matters Year-Long Challenge](#)
[Indigenous-Focused Graduation Requirement – Ministry of Education and Child Care](#)
[Indigenous-Focused Graduation Requirement – First Nations Education Steering Committee \(FNESC\)](#)
[Blanket Exercise – Kairos](#)
[Kootenay Boundary Environmental Education \(KBEE\)](#)
[Strengthening Early Years to Kindergarten Transitions \(SEY2KT\)](#)
[Anti-Racism Action Plan – Ministry Media Release](#)

ISSUE

That the Board of Education receive a status update on Indigenous Education initiatives for 2022-23 school year as information.

BACKGROUND

Indigenous Education seeks to improve success and supports for Indigenous students, and increase the presence of Indigenous culture, languages and history for all students. It also aims to help teachers bring Indigenous knowledge into their teaching practice. Rocky Mountain School District No. 6 Indigenous Education Department (SD6) has been working on various initiatives aimed at improving the learning experience for Indigenous students.

CURRENT SITUATION

2022-2023 Data

- 760 Indigenous students
- 740 Indigenous students have consented to receiving Indigenous supports and services
- 13 nominal roll students residing on-reserve at Akisqnuq First Nation
- 32 nominal roll students residing on-reserve at Shuswap Band
- 13 teachers delivering English First Peoples 10-12 curriculum and attended a regional workshop
 - David Thompson Secondary School, Selkirk Secondary School, and Golden Secondary School are offering courses to meet the graduation requirements for their students this year

B.C. Tripartite Education Agreement (BCTEA)

Supporting First Nation Student Success, the BCTEA between the Province of British Columbia, the First Nations Education Steering Committee (FNESC), and Canada sets the foundation for further growth and



changes to support the enhancement of the B.C. public education system. As a component of BCTEA, the Parties agreed to develop and implement effective measures to address existing and future issues arising from the transportation of First Nation students to B.C. public schools.

SD6 has been working with Akisqnuq and Shuswap Bands to build joint transportation agreements. Engagement with Indigenous partners and the Ministry of Education and Child Care (MOECC) have led to greater clarity and development of documentation regarding funding applications, planning, and reporting processes. The SD6 Indigenous Education Department is working collaboratively with the SD6 Transportation Department to consider system changes for the transportation of students living on-reserve and to offer transportation support for students attending extracurricular activities after school.

Local Education Agreement (LEA)

As described in the BC Tripartite Agreement (2018), BC, Canada and FNESC are committed to improving First Nation student outcomes and acknowledge Local Education Agreements (LEAs) as an important mechanism to increase accountability and to promote and achieve effective working relationships between First Nations and local Boards of Education, enabling them to work collaboratively to support First Nation students.

Shuswap Band and SD6 have been working for the past year to develop their first LEA. Shuswap Band and SD6 are pursuing the goal of hosting a signing ceremony before the end of the 2022-2023 school year.

Akisqnuq and SD6 have not renewed their current LEA since 2007. Starting last May, Akisqnuq Band and SD6 began meeting regularly to develop an updated LEA (utilizing the 2020 FNESC LEA template). Akisqnuq Band and SD6 are pursuing the goal of hosting a signing ceremony before the end of the 2022-2023 school year.

Métis Nation BC is also interested in developing an Education Agreement (MEA) in the future.

Indigenous Education Council (IEC)

An Indigenous Education Council consists of appointed representatives of the local First Nations, Métis Nation, and representatives from the School District. We are currently meeting with Indigenous partners to review and refine a Terms of Reference for a council.

An IEC would support discussions and sharing about Provincial programming (BCTEA), LEAs, targeted funding, related issues, operational concerns, and joint planning. Representatives would share information and perspectives from each community with the intention of realizing improvements for all Indigenous students. Additional information can be gathered by meeting at community circles.

Indigenous Education Circles

We hope to participate in Education Circles within each of the Indigenous communities this school year. District staff and Board of Education Trustees may be invited to attend these engagement opportunities.

The primary purposes of the Education Circles are:

- Empowering community members to share their priorities concerning education and for their children
- Providing School District staff with opportunities to listen and ask questions to better understand the communities' aspirations for their children in schools
- Building capacity for Trustees to incorporate authentic Indigenous voices into their decision-making

Shuswap hosted an Education Circle in the 2021-2022 school year. Shuswap and SD6 have scheduled three Education Circles for this school year (January, March, and May). We continue to work with the Métis



Nation and Akisqnuq Band in hopes of establishing Education Circle community engagement opportunities. We are also planning to host community engagements for all Indigenous students and families, including those who are not members of the local First Nations/Band or Métis Nation.

Targeted Indigenous Education Funding

SD6 has met with Akisqnuq, Shuswap and Métis to discuss the Targeted Indigenous Education Funds. Time has been invested with each partner to clarify the budget and explain the rationale for each current resource. The partners have appreciated the time and transparency in reviewing the budget. We will continue sharing information and gathering input to inform decision making regarding how these funds are dispersed.

Equity in Action

The Equity Scan defines a collective and collaborative decision-making process for School Districts to enter into a genuine and meaningful self-assessment dialogue about the experience of education for Indigenous learners and to respond in strategic ways to create conditions for success.

In the fall of 2020, SD6 began an Equity in Action project. The District engaged in a scanning process for some staff groups during the Spring of 2021. Unfortunately, COVID stalled the opportunity to meet with communities in person and the project was paused in the Spring of 2021.

In the fall of 2022, SD6 met with Provincial Equity in Action lead, Joe Heslip, to discuss next steps. Since the work was paused nearly eighteen months earlier, we were now wondering how we could resume our Equity in Action work and what our next steps could be. We also met with Birdy Markert, a District Principal of Indigenous Learning in SD 84, to discuss our ideas and ask for suggestions on appropriate questions to ask our Indigenous communities.

We are currently planning to share our findings and ideas with our Indigenous partners prior to finalizing our next steps.

4 Seasons of Reconciliation

In honour of the Residential School Survivors and on the heels of the Truth and Reconciliation Commission's 94 Calls to Action, Reconciliation Education is the foremost educational tool for corporate, community, and classroom anti-racist training in providing the basic foundational understanding on reconciliation with authentic Indigenous voices. The online course consists of 10 interactive modules that take approximately 2.5 to 3 hours to complete.

Our District Staff, Indigenous Education Support Workers (IESWs), Principals, Trustees, and Indigenous partners piloted the program last year to see if this would be something we would like to bring to our district.

This year, the program is required of all SD6 employees as part of a journey towards Truth and Reconciliation. We worked with Reconciliation Education to bring this program to all staff. We have also worked with Principals, Vice-Principals, and District department leads to offer technical support, advice, and suggestions to encourage this program to be used as a year-long learning tool. Principals and department leads have shared their year-long plans with the SD6 Indigenous Education Department. Our District Vice-Principal of Indigenous Learning and Equity has received several requests to attend meetings and support Principals with building staff understanding.

Every Child Matters Year-long Challenge



SD6, CBEEN, and the Outdoor Learning Store created a year-long plan/program to assist leaders who were unsure about how to implement the 4 Seasons or Reconciliation learning initiative. The Every Child Matters Year Long Challenge was offered in the 2021-2022 school year. The purpose of the challenge was to encourage learning beyond a single day (National Day for Truth and Reconciliation – September 30). The goal was to provide support, resources and encouragement to make learning about Indigenous knowledge, perspectives, history and culture a deeper part of our lives and to help empower authentic change over time. Creating deeper connections to our local land to ensure stewardship for generations to come.

The 4 Seasons Reconciliation Education program is part of the Every Child Matters Challenge again this school year and includes a webinar series to enhance the dialogue about the important learning topics presented in the course.

Indigenous Information Management System (IIMS)

The Indigenous Information Management System (IIMS) intends to support Indigenous Education Support Workers (IESWs) with documenting the supports and services they provide to our district's Indigenous learners. Additionally, the system supports staff with collating data efficiently and effectively.

The system will allow for staff to use an evidence-based approach to highlighting areas where we are supporting students effectively and those where growth may potentially be required. We can use this information to support decisions about resourcing of programs in schools and to identify focus areas for staff capacity building.

The Indigenous Education Department is building stronger relationships with IESWs as we work together to provide learning opportunities and support for implementation of the new system.

Indigenous Education Support Workers (IESW)

Support Worker (IESW's) contracts and Job Description. We continue to engage with our Indigenous partners regarding the work of IESW's so that we can include their input when reviewing and refining the priorities for our delivery of services and supports.

This year we are hosting regularly scheduled meetings to discuss roles, responsibilities, and duties with IESWs, Principals, and Education Coordinators/Managers from Indigenous communities to establish a common understanding, shared expectations, and communication plans. There have been many questions about who is to provide Indigenous learning in schools, how to contact Elder's and Knowledge Holders, which resources are appropriate, and several other topics. As we work together to address these questions we will develop consistency across the District. Time and space to discuss Indigenous learning and equity with IESWs is being provided.

We have also been working with the Human Resources Department and school Principals to update interview questions for IESW hiring processes. The District Vice-Principal of Indigenous Learning and Equity has been involved in the hiring process for all Indigenous Education Support Worker postings this year.

Lastly, the Indigenous Education Department continues to support IESW's with in-person and online meetings to discuss school specific questions, concerns, and plans.

Indigenous-Focused Grad Requirement

The BC Ministry of Education and Child Care is implementing an Indigenous-Focused Graduation Requirement for all students. Beginning in the 2023-2024 school year, graduates will be required to have 4 credits of an approved Indigenous course.



This transformative change to the Graduation Program represents an important next step toward lasting and meaningful reconciliation, providing all BC students with the necessary time and opportunity to develop a more profound understanding of the experiences, cultures, and histories of Indigenous peoples in Canada. The new requirement also reflects ongoing work by the Ministry of Education and Child Care, FNEESC, and other education partners to build capacity within the education system to address Indigenous-specific racism.

This year, SD6 secondary, alternate, and on-line schools are offering several courses to meet this new requirement. Courses offerings include English First Peoples 10-12, BC First Peoples 12, and Contemporary Indigenous Studies. Schools have taken different approaches, however, each has established schedules that will see this year's grade 10 and/or grade 11 students already meeting the requirement.

SD6 hosted a learning session on the new requirement during the summer District Day in August and all secondary schools were represented by principals, teachers, and support staff. The District and schools also communicated with parents of grades 8-12 students about the Grad Program changes.

SD6 worked collaboratively with the BC School Superintendents Association (BCSSA) and the First Nation Education Steering Committee (FNEESC) to organize and host the first of 10 Provincial FNEESC English First Peoples 10-12 Regional Workshops in Kimberley on Thursday, November 3, 2022. We had approximately 40 educators from around the Kootenay-Boundary attend including 13 teachers from SD6. The workshop received positive feedback from participants and we are considering potential opportunities for educators to continue collaborating and learning from one another.

District Leadership Team Capacity Building

The Indigenous Education Department supports Principals, Vice-Principals, and District staff with understanding Indigenous Education Support Workers' roles, responsibilities and duties. They are available to answer day-to-day questions about Indigenous learning and equity, be an advocate for Indigenous families and students, provide resources, new information, scholarships, presentations and workshops. We

Blanket Exercise

The Blanket Exercise is an interactive learning activity based on using Indigenous methodologies. The goal of the activity is to build an understanding of our shared history as Indigenous and non-Indigenous peoples in Canada by walking through pre-contact, treaty-making, colonization and resistance. Everyone is actively involved as they step onto blankets that represent the land, and into the role of First Nations, Inuit and later Métis peoples. By engaging on an emotional and intellectual level, the Blanket Exercise effectively educates and builds a greater sense of empathy.

During a recent District Leadership Team Meeting, Principals, Vice-Principals, and District staff participated in the Blanket Exercise. The activity was well received and opened the conversation to delivering this activity for school staff and students. We are currently working on creating a District Blanket Exercise Kit that may be utilized by schools and sites. We are also developing a plan to build the capacity of District staff for delivery of this rich and authentic learning activity.

Kootenay-Boundary Environmental Education (KBEE)

The Kootenay-Boundary Environmental Education Initiative (KBEE) is coordinated by a committee of the Kootenay-Boundary Chapter of the British Columbia School Superintendents Association (BCSSA). This includes School Districts 5, 6, 8, 10, 20 and 51. The goal of the KBEE is to better support students' understanding of their local environment and empowering thoughtful action, through learning that is outdoor, experiential, place-based and place-conscious.



Our District Vice-Principal of Indigenous Learning and Equity has a leadership role on this regional committee. She attends quarterly meetings with other system leaders and provides updates to other stakeholders in environmental education (ie. Take Me Outside, CBEEN). She also provides input regarding environmental/Indigenous learning initiatives, workshops, conferences, and resources. There are many opportunities to contribute to the regional work and we contribute as much as we are able while maintaining focus on local District priorities.

Strengthening Early Years to Kindergarten Transitions (SEY2K)

A multi-partner initiative designed to improve early learning experiences and transition processes for BC children and families:

- Brings together educators from the school district and community settings to design and implement ongoing collaborative actions based on local resources and needs
- Based on themes that emerged from regional sessions involving over 1500 participants
- Grounded in research on transitions from early childhood to school
- Aligned with the revised Early Learning Framework (BC 2019)

Our District Vice-Principal of Indigenous Learning and Equity currently participates in a monthly day-long meeting with District staff and community partners. This year, our goal is to create a winter family gathering in Radium BC to provide a place for young families to gather and learn about community resources for their young children. This event will include sledding, skating, hot chocolate, hotdogs and a craft and story time at the Radium Public Library.

Anti-Racism Initiative

The Ministry of Education and Child Care has been working on creating a provincial K-12 Anti-Racism in Education Action Plan. One action item from the plan is to generate District Anti-Racism Policies. Our District Indigenous Education Department is part of a District team working on this initiative. The team has held and students are being developed. The plan currently includes engagement with the District Student Advisory Council to learn and understand more about the experiences of students with respect to racism in SD6.

FINANCIAL IMPLICATIONS

SD6 must continue strategically allocating and utilizing the Targeted Indigenous Education Funding, BCTEA Transportation Funding, and Operating Funds to best support Indigenous students, Indigenous Education, and continued progress towards Truth and Reconciliation.

POLITICAL IMPLICATIONS

Indigenous Education is everyone's responsibility. Federal and Provincial legislation and agreements inform SD6 of broadly held priorities. Federal, Provincial and Local policies and commitments guide SD6 decision making with respect to Indigenous Education.

Federal resources include Indigenous Services Canada, Truth and Reconciliation Commission, UNDRIP, and BCTEA. Provincial resources include DRIPA, FNESC, Métis Nation BC, FocusEd Resources, and the Ministry of Education and Child Care. Local governance (Board of Education and Chief in Council) need to work in partnership to develop local agreements and plans.

Many other resources are also available.

CONCLUSION

There will need to be sustained efforts to continue building relationships with our Indigenous partners and



communities as well as continuous capacity building for educators and staff in Indigenous teaching, learning and equity. Indigenous education and engagement of Indigenous partners is critical in every aspect of our District and therefore the Indigenous Education Department must work collaboratively with all schools and departments to support system-wide alignment.

KEY MESSAGES

- Equity and inclusion continue to be a priority for SD6
- We are working in partnership with our Indigenous partners
- Indigenous education for all students and staff is critical on our journey towards Truth and The First Peoples Principles of Learning and Indigenous perspectives contribute positively to the education of both Indigenous and non-Indigenous students
- The SD6 Indigenous Education Department is implementing many strategies that support the District Strategic Plan

STRATEGIC ALIGNMENT

Equity and Inclusion, Success for Each Learner



DATE: December 13, 2022
TO: Board of Trustees
FROM: Karen Shipka, Superintendent of Schools
SUBJECT: Responding to respiratory illness in schools
ORIGINATOR: Surrena Craig, District Health & Safety Officer
REFERENCE: [Provincial Communicable Disease Guidelines for K-12 School Setting](#)



ISSUE: The Board of Education be provided information on reducing transmission and illness rates in schools during annual respiratory illness season.

BACKGROUND

Since the onset of the COVID-19 pandemic, the Ministry of Education and Child Care (MOECC) has worked with public health to determine the best strategies for reducing the spread of respiratory illnesses in schools. On August 25, 2022 the MOECC released the Provincial Communicable Disease Guidelines for K-12 School Settings and it outlines the recommended measures K-12 schools should have in place to reduce the risk of transmission of communicable disease. According to the BC Centre for Disease Control (BCCDC) COVID-19 spreads like all other respiratory illnesses, such as cold and influenzas, through droplets of an infected person when they cough, sneeze, talk or sing.

In the past, schools would call local public health to alert them when absenteeism was greater than 10% above normal rates. In the last school year, the MOECC collaborated with public health in monitoring absenteeism through a specific dashboard that is linked to MyED. Public health both at a provincial and local level are assessing the illness rates and will make recommendations at a local, regional, or provincial level, if needed.



CURRENT SITUATION

School District No. 6 (Rocky Mountain) (SD6) is experiencing high levels of student and staff absenteeism due to a very difficult and challenging respiratory illness season. For the first time in two years, influenza has been reported in our communities along with the typical cold virus combined with COVID-19. This combination can be expected to impact school settings going forward for many years to come.

Schools have always been challenged by respiratory illness in the winter months, but now have a better understanding on how these viruses are spread and how to prevent transmission in school settings. SD6 followed the K-12 Guidelines during the height of the pandemic and had great success keeping our school environments safe and open for learning.

Going forward, school settings need to be reminded and encouraged to follow the key preventions strategies:

1. Get immunized for both COVID-19 and influenza.
2. Stay home when sick.
3. Wash hands often. Before eating, after coughing and sneezing, and when transitioning a group to an activity.
4. Go outside more during respiratory illness season.
5. Maintain ventilation systems.
6. As a personal choice, wear a mask.

Our current cleaning practices are aligned with the recommendations from public health and do not need to be increased unless public health directs SD6 to disinfect all surfaces. This was the practice during the height of the pandemic but current research and information from the BCCDC states “even though COVID-19 can survive for hours or days on different surfaces, infection from contact with contaminated surfaces appears to be rare. The most common type of spread is through contact with the respiratory droplets of an infected person.” ([BCCDC: How it Spreads](#)) This aligns with what is known about transmission from other common respiratory illnesses such as the common cold and influenza. Although increasing cleaning would have no ill effect, it would not have any measurable positive effect on reducing illness rates in schools. Currently, operations staff are disinfecting high touch points (lights switches, railing, doorknobs, toilets etc.) daily with vital oxide and doing a general sanitization of the schools. This is the requirement in the K-12 guidelines. Schools have access to portable vital oxide spray bottles to disinfect areas as needed. Exceeding the recommendations of public health may not be a sustainable practice but might become an expectation from families or staff with very little benefit in reducing the illness rates in schools.

CONCLUSION

This was predicated to be a difficult respiratory illness year in our communities. Dr. Bonny Henry, Provincial Medical Health Officer, said B.C. could see an early onslaught of influenzas in November and December. Normal flu season peaks in January. ([CBC: Health officials offer free flu shots to dampen potential fall influenza and Covid-19 surge](#)) To decrease illness rates in schools, an option may be to increase disinfection of schools by misting the schools nightly with vital oxide as we did during the last two years. A more effective approach could be to re-focus on the key strategies offered by public health in the Provincial Communicable Disease Guidelines for K-12 School Setting to maintain healthy environments for students to learn and staff to work.



PUBLIC BOARD MEETING

DATE: December 12, 2022
TO: Board of Trustees
FROM: Karen Shipka, Superintendent of Schools
SUBJECT: Early Learning and Child Care Update
ORIGINATOR: Crystal MacLeod



ISSUE

The District is committed to working with third-party providers to offer after-school care and has submitted a New Spaces Fund (NSF) application to build a child care facility on the grounds at Marysville Elementary School. Additionally, our District has been working to implement a JUSTB4 program with the Ministry of Education and Child Care (MECC) grant received in June.

BACKGROUND

In June, the District secured third-party partnerships to offer after-school programming in our schools based on the After-School Parent Survey we sent out to all K-6 families (and newly registered K-families) in February. In the Windermere Zone we are working in partnership with Windermere Valley Child Care Society and Eva Joseph Learning and Cultural Society. In the Kimberley Zone we are partnered with Summit Community Services Society. In Golden we do not have a third-party partner but we have been working to support Mountain Child daycare in recruiting staff to run after-school care programming in their facility attached to Alexander Park Elementary School.

Throughout the summer and into the fall, we have worked with our Kimberley Zone and Windermere Zone partners as well as the local licensing officer to go through the extensive after-school care licensing process. We have also supported these partners in trying to find staff to run the programs.

Additionally, the District has worked through the summer with third-party providers on NSF applications. Summit Community Services Society is our partner on the application to build a child care facility at Marysville School and Windermere Valley Child Care Society is our partner on the application to build a facility at EMP.

Lastly, the District submitted an Expression of Interest to the MECC to offer a JUSTB4 program in Golden. We were successful in this expression and spent the summer working through licensing by completing the application pieces and writing the required policies.



CURRENT SITUATION

Third-party providers have completed licensing and staffing for after-school programs in the following schools:
Windermere Elementary School – Started September 14, 2022
Eileen Madson Primary School – Started October 24, 2022
Edgewater Elementary School – Started October 24, 2022
Lindsay Park Elementary School – Started November 7, 2022

In addition to providing after-school care, these providers will all be offering full-day care during pro-d days, winter break, and spring break.

Our first NSF application to build a child care facility at Marysville Elementary School is being reviewed at the Ministry and we are expecting the outcome in the next couple of weeks. If this application is approved, we will submit a second NSF application to build a child care facility at Eileen Madson Primary School.

In spite of our best efforts, we were unsuccessful in finding any staff for the JUSTB4 program in Golden. As a result, we moved this program to Kimberley where we have a StrongStart room at Blarchmont that is available to be used as a pre-k classroom in the afternoon. We have successfully hired an ECE/Manager and conditionally hired an ECEA who will complete the required course for certification in December. We have submitted all of our documents to licensing and have our initial inspection on December 12.

FINANCIAL IMPLICATIONS

We have entered into License of Occupation agreements with our third-party providers for after-school care and the rent we charge is cost recovery only so there are no costs and no financial gains to the District to run these programs.

Child Care facilities built on school grounds with New Spaces Funds are fully funded using federal and provincial grant dollars.

JUSTB4 is funded through a grant from the Ministry of Education and Child Care that covers all costs associated with operating this program this school year. Running the program in September 2023 the MECC grant will not be enough to cover the costs associated with the program so the District will need to charge families a fee that will be cost recovery.

CONCLUSION

We are grateful for the third-party partnerships that have enabled us to offer after-school programs and each school is providing 15-25 families with after-school care.

Once our first NSF application is approved, we will complete and submit the application for EMP and move forward with an application for a facility in Golden once we have a site finalized.

We are planning to begin offering the JUSTB4 program to children and families in January or February depending on licensing.



DATE: December 13, 2022
TO: Board of Trustees
FROM: Karen Shipka, Superintendent of Schools
SUBJECT: Extracurricular Fees Report
ORIGINATOR: Trent Dolgopol, Director of Instruction
REFERENCE: [Policy](#) and [District Practice 3400](#) – Fees for Educational Programs



ISSUE

That the Board of Education receive the Extracurricular Fees Report as information.

BACKGROUND

Rocky Mountain School District No. 6 (SD6) schools offer many extracurricular opportunities for students. These opportunities allow students to explore diverse activities, follow their individual passions, develop a breadth of competencies, and contribute positively to school culture. Some of these activities require student fees to offset the costs. As students progress through the grades these programs often become more robust and the associated costs/fees increase. Fees range depending on the nature and location of the activities.

Sample fee guidelines:

- Band trip to Calgary - \$50
- Athletics (2 practices/wk, local completion, uniforms) - \$100
- Athletics (Gr. 8, 2-3 tournaments, 1-2 potential overnight trips, 2 practices/wk, uniforms) - \$300-350
- Athletics (Gr. 9-10, 3-5 tournaments, 2-3 potential overnight trips, 2 practices/wk, uniforms) - \$400-450
- Athletics (Gr. 11-12, 5+ tournaments, 3-4 potential overnight trips, 2 practices/wk, uniforms) - \$500-550

Fees cover a variety of expenses including, but not limited to, transportation, accommodation, food, referees/officials, tournament entry fees, uniform replacement, supplies and equipment, venue costs, other associated activity costs, and individual program clothing.

Secondary schools allocate funds from local accounts as well as operating budgets to subsidize extracurricular activities and consequently reduce the fees charged to students/families. School subsidies range in amount and are often proportional to the overall fee for the activity. Local funds are often generated through fundraising efforts (ie. cafeteria/café). Extracurricular activities do not generate profit and students are refunded if surplus funds are remaining at the end of the extracurricular activity. Historically, funding subsidies and support have not been provided for one-time extracurricular overseas trips.

There are businesses willing to support extra-curricular, however, we continue to decline donations from businesses that come with requests to advertise. Additionally, we can't be seen to be working with certain



the cost of fees for students.

All SD6 schools encourage student participation in these activities. Schools regularly communicate with students and families to ensure that financial hardship will not pose a barrier to participation for any students. When an activity is presented to students and has a fee associated, teachers/sponsors will communicate to students that should the fee pose a barrier to participation to have their families reach out to the school. This information is also communicated in parent information packages and meetings. Additionally, if the school notices a student is not participating and has concerns that it is due to financial constraints, they reach out to families to offer assistance.

Schools offer several potential options to support student participation:

- Defer the payment until a later date
- Pay fees in multiple installments over an agreed upon timeline
- Decreased fee with the school subsidizing the balance of the fee
- Full fee subsidy when needed

FINANCIAL IMPLICATIONS

It is difficult for schools to budget annually for supporting financial hardship as requests can vary greatly from year to year.

Historically, fundraising opportunities have generally been limited to service-oriented activities (i.e. concession), grad fundraisers, and Provincial qualifying teams. Schools have found service-oriented fundraisers to be preferable over other activities such as raffles.

CONCLUSION

Schools need to be mindful of balancing the opportunities/activities they offer and simultaneously keeping the associated fees at a level that is reasonable for families. Schools are to continue budgeting, as required, to support participation in extracurricular activities for students that are experiencing financial hardship.

KEY MESSAGES

- Extracurricular fees are only intended to cover associated expenses
- Schools subsidize extracurricular activities with school funds
- Fee payment options are made available to families
- Student participation in extracurricular activities is supported by school funds in cases of financial hardship

STRATEGIC ALIGNMENT

Equity and Inclusion



December 2022

December 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 BCSTA Academy, Vancouver	2 BCSTA Academy, Vancouver	3 BCSTA Academy, Vancouver
4	5	6 Labour Relations Committee Virtual at 12:30	7	8	9	10
11	12	13 Board of Education Meeting, Video Conference from 3 Zone Offices 6:00 pm In-Camera 7:00 pm Regular	14	15	16	17
18	19 <i>Winter Break</i>	20 <i>Winter Break</i>	21 <i>Winter Break</i>	22 <i>Winter Break</i>	23 <i>Winter Break</i>	24
25	26 <i>Winter Break</i>	27 <i>Winter Break</i>	28 <i>Winter Break</i>	29 <i>Winter Break</i>	30 <i>Winter Break</i>	31

January 2023

January 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 <i>Winter Break</i>	3 First Day of School after Winter Break Labour Relations Committee Virtual 12:30	4	5	6	7
8	9	10 Board of Education Meeting, Video Conference from 3 Zone Offices 6:00 pm In-Camera 7:00 pm Regular	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25 Field Trip Committee Virtual at 4:30	26 BCPSEA AGM Vancouver	27 BCPSEA AGM Vancouver	28
29	30	31 Policy Committee Virtual at 4:30				

2022 School Winter Concerts and Events

Golden Zone – Green

Windermere Zone – Blue

Kimberley Zone - Red

December 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8 EES, Winter Concert, 6:30 pm EMP, Open House, 5:30 pm -6:30 pm	9	10
11	12 LPES, 10:30 am, Winter Variety Show, McKim Theatre	13 LPES, 6:00 pm, Winter Variety Show, McKim Theatre MMES, Winter family event, Time TBD	14 JAL, Winter concert, 6pm SSS, Winter Music Concert, 7:00 pm, McKim Theatre GSS, Band Concert, 7pm, GSS Gym	15 MMS, Winter Music Concert, 6:00 pm, McKim Theatre APES, Outdoor Fun Day 1:15 - 3	16 APES, Breakfast with Santa, 9:00	17
18	19 Winter Break	20 Winter Break	21 Winter Break	22 Winter Break	23 Winter Break	24
25	26 Winter Break	27 Winter Break	28 Winter Break	29 Winter Break	30 Winter Break	31

Liabilities – s. 3 (e)

List all creditors to whom you owe a debt. Do not include residential property debt (mortgage, lease or agreement for sale), money borrowed for household or personal living expenses, or any assets you hold in trust for another person:

creditor's name(s)

creditor's address(es)

Income – s. 3 (b-d)

List each of the businesses and organizations from which you receive financial remuneration for your services and identify your capacity as owner, part-owner, employee, trustee, partner or other (e.g. director of a company or society).

- Provincial nominees and designated employees must list all sources of income in the province.
- Local government officials, school board officials, francophone education authority directors and designated employees must list only income sources within the regional district that includes the municipality, local trust area or school district for which the official is elected or nominated, or where the employee holds the designated position

your capacity

name(s) of business(es)/organization(s)

Real Property – s. 3 (f)

List the legal description and address of all land in which you, or a trustee acting on your behalf, own an interest or have an agreement which entitles you to obtain an interest. Do not include your personal residence.

- Provincial nominees and designated employees must list all applicable land holdings in the province
- Local government officials, school board officials, francophone education authority directors and designated employees must list only applicable land holdings within the regional district that includes the municipality, local trust area or school district for which the official is elected or nominated, or where the employee holds the designated position

legal description(s)

address(es)

Corporate Assets – s. 5

Do you individually, or together with your spouse, child, brother, sister, mother or father, own shares in a corporation which total more than 30% of votes for electing directors? (Include shares held by a trustee on your behalf, but not shares you hold by way of security.)

no yes

If yes, please list the following information below & continue on a separate sheet as necessary:

- the name of each corporation and all of its subsidiaries
- in general terms, the type of business the corporation and its subsidiaries normally conduct
- a description and address of land in which the corporation, its subsidiaries or a trustee acting for the corporation, own an interest, or have an agreement entitling any of them to acquire an interest
- a list of creditors of the corporation, including its subsidiaries. You need not include debts of less than \$5,000 payable in 90 days
- a list of any other corporations in which the corporation, including its subsidiaries or trustees acting for them, holds one or more shares.

_____ *signature of person making disclosure*

_____ *date*

Where to send this completed disclosure form:

Local government officials:

... to your local chief election officer

- with your nomination papers, and

... to the officer responsible for corporate administration

- between the 1st and 15th of January of each year you hold office, and
- by the 15th of the month after you leave office

School board trustees/ Francophone Education Authority directors:

... to the secretary treasurer or chief executive officer of the authority

- with your nomination papers, and
- between the 1st and 15th of January of each year you hold office, and
- by the 15th of the month after you leave office

Nominees for provincial office:

- with your nomination papers. If elected you will be advised of further disclosure requirements under the *Members' Conflict of Interest Act*

Designated Employees:

... to the appropriate disclosure clerk (local government officer responsible for corporate administration, secretary treasurer, or Clerk of the Legislative Assembly)

- by the 15th of the month you become a designated employee, and
- between the 1st and 15th of January of each year you are employed, and
- by the 15th of the month after you leave your position

Print Form

Clear Form