

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: February 14, 2023

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 January 10, 2023

4.2 Synopsis of in-camera meeting of January 10, 2023 (Alan Rice)

5. PRESENTATIONS/DELEGATIONS

6. MATTERS ARISING FROM THE MINUTES

7. STRATEGIC AND POLICY ISSUES

7.1.1 Third Reading (Karen Shipka)*

Policy 2800, Fraud and whistleblower protection

Policy 8800, French programming

7.1.2 Second Reading

7.1.3 First Reading (Karen Shipka)*

Policy 8900, Child care

Policy 11000 to 11650, Child care policies

8. OPERATIONAL ISSUES

8.1 Minor capital plan amendment (Alan Rice)*

Ministry Response to the Annual Five-Year Capital Plan Submission for 2022/23

8.2 2022-23 Amended Budget (Alan Rice)

9. REPORTS

- 9.1 Budget utilization report – December 31, 2022 (Alan Rice)*
- 9.2 WSBC Asbestos Compliance Initiative (Al Ure)*
- 9.3 2023-24 Engagement cycle (Karen Shipka)*
- 9.4 Literacy and numeracy updates (Steve Wyer)*
- 9.5 BC School Trustees Association (Jane Thurgood Sagal)
- 9.6 BC School Trustees Association, Kootenay Boundary Branch (Rhonda Smith)
- 9.7 BC Public Schools Employers Association (Scott King)

10. INFORMATION ITEMS

- 10.1 Letter of support for Golden Secondary School solar inverter project*
- 10.2 February and March 2023 calendar*

11. FORTHCOMING EVENTS

- 2023.02.22 Field Trip Committee, Virtual, 4:30 p.m.
- 2023.02.24-25 BCSTA Provincial Council, Vancouver
- 2023.02.28 Policy Committee, Virtual, 4:30 p.m.
- 2023.03.07 Labour Relations Committee meeting, Virtual, 12:30 p.m.
- 2023.03.14 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



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: November 9, 2021

Amended:



DISTRICT PRACTICE 2800
FRAUD AND WHISTLEBLOWER
PROTECTION

DEFINITIONS:

Board of Education the Board of Education of Rocky Mountain School District No. 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 that may include, 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-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. 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.
- 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.

DISTRICT POLICY 2800, Whistleblower Protection and Fraud

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

ADOPTED: November 9, 2021

Amended:



DISTRICT PRACTICE 2800
FRAUD AND WHISTLEBLOWER
PROTECTION

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. The District shall ensure confidentiality in all matters.

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~~shall 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 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.

DISTRICT POLICY 2800, Whistleblower Protection and Fraud

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

ADOPTED: November 9, 2021

Amended:



**DISTRICT PRACTICE 2800
FRAUD AND WHISTLEBLOWER
PROTECTION**

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- 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.
- 6.3 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.



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 8800
FRENCH PROGRAMMING**

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 for:

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.



**DISTRICT PRACTICE 8800
FRENCH PROGRAMMING**

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 opens on February 1 each year, 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. If registration exceeds 28 students by February 28, a lottery will be held. 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.

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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. A lottery will occur in each school for the allotted seats. Unused spaces from all schools are to be filled by a second lottery if necessary.
- (d) Late registrations will be placed on the wait list in the order that they are received.
- (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.

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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 intensive French 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 a French Program, graduate with a Dogwood Certificate. Dual Dogwood Certificates are only awarded to students graduating from a French immersion program.



POLICY 8900
Child Care

POLICY:

The Board of Education (“Board”) recognizes the importance of child care for families and aspires to offer childcare at schools where, amongst other factors, space permits. The Board believes that offering before and after school care programs at a student’s school is a seamless option for families. The use of Board property by licensed child care providers must comply with [District Policy and Practice 6100](#).

Guiding principles of this policy are outlined in the associated district practice.

DISTRICT PRACTICE <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

REFERENCES: LIST AND HYPERLINK APPROPRIATE REFERENCES



DISTRICT PRACTICE:

1. The Board will, from time to time on an ongoing basis, assess community need for childcare programs on Board property, through a process of engagement with employee groups, parents and guardians, Indigenous community representatives, Indigenous rightsholders, Indigenous service providers, and existing child care operators. The process for engagement will be reviewed on an ongoing basis.
2. If child care programs are to be provided on Board property, the Board will consider, on an ongoing basis, whether those programs are best provided by licensees other than the Board, the Board, or a combination of both.
3. Child care programs, if operated by the Board, will be operated for a fee no greater than the direct costs the Board incurs in providing the child care program.
4. Fees for the use of Board property by licensees other than the Board will not exceed the direct and indirect costs the Board incurs in making Board property available for the child care program. Direct and indirect costs include:
 - a. utilities;
 - b. maintenance and repair;
 - c. a reasonable allowance for the cost of providing custodial services;
 - d. a reasonable allowance for time school district administrators and other staff spend on matters relating to the use of Board property by licensed child care providers;
 - e. any other incremental costs directly related to the provisions of child care services on Board property.
5. In selecting licensees other than the Board to operate a child care program, the Board will give special consideration to candidate's proposals to:
 - a. provide inclusive child; and
 - b. foster Indigenous reconciliation in child care.

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

ADOPTED: DATE
Amended:



District Practice 8900

Child Care

6. Any contract with a licensee other than the Board to provide a child care program on Board property must be in writing and subject to review no less than annually. The contract must contain:
 - a. a description of the direct and indirect costs for which the licensee is responsible;
 - b. an agreement by the licensee to comply with this district practice and all other applicable policies/administrative procedures;
 - c. a provision describing how the agreement can be terminated by the Board or the licensee;
 - d. an allocation of responsibility to ensure adequate insurance is in place to protect the interests of the Board'
 - e. a statement that the agreement can only be amended in writing, signed by the Board and the licensee;
 - f. a requirement for the licensee to maintain appropriate standards of performance; and
 - g. a requirement that the licensee must at all times maintain the required licenses to operate a child care facility.

7. Prior to entering into or renewing a contract with a licensee other than the Board to provide a child care program on Board property, the Board will consider:
 - a. whether it is preferable for the Board to become a licensee and operate a child care program directly;
 - b. the availability of school district staff to provide before and after school care;
 - c. whether, with respect to a licensee seeking renewal or extension of a contract, the licensee has performed its obligations under this district practice and its contract with the Board, with specific regard to performance in respect of providing an inclusive child care program and one that promotes Indigenous reconciliation in child care; and
 - d. the utilization of the British Columbia Early Learning Framework to guide and support learning experiences in child care settings.

8. If the Board decides to operate a child care program, the Board will ensure that it is operated in a manner that:
 - a. fosters indigenous reconciliation in child care. In particular, the child care program will be operated consistently with the following principles of the British Columbia [Declaration on](#)

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

ADOPTED: DATE
Amended:



District Practice 8900

Child Care

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- [the Rights of Indigenous Peoples Act](#): (i) Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including in the area of education; (ii) “Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories, and aspirations which shall be appropriately reflected in education”; and
- b. is inclusive and consistent with the principles of non-discrimination set out in the British Columbia [Human Rights Code](#).

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FORM <INSERT HYPERLINK>

ADOPTED: DATE
Amended:



POLICY 11100
HEALTH AND WELLNESS

POLICY:

JUSTB4 Program aims to create an environment that protects the health and wellness of the children in its care and its staff.

PROCEDURES:

- To help reduce the spread of communicable illness to other children and/or staff, parents/guardians will be asked to keep their child at home with the following conditions until they are healthy enough to participate in the program’s activities. Parents/guardians will be asked to notify staff within the first 24 hrs if their child has:
 1. Been exposed to or has a communicable disease (i.e., strep throat, chicken pox, measles, Pneumonia or any undiagnosed rash).
 2. A fever over 38°C (100°F).
 3. Diarrhea, or is vomiting.
 4. Little or no energy to actively participate in all activities, including outdoor play.
 5. Contraction of a contagious condition such as head lice, skin infection or pink eye.
 6. Have any infectious discharge or drainage from eyes, ears, open sores, or thick, green/yellow runny nose.
 7. Severe coughing or sore throat causing difficulty in swallowing.
 8. An injury causing pain or discomfort.
- If a child has been sent home from the program with a fever, vomiting or diarrhea they will not be permitted back until 24 hours after the last episode of the illness.
- If a child becomes ill or injured while in program care, and/or has persistent symptoms and/or pain, a parent/caregiver will be notified and expected to make arrangements to have their child picked up as soon as possible. If the parent/guardian cannot be reached, the emergency contact will be called.
- The staff will notify the Community Care Licensing when it is aware of a child enrolled that has a reportable communicable disease.
- A list of allergies applicable to children in attendance in the program will be posted in the room for educators to refer to. Notices will be sent home with children and posted at the JUSTB4 Program’s entrance to notify parents of any snack restrictions due to allergies. Parents/Guardians must update the program staff in writing if/when a child is diagnosed with a new allergy and must provide medication and/or Epi-pens if/as required.
- Cleaning products used are approved by Community Care Licensing agency and School District 6. All sanitizing and cleaning of the room, toys, materials and equipment will be done prior to and

DISTRICT PRACTICE <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

REFERENCES: LIST AND HYPERLINK APPROPRIATE REFERENCES

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POLICY 11100

HEALTH AND WELLNESS

at the end of every day the program runs. Protocols for cleaning follow Health and Safety Guidelines for cleaning and disinfecting in accordance with the Ministry of Education and the Provincial Health Officer.

- When children arrive, parents will have an opportunity to take their child to use the washrooms located in the hallway near the Strong Start/JUSTB4 classroom. Hand-washing is encouraged after toileting. Preschool children must be independent in toileting needs. In the event of any toileting need, accident or emergency, either the ECE or the ECEA/RA can assist a child in going to the bathroom.

DISTRICT PRACTICE <INSERT HYPERLINK>
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REFERENCES: LIST AND HYPERLINK APPROPRIATE REFERENCES

ADOPTED: DATE
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POLICY 11150

BEHAVIOUR GUIDANCE

POLICY:

The Rocky Mountain JUSTB4 Program will cultivate an environment that promotes the positive social and emotional development of children. Staff will develop trusting and caring relationships with children and their families and view children's feelings as important and worthy of respect.

PROCEDURES:

- Children are given the opportunity to express their feelings and are guided in appropriate ways to express their needs to others. Children will know that staff are understanding of their feelings and will support them in gaining control of their world.
- Child guidance is maintained through thoughtful, active supervision setting clear, consistent limits and giving age-appropriate directions and expectations.
- Staff will treat each child as a unique individual and will be fair and consistent.
- Staff will work with families to create a Care Plan for their child if adaptations to programming are necessary to support and/or meet a child's needs.
- Staff will approach discipline in a positive manner by using praise and attention to encourage appropriate behaviours. Staff will support children to accept the consequences of their behaviours/choices and engage in problem solving where age appropriate.
- Physical restraint and seclusion are used *only* in exceptional circumstances where a student is in imminent danger of causing harm to self or others (i.e. running into traffic, repeatedly striking self or others). Families will be notified immediately if/when this should occur.
- Physical force or removal of any kind will never be used as a form of punishment.



POLICY 11200

ACTIVE PLAY AND SCREEN TIME

POLICY:

Rocky Mountain JUSTB4 Program acknowledges the importance of physical activity for children. Active play supports not only the health and development of children but it also establishes positive lifestyle habits.

PROCEDURES:

ACTIVE PLAY

- Active play will happen every day for a minimum of 30 minutes.
- Active play will involve a variety of play materials and will occur indoors and/or outdoors.
- Active play will be incorporated into free-play time and adult-led activities.

SCREEN TIME

- As per licensing, programs where children are in attendance for 3 hours or less will not include screen time activities in the daily routine.
- Staff will have access to electronics for use in documenting learning through photographs (with consent of families).
- Children may be involved with staff to use the internet for specific purposes (answering an inquiry question – i.e. looking up facts about an animal).
- Children will never use technology unsupervised.



POLICY 11250

STAFFING

POLICY:

Rocky Mountain JUSTB4 Program will be staffed in compliance with Ministry requirements as well as for the purpose of providing quality care and experiences for the children in its care.

PROCEDURES:

- For the purpose of offering a preschool program for up to 20 children, there will be 2 staff members to maintain a ratio of 10:1 during all indoor and outdoor activities.
- The program will be staffed with one ECE and/or another ECE/ECEA.
- ECE/ECEA duties will include but are not limited to providing safe, caring and fun learning environment; adhering to all Ministry-requirements and procedures; maintaining communication with Parents/Guardians; reporting concerns to the ECE manager; modeling appropriate social interactions for the children; practicing proper hygiene; cleaning/sanitizing and maintaining equipment; collaborating with the ECE Manager to implement the program.
- The facility bathrooms are located outside the classrooms, in the hallway of the center. If a child needs to use the bathroom during the program, the ECEA will take the child/children to use the facilities and/or stand in the doorway to supervise.
- During outside play the ECEA will take the child/children to use the bathroom if necessary.
- The ECE Manager will be responsible for creating a program of daily activities that are educational, enjoyable and engaging, and at a level appropriate to the developmental ability of the children.
- The ECE Manager will perform program operating duties including administration functions; updating policies and procedures; ensuring cleaning and sanitization practices are followed; assisting with staff supports and Parent/Guardian support/guidance.

DISTRICT PRACTICE <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

REFERENCES: LIST AND HYPERLINK APPROPRIATE REFERENCES

ADOPTED: DATE
Amended:



POLICY 11300

SAFE RELEASE OF CHILDREN

POLICY:

Children will only be released from the Rocky Mountain JUSTB4 Program to the Parent(s)/Guardian(s) or an authorized alternate contact as listed on the child's registration form. If the child is being picked up by an alternate contact that is unknown to staff they will be required to show phot ID for confirmation. Families can update their child's alternate contacts upon request.

PROCEDURES:

- If a child is not picked up by the end time of the program, their parent(s)/guardian(s) will be called. If the parent(s)/guardian(s) do not answer then staff will call the authorized alternate contact(s) until someone has been reached.
- If a custody agreement exists then the parent/guardian must provide a copy of the agreement to be kept on file.
- If an authorized person arrives to pick up a child and staff deem them incapable of providing safe care, then staff will suggest calling an alternate pick up for the child. If they insist on taking the child, staff will release the child, call the RCMP, and make a report to MCFD.



POLICY 11350

CARE AND SUPERVISION

POLICY:

The Rocky Mountain JUSTB4 staff will ensure that children are supervised at all times.

PROCEDURES:

Universal:

- Daily attendance will be recorded for all children including time arrived/departed and whether or not they were absent and if so why (illness, vacation, etc.).
- Staff will take frequent headcounts during transitions (gym to classroom, snack to carpet, and so on) to ensure all children are accounted for throughout the program.
- Staff will actively supervise children by ensuring clear sight lines, anticipating needs and situations, and positioning themselves to provide maximum supervision coverage.

Outdoors:

- Outdoor areas will be inspected for any potential hazards.
- Staff will take a first aid kit, cell phone, and any necessary medication outside.
- Children will wear proper clothing given the season and weather.
- Children will be encouraged to develop gross motor skills on play structures with supervision to ensure children are safe.

Sample Schedule:

1:00 -- 1:30 Welcome, Wash Hands, Exploration Centers
1:30 -- 1:45 Clean-up
1:45 -- 2:10 Circle, Storytime, Book Time, Puzzle Time
2:10 -- 2:30 Wash Hands, Snack
2:30 -- 3:00 Outdoor time
3:00 -- 3:15 Pack up, Goodbye Routines
3:15 - Parent/Guardian Pickup

Care Program Outline

JUSTB4 Programming will offer a variety of learning experiences coordinated to engage and benefit the children participating in the program. JUSTB4 will encourage a play-based environment with natural and open-ended materials that helps promote self-directed learning and conversation and supports each child's developmental needs.



Indoor Free Play

- Dramatic Play/Dress up Area
- Loose Parts of a Variety
- Building Manipulatives
- Craft Table/Art Space
- Sensory Table; Playdough for example
- Musical Instruments
- Library Space

Outdoor Free Play

- Natural Loose Parts
- Hoops
- Balls
- Frisbees
- Skip Ropes
- Pylons
- Bean Bags
- Exploring our Immediate Outdoor Spaces and Walking Destinations.
- Mud Kitchen/Dramatic Play Space

Group Time Activities

- Stories using Felt Board
- Finger Play
- Movement Games
- Songs, Chants, Music, Dance
- Sharing Connections with Friends
- Language Learning Games
- Mindfulness Activities; ie. Breathing Games

Emotional

- Observations/Connections found through learning about our friends feelings through open discussions in the flow of the program
- Emotion/Feelings Visuals
- Sensory Exploration, ie. Calm Down Shaker Bottles
- Variety of Multicultural Dolls, Mr. Potato head and Puppets
- Mirror to See Facial Expressions
- Face Puzzles
- Games using Music



Social

- Family Pictures/stories
- World Community Exploration
- Music and Dance
- Food Experiences (Not Cooking)
- Dramatic Play Experiences
- Birthdays Display
- Learning about Our Differences and Similarities
- Large Group Activities/Games & Small Groups Activities/Games

Physical

- Gym Games
- Movement Games
- Outdoor Educator Lead Games
- Creative Dance Activities
- Walking Trips
- Access to Outside Play Equipment & Opportunities for Gross Motor Play

Intellectual

- Ten Frames
- Loose Parts
- Puzzles
- Measurement Equipment; Funnels, Measuring Cups & Spoons, Scale, Rulers
- Variety of Objects to Sort, Order
- Variety of Art supplies
- Science Based Discovery Centers or Walks
- Dice Games, ex: Transitions using the Roll of Dice

Language Development

- Story Experiences Using a Variety of Props, ex: Feely Bag Story
- Talking Sticks
- Visual Cards for Activities, Getting Dressed for Outdoor Play, etc.
- Storybooks
- Whiteboard and Markers
- Music, Songs, Poems and Chants
- Flannel board with Stories
- Printed Laminated Words in Relation to Children's Interests
- Language Sharing
- Art Supplies for Writing/Drawing Opportunities



POLICY 11400

FOOD AND DRINK PROVISION

POLICY:

Children require proper nourishment in order to develop and grow.

PROCEDURES:

- Families are responsible for providing children with nutritious snacks and water.
- The Rocky Mountain JUSTB4 Program will always have healthy snacks on hand in case a child needs additional food and will inform families if/when additional food is given to their child.
- Staff will encourage and model healthy eating but will not force their personal views of food choices on a child or shame a parent for food sent.
- The only beverage option at the Rocky Mountain JUSTB4 Program will be water.
- Children will not be permitted to share any food due to allergy and food sensitivity concerns.
- Please do not send any food that contains or may contain nuts due to allergies.
- Children will wash hands before and after snack time.
- Children will be taught to use good table manners and to clean up after themselves.
- Families will be provided with information about nutrition and tips for healthy snacks through monthly newsletters.



POLICY 11450
EMERGENCY PLAN

POLICY:

The Rocky Mountain JUSTB4 Program has created procedures to prepare for and respond safely and effectively to any emergency.

PROCEDURES:

In House

- In the event that we have to provide care in the facility for an extended period of time we will ensure that:
 - ✓ We have food and water on hand to last 72 hours
 - ✓ Blankets and pillows will be available to create sleeping arrangements if needed
 - ✓ Staff will maintain a calm, reassuring environment
 - ✓ Staff will engage students in activities (art, play, books, etc.)

Evacuation

- In the event of an emergency evacuation, arrangements have been made for children to walk to McKim Middle School that is located at 689 Rotary Drive and the phone number is 250-427-2283.
- Emergency kits will be easily accessible for staff to take if/when there is an emergency and will include:
 - ✓ Emergency contact cards
 - ✓ Children's medication
 - ✓ Water and non-perishable snacks
 - ✓ First aid kit
 - ✓ Cell phone
 - ✓ Flashlight
 - ✓ Blankets and extra clothing
 - ✓ Activities for children (books, cards, colouring materials)
- Once safely relocated, staff will contact parents to arrange pick up of their children.
- Once the emergency is over and all children have been picked up, staff will meet to debrief the execution of the emergency procedures and discuss what changes may need to be made.
- Once it is safe to resume programming, there will be an informal open house for families to support a comfortable and supported transition back to daily programming.
- Staff and children will prepare for potential emergencies with monthly practice fire drills and an annual review of the evacuation plan to ensure staff and child readiness. Families will be notified in advance of these drills.



POLICY:

POLICY

Rocky Mountain JUSTB4 Program recognizes the importance of consistent attendance procedures to ensure safety and security and to effectively provide care for children in the program. JUSTB4 will facilitate a structured enrollment process to support orderly registration for the program.

PROCEDURES

- Enrollment cannot be guaranteed or confirmed until all required documents and forms are received. These include:
 1. The registration form signed by the Parent(s)/Guardian(s).
 2. Any adjunct agreement or consent forms signed by the Parent(s)/Guardian(s).
 3. A copy of the child's BC Care Card.
 4. A declaration of the child's immunization status.
 5. A copy of the child's birth certificate.
- When arriving to the program, Parents/Guardians must make contact with a staff member to relay any information for that day relevant to the child's health and wellbeing. Parents/Guardians must also sign their child into the program using the attendance sheet.
- At pick up, Parents/Guardians must make contact with a staff member to obtain any relevant information for that day. Parents/Guardians must also sign their child out of the program for that day using the provided attendance sheet on site.
- The JUSTB4 Program will follow School District No. 6's school calendar which is posted on the District website <https://www.sd6.bc.ca/our-district>
- We ask that a month's notice be given to the care provider prior for withdrawing your child from the program so that staff can make any necessary adjustments or preparations.
- The JUSTB4 Program is committed to providing a caring and supportive environment for all families. However, termination of services may be required if:
 - a. Parents/Guardians consistently fail to adhere to policies and procedures.
 - b. Fees for services are not paid and suitable arrangements cannot be agreed upon.
 - c. Rocky Mountain JUSTB4 staff are unable to satisfactorily resolve an issue with the enrolling parent/guardian following the District's problem solving protocol found in District Policy and Practice 9200.

DISTRICT PRACTICE <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

REFERENCES: LIST AND HYPERLINK APPROPRIATE REFERENCES

ADOPTED: DATE
Amended:



POLICY 11550

CLOTHING AND PERSONAL CARE

POLICY:

In the Rocky Mountain JUSTB4 Program, children will participate in a variety of indoor and outdoor learning and play activities each day the program runs and throughout the year. Children should come dressed in comfortable clothing that is seasonally appropriate.

PROCEDURES:

- Clothing should be washable, and Parents/Guardians should be prepared for it to get dirty.
- Parents/Guardians must provide one full change of clothes to be carried to and from the program each day for emergency use. Items should be clearly labelled with the child's full name.
- A pair of indoor shoes (runners/sneakers) clearly labelled with the child's name/initials may be left at the center and is required for the child's comfort (as opposed to winter boots, for example, in the winter). Please note that these shoes may get used outside in the case of fire drills or due to issues with the child's outside footwear.
- Parents/Guardians must provide any accessories, for example; Sun hat, mittens, toque, in consideration of the weather conditions and in order for their child to participate in a schedule that includes outdoor play throughout the seasons. Please clearly label each item with the child's name.

DISTRICT PRACTICE <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

REFERENCES: LIST AND HYPERLINK APPROPRIATE REFERENCES

ADOPTED: DATE
Amended:



POLICY 11600
OFF-SITE ACTIVITIES

POLICY:

Rocky Mountain JUSTB4 will not engage in off-site activities as part of its regular programming. The program will make use of an on-site play area for outdoor activities. Off-site field trips are permitted in accordance with the school district and as appropriate to learning goals and experiences.

PROCEDURES:

- Off-site activities when engaged, will use proper safety plans and precautions.
- Only walking field trips will be permitted. At no time will we use public or private transport for field trips in the JUSTB4 Program.
- A backpack will be carried by one staff member and will contain; first aid kit, child info sheets, extra clothing.
- Staff will carry a minimum of one cell phone on their person in case of emergency.
- Field trip forms will be signed by Parents/Guardians prior to the date of the planned off site activity.

DISTRICT PRACTICE <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

REFERENCES: LIST AND HYPERLINK APPROPRIATE REFERENCES

ADOPTED: DATE
Amended:



POLICY 11650
SAFETY AND SECURITY

POLICY:

Rocky Mountain JUSTB4 Program will maintain a safe, secure, and supportive environment for children, staff, volunteers, guests, and Parents/Guardians.

PROCEDURES:

- The Child, Family, and Community Service Act (CFCSA) requires that anyone who has reason to believe that a child or youth has been or is likely to be abused or neglected, and that the Parent/Guardian is unwilling or unable to protect the child or youth, must report the suspected abuse or neglect to a child welfare worker. All staff will be trained in the reporting procedures required to support and engage in the process.
- JUSTB4 Program will nurture, support, and uphold an inclusive and accepting environment for all children, staff, volunteers, and Parents/Guardians regardless of nationality, race, religion, sexual orientation, gender identification, and/or disability. Any behaviors that negatively impact this environment will be put under review and/or reported to the manager and/or director of the program. The appropriate measures as required will be taken to uphold the program environment as outlined above.
- Any form of harassment and/or threats or acts of violence by staff, volunteers, Parents/Guardians, and/or friends or family members thereof will not be tolerated. These acts could lead to a child's dismissal from the program or investigation of a staff member's conduct as per procedures outlined in their contract.
- Depending on the severity of the situation, it may be reported to the RCMP.

DISTRICT PRACTICE <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

REFERENCES: LIST AND HYPERLINK APPROPRIATE REFERENCES

ADOPTED: DATE
Amended:

DATE: February 14, 2023
TO: Board of Trustees
FROM: Karen Shipka, Superintendent
SUBJECT: Five-Year Capital Plan Amendment
ORIGINATOR: Alan Rice, Secretary Treasurer
REFERENCE: SD06_CapitalPlans_2022_23_ResponseLetter



ISSUE

That the Board of Education is required to approve a Five-Year Capital Plan on an annual basis.

BACKGROUND

Five-Year Capital Plans have been established as the appropriate time period for Government capital planning purposes.

The Board approved the 2022-23 Five-Year Capital plan at the June 8, 2021 Regular Board Meeting. The Ministry provided a response letter (attached) on March 15, 2022 with the approved projects for fiscal 2022-23.

CURRENT SITUATION

The Ministry has indicated that they are able to provide some funding for charging infrastructure/charging stations through the Carbon Neutral Capital Program (CNCP) to school districts that are purchasing electric buses in fiscal year 2022/23. The CNCP funding is being provided to help offset necessary charging infrastructure/charging station costs, however the school district may choose to utilize a portion of this funding towards the purchase price of the electric busses.

The District plans to utilize the funds towards the purchase price of the electric busses. The amount recommended by the Ministry to be requested is \$70,900.

CONCLUSION

A resolution is required which approves the amended 2022-23 Five year Capital Plan. Once the Ministry processes the request a new Capital Bylaw will be required as well. These funds are unexpected but are welcomed to help offset the incremental purchase price of electric busses over conventional diesel options.

PROPOSED MOTION

THAT the Board of Education of School District No. 6 (Rocky Mountain) approves the amendment of the 2022-23 Five-Year Capital Plan for the additional request of \$70,900 of funding from the Carbon Neutral Capital Program.



PUBLIC BOARD MEETING

DATE: February 14, 2023
TO: Board of Trustees
FROM: Alan Rice, Secretary Treasurer
SUBJECT: Amended Annual Budget – June 30, 2023
ORIGINATOR: Alan Rice, Secretary Treasurer
REFERENCE: Amended Annual Budget – June 30, 2023



ISSUE

In accordance with section 113 of the School Act the Minister is requiring Amended Annual Budgets to be prepared, adopted by bylaw and submitted by February 28, 2023.

BACKGROUND

The ministry requires school boards to account fully for how they manage and spend the government's education funding. School District Financial Reporting provides school boards with a financial reporting framework. It also works with all boards to provide them with instructions and direction on budgeting, accounting and the reporting of the funds they receive from both the ministry and other sources. Under Section 113 (1)(a) and 9109B0, each year the Board must adopt an amended annual budget for that fiscal year.

CURRENT SITUATION

As a part of the 2022/23 collaborative budget process, we met with all principals and senior management to review staffing and discretionary spending. We have responded to changes in enrollment from standard schools as well as additional funding provided by the Ministry under the Student and Family Affordability Fund. The budget review process also aimed to ensure the alignment of budget allocations with the FESL, district operational plans and school plans for student success.

School District No. 6 (Rocky Mountain) is estimating to receive 83.7% of its operating revenue from provincial Ministry of Education (MOE) and other grants, 7.5% from tuition, 5.8% from local capital reserves, 0.9% from prior year appropriated surplus, and 2.1% from other sources. The proposed operating budget for 2022/23 is allocated to be spent on salaries and benefits 82.36%; services and supplies 7.53%; student transportation, PD and travel, rentals and leases, dues and fees and insurance 8.21%; and utilities 1.90%.

Mr. Rice presented the Amended Annual Budget in detail to the Finance and Audit committee on February 13th. The recommendation from the Finance and Audit Committee meeting will be provided at the Public Board meeting.



PUBLIC BOARD MEETING

The statements and scheduled included in the amended budget are:

- Statement 2 – Revenue and Expense (original signatures required once finalized)
- Statement 4 – Change in Net Financial Assets (Debt)
- Schedule 1 – Schedule of Changes in Accumulated Surplus (Deficit) by Fund
- Schedule 2 – Operating Revenue and Expense
- Schedule 2A – Schedule of Operating Revenue by Source
- Schedule 2B – Schedule of Operating Expense by Object
- Schedule 2C – Operating Expense by Function, Program and Object
- Schedule 3 – Special Purpose Revenue and Expense
- Schedule 3A – Changes in Special Purpose Funds
- Schedule 4 – Capital Revenue and Expense

CONCLUSION

That the Board approve the amended budget as presented.

RECOMMENDATION/POSSIBLE MOTION

That the Board of Education of School District No.6 (Rocky Mountain) approve first, second and third and final reading of the 2022-2023 Amended Annual Budget Bylaw for fiscal year 2022-2023.

KEY MESSAGES

The Board has approved a balanced budget for the 2022-23 school year.



Amended Annual Budget

School District No. 06 (Rocky Mountain)

June 30, 2023

School District No. 06 (Rocky Mountain)

June 30, 2023

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*NOTE - Statement 1, Statement 3, Statement 5 and Schedules 4A - 4D are used for Financial Statement reporting only.

AMENDED ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 06 (ROCKY MOUNTAIN) (called the "Board") to adopt the Amended Annual Budget of the Board for the fiscal year 2022/2023 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Amended Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 06 (Rocky Mountain) Amended Annual Budget Bylaw for fiscal year 2022/2023.
3. The attached Statement 2 showing the estimated revenue and expense for the 2022/2023 fiscal year and the total budget bylaw amount of \$60,300,660 for the 2022/2023 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2022/2023.

READ A FIRST TIME THE 14th DAY OF FEBRUARY, 2023;

READ A SECOND TIME THE 14th DAY OF FEBRUARY, 2023;

READ A THIRD TIME, PASSED AND ADOPTED THE 14th DAY OF FEBRUARY, 2023;

Chairperson of the Board

(Corporate Seal)

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 06 (Rocky Mountain) Amended Annual Budget Bylaw 2022/2023, adopted by the Board the 14th DAY OF FEBRUARY, 2023.

Secretary Treasurer

School District No. 06 (Rocky Mountain)

Amended Annual Budget - Revenue and Expense
Year Ended June 30, 2023

	2023 Amended Annual Budget	2022 Amended Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	3,509.250	3,482.563
Adult	2.000	3.500
Total Ministry Operating Grant Funded FTE's	3,511.250	3,486.063
Revenues		
	\$	\$
Provincial Grants		
Ministry of Education and Child Care	50,584,388	47,761,984
Tuition	4,011,735	4,194,290
Other Revenue	1,157,936	1,046,236
Rentals and Leases	64,119	47,140
Investment Income	288,700	109,100
Amortization of Deferred Capital Revenue	1,983,011	1,928,035
Total Revenue	58,089,889	55,086,785
Expenses		
Instruction	45,272,185	42,667,992
District Administration	2,060,818	1,903,354
Operations and Maintenance	9,393,493	9,072,992
Transportation and Housing	2,415,445	2,171,247
Debt Services	19,400	10,400
Total Expense	59,161,341	55,825,985
Net Revenue (Expense)	(1,071,452)	(739,200)
Budgeted Allocation (Retirement) of Surplus (Deficit)	623,825	207,717
Budgeted Surplus (Deficit), for the year	(447,627)	(531,483)
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(447,627)	(531,483)
Budgeted Surplus (Deficit), for the year	(447,627)	(531,483)

School District No. 06 (Rocky Mountain)

Amended Annual Budget - Revenue and Expense
Year Ended June 30, 2023

	2023 Amended Annual Budget	2022 Amended Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	49,710,054	46,796,796
Special Purpose Funds - Total Expense	6,289,996	5,751,481
Special Purpose Funds - Tangible Capital Assets Purchased	356,453	309,097
Capital Fund - Total Expense	3,161,291	3,277,708
Capital Fund - Tangible Capital Assets Purchased from Local Capital	782,866	814,489
Total Budget Bylaw Amount	60,300,660	56,949,571

Approved by the Board

Signature of the Chairperson of the Board of Education

Date Signed

Signature of the Superintendent

Date Signed

Signature of the Secretary/Treasurer

Date Signed

DRAFT

School District No. 06 (Rocky Mountain)

Statement 4

Amended Annual Budget - Changes in Net Financial Assets (Debt)

Year Ended June 30, 2023

	2023 Amended Annual Budget	2022 Amended Annual Budget
	\$	\$
Surplus (Deficit) for the year	(1,071,452)	(739,200)
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(356,453)	(309,097)
From Local Capital	(782,866)	(814,489)
From Deferred Capital Revenue	(3,582,394)	(2,539,795)
Assets acquired by lease	(160,000)	(441,520)
Total Acquisition of Tangible Capital Assets	(4,881,713)	(4,104,901)
Amortization of Tangible Capital Assets	3,141,891	3,267,308
Total Effect of change in Tangible Capital Assets	(1,739,822)	(837,593)
Acquisitions of Prepaid Expenses	(50,000)	(50,000)
Use of Prepaid Expenses	50,000	50,000
	-	-
(Increase) Decrease in Net Financial Assets (Debt)	(2,811,274)	(1,576,793)

School District No. 06 (Rocky Mountain)

Amended Annual Budget - Schedule of Changes in Accumulated Surplus (Deficit) by Fund
Year Ended June 30, 2023

	Operating Fund	Special Purpose Fund	Capital Fund	2023 Amended Annual Budget
	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	1,456,961	54,031	29,384,075	30,895,067
Changes for the year				
Net Revenue (Expense) for the year	(293,825)	356,453	(1,134,080)	(1,071,452)
Interfund Transfers				
Tangible Capital Assets Purchased		(356,453)	356,453	-
Other	(330,000)		330,000	-
Net Changes for the year	(623,825)	-	(447,627)	(1,071,452)
Budgeted Accumulated Surplus (Deficit), end of year	833,136	54,031	28,936,448	29,823,615

School District No. 06 (Rocky Mountain)

Amended Annual Budget - Operating Revenue and Expense
Year Ended June 30, 2023

	2023 Amended Annual Budget	2022 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	44,907,439	42,511,633
Tuition	4,011,735	4,194,290
Other Revenue	192,936	192,936
Rentals and Leases	64,119	47,140
Investment Income	240,000	95,000
Total Revenue	49,416,229	47,040,999
Expenses		
Instruction	39,030,224	36,961,065
District Administration	2,053,318	1,897,754
Operations and Maintenance	6,534,351	6,085,272
Transportation and Housing	2,092,161	1,852,705
Total Expense	49,710,054	46,796,796
Net Revenue (Expense)	(293,825)	244,203
Budgeted Prior Year Surplus Appropriation	623,825	207,717
Net Transfers (to) from other funds		
Other	(330,000)	(451,920)
Total Net Transfers	(330,000)	(451,920)
Budgeted Surplus (Deficit), for the year	-	-

School District No. 06 (Rocky Mountain)

Schedule 2A

Amended Annual Budget - Schedule of Operating Revenue by Source
Year Ended June 30, 2023

	2023 Amended Annual Budget	2022 Amended Annual Budget
	\$	\$
Provincial Grants - Ministry of Education and Child Care		
Operating Grant, Ministry of Education and Child Care	42,739,200	41,988,413
ISC/LEA Recovery	(108,936)	(108,936)
Other Ministry of Education and Child Care Grants		
Pay Equity	207,823	207,823
Student Transportation Fund	369,399	369,399
Support Staff Benefits Grant	45,759	44,902
FSA Scorer Grant	8,187	8,187
Early Learning Framework (ELF) Implementation	514	1,845
Labour Settlement Funding	1,645,493	-
Total Provincial Grants - Ministry of Education and Child Care	44,907,439	42,511,633
Tuition		
International and Out of Province Students	4,011,735	4,194,290
Total Tuition	4,011,735	4,194,290
Other Revenues		
Funding from First Nations	108,936	108,936
Miscellaneous		
Artists in Education	7,200	7,200
Donations	9,000	9,000
Other	67,800	67,800
Total Other Revenue	192,936	192,936
Rentals and Leases	64,119	47,140
Investment Income	240,000	95,000
Total Operating Revenue	49,416,229	47,040,999

School District No. 06 (Rocky Mountain)

Schedule 2B

Amended Annual Budget - Schedule of Operating Expense by Object
Year Ended June 30, 2023

	2023 Amended Annual Budget	2022 Amended Annual Budget
	\$	\$
Salaries		
Teachers	15,511,926	15,260,438
Principals and Vice Principals	3,640,230	3,304,839
Educational Assistants	3,423,895	3,126,577
Support Staff	4,314,549	4,155,474
Other Professionals	4,359,551	4,071,142
Substitutes	1,847,743	1,753,930
Total Salaries	33,097,894	31,672,400
Employee Benefits	7,843,803	7,234,390
Total Salaries and Benefits	40,941,697	38,906,790
Services and Supplies		
Services	1,503,805	1,153,695
Student Transportation	502,395	413,460
Professional Development and Travel	868,611	705,178
Rentals and Leases	82,000	29,000
Dues and Fees	2,479,698	2,496,414
Insurance	147,500	147,500
Interest	-	-
Supplies	2,241,648	2,044,759
Utilities	942,700	900,000
Total Services and Supplies	8,768,357	7,890,006
Total Operating Expense	49,710,054	46,796,796

School District No. 06 (Rocky Mountain)

Amended Annual Budget - Operating Expense by Function, Program and Object
Year Ended June 30, 2023

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	14,219,871	830,847	150,961	690,743	452,951	1,411,228	17,756,601
1.03 Career Programs							-
1.07 Library Services	168,089			124,242		2,000	294,331
1.08 Counselling	279,839						279,839
1.10 Special Education	836,318	125,701	3,139,897	11,578	575,609	201,015	4,890,118
1.30 English Language Learning	7,809						7,809
1.31 Indigenous Education		125,701	133,037		642,785	1,000	902,523
1.41 School Administration		2,550,624		305,205		28,000	2,883,829
1.61 Continuing Education		7,357					7,357
1.62 International and Out of Province Students				47,673	592,722		640,395
Total Function 1	15,511,926	3,640,230	3,423,895	1,179,441	2,264,067	1,643,243	27,662,802
4 District Administration							
4.11 Educational Administration					254,514		254,514
4.40 School District Governance					125,950		125,950
4.41 Business Administration					889,694		889,694
Total Function 4	-	-	-	-	1,270,158	-	1,270,158
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration					267,453	2,000	269,453
5.50 Maintenance Operations				2,289,384	344,913	127,500	2,761,797
5.52 Maintenance of Grounds				84,086		15,000	99,086
5.56 Utilities							-
Total Function 5	-	-	-	2,373,470	612,366	144,500	3,130,336
7 Transportation and Housing							
7.41 Transportation and Housing Administration					96,606		96,606
7.70 Student Transportation				761,638	116,354	60,000	937,992
Total Function 7	-	-	-	761,638	212,960	60,000	1,034,598
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	15,511,926	3,640,230	3,423,895	4,314,549	4,359,551	1,847,743	33,097,894

School District No. 06 (Rocky Mountain)

Amended Annual Budget - Operating Expense by Function, Program and Object
Year Ended June 30, 2023

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2023 Amended Annual Budget	2022 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	17,756,601	4,196,369	21,952,970	1,463,896	23,416,866	22,067,313
1.03 Career Programs	-		-	500	500	1,500
1.07 Library Services	294,331	75,127	369,458	105,610	475,068	465,723
1.08 Counselling	279,839	65,874	345,713	7,100	352,813	437,752
1.10 Special Education	4,890,118	1,259,401	6,149,519	224,490	6,374,009	6,057,225
1.30 English Language Learning	7,809	1,838	9,647	300	9,947	1,186
1.31 Indigenous Education	902,523	236,613	1,139,136	181,598	1,320,734	1,238,667
1.41 School Administration	2,883,829	614,170	3,497,999	110,873	3,608,872	3,347,473
1.61 Continuing Education	7,357	1,492	8,849		8,849	8,200
1.62 International and Out of Province Students	640,395	92,503	732,898	2,729,668	3,462,566	3,336,026
Total Function 1	27,662,802	6,543,387	34,206,189	4,824,035	39,030,224	36,961,065
4 District Administration						
4.11 Educational Administration	254,514	57,849	312,363	39,550	351,913	290,131
4.40 School District Governance	125,950	6,000	131,950	129,640	261,590	217,390
4.41 Business Administration	889,694	199,734	1,089,428	350,387	1,439,815	1,390,233
Total Function 4	1,270,158	263,583	1,533,741	519,577	2,053,318	1,897,754
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	269,453	65,123	334,576	149,748	484,324	471,960
5.50 Maintenance Operations	2,761,797	687,655	3,449,452	1,169,989	4,619,441	4,290,470
5.52 Maintenance of Grounds	99,086	24,680	123,766	184,000	307,766	249,842
5.56 Utilities	-		-	1,122,820	1,122,820	1,073,000
Total Function 5	3,130,336	777,458	3,907,794	2,626,557	6,534,351	6,085,272
7 Transportation and Housing						
7.41 Transportation and Housing Administration	96,606	22,660	119,266	15,630	134,896	140,209
7.70 Student Transportation	937,992	236,715	1,174,707	782,558	1,957,265	1,712,496
Total Function 7	1,034,598	259,375	1,293,973	798,188	2,092,161	1,852,705
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	33,097,894	7,843,803	40,941,697	8,768,357	49,710,054	46,796,796

School District No. 06 (Rocky Mountain)

Amended Annual Budget - Special Purpose Revenue and Expense
Year Ended June 30, 2023

	2023 Amended Annual Budget	2022 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	5,676,949	5,202,978
Other Revenue	965,000	853,300
Investment Income	4,500	4,300
Total Revenue	6,646,449	6,060,578
Expenses		
Instruction	6,241,961	5,706,927
District Administration	7,500	5,600
Operations and Maintenance	16,667	16,667
Transportation and Housing	23,868	22,287
Total Expense	6,289,996	5,751,481
Net Revenue (Expense)	356,453	309,097
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(356,453)	(309,097)
Total Net Transfers	(356,453)	(309,097)
Budgeted Surplus (Deficit), for the year	-	-

School District No. 06 (Rocky Mountain)

Amended Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2023

	Annual Facility Grant	Learning Improvement Fund	Special Education Equipment	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	73,115	8,814	18,731	79,877	987,648	38,723	43,654	4,621	14,652
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	195,843	141,776				96,000	19,600	121,716	399,482
Other				5,000	970,000				
Investment Income				2,500	2,000				
	195,843	141,776	-	7,500	972,000	96,000	19,600	121,716	399,482
Less: Allocated to Revenue	268,958	150,590	18,731	7,500	962,000	134,723	63,254	126,337	414,134
Deferred Revenue, end of year	-	-	-	79,877	997,648	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	268,958	150,590	18,731			134,723	63,254	126,337	414,134
Other Revenue				5,000	960,000				
Investment Income				2,500	2,000				
	268,958	150,590	18,731	7,500	962,000	134,723	63,254	126,337	414,134
Expenses									
Salaries									
Teachers								63,805	119,244
Educational Assistants		119,005							51,379
Other Professionals							15,000		182,252
Substitutes							10,000		
	-	119,005	-	-	-	-	25,000	63,805	352,875
Employee Benefits		31,585					6,250	17,315	55,759
Services and Supplies	16,667			7,500	962,000	134,723	32,004	45,217	5,500
	16,667	150,590	-	7,500	962,000	134,723	63,254	126,337	414,134
Net Revenue (Expense) before Interfund Transfers	252,291	-	18,731	-	-	-	-	-	-
Interfund Transfers									
Tangible Capital Assets Purchased	(252,291)		(18,731)						
	(252,291)	-	(18,731)	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 06 (Rocky Mountain)

Amended Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2023

	Classroom Enhancement Fund - Overhead	Classroom Enhancement Fund - Staffing	First Nation Student Transportation	Mental Health in Schools	Changing Results for Young Children	Federal Safe Return to Class / Ventilation Fund	Student & Family Affordability	JUST B4	SEY2KT (Early Years to Kindergarten)
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	-	-	14,292	-	23,857	85,431	-	-	-
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	200,706	3,463,603	9,576	55,000	11,250		417,507	25,000	19,000
Other									
Investment Income									
	200,706	3,463,603	9,576	55,000	11,250	-	417,507	25,000	19,000
Less: Allocated to Revenue	200,706	3,463,603	23,868	55,000	35,107	85,431	417,507	25,000	19,000
Deferred Revenue, end of year	-	-	-	-	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	200,706	3,463,603	23,868	55,000	35,107	85,431	417,507	25,000	19,000
Other Revenue									
Investment Income									
	200,706	3,463,603	23,868	55,000	35,107	85,431	417,507	25,000	19,000
Expenses									
Salaries									
Teachers		2,811,173							
Educational Assistants									
Other Professionals	50,234				10,000			10,000	
Substitutes	101,097			35,000	15,000			10,000	
	151,331	2,811,173	-	35,000	25,000	-	-	20,000	-
Employee Benefits	28,093	652,430		7,000	6,250			4,500	
Services and Supplies	21,282		23,868	13,000	3,857		417,507	500	19,000
	200,706	3,463,603	23,868	55,000	35,107	-	417,507	25,000	19,000
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	85,431	-	-	-
Interfund Transfers									
Tangible Capital Assets Purchased						(85,431)			
	-	-	-	-	-	(85,431)	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 06 (Rocky Mountain)

Amended Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2023

	ECL Early Care & Learning	TOTAL
	\$	\$
Deferred Revenue, beginning of year	-	1,393,415
Add: Restricted Grants		
Provincial Grants - Ministry of Education and Child Care	175,000	5,351,059
Other		975,000
Investment Income		4,500
	<u>175,000</u>	<u>6,330,559</u>
Less: Allocated to Revenue	175,000	6,646,449
Deferred Revenue, end of year	<u>-</u>	<u>1,077,525</u>
Revenues		
Provincial Grants - Ministry of Education and Child Care	175,000	5,676,949
Other Revenue		965,000
Investment Income		4,500
	<u>175,000</u>	<u>6,646,449</u>
Expenses		
Salaries		
Teachers		2,994,222
Educational Assistants		170,384
Other Professionals	144,000	411,486
Substitutes		171,097
	<u>144,000</u>	<u>3,747,189</u>
Employee Benefits	31,000	840,182
Services and Supplies		1,702,625
	<u>175,000</u>	<u>6,289,996</u>
Net Revenue (Expense) before Interfund Transfers	<u>-</u>	<u>356,453</u>
Interfund Transfers		
Tangible Capital Assets Purchased		(356,453)
	<u>-</u>	<u>(356,453)</u>
Net Revenue (Expense)	<u>-</u>	<u>-</u>

School District No. 06 (Rocky Mountain)

Amended Annual Budget - Capital Revenue and Expense

Year Ended June 30, 2023

	2023 Amended Annual Budget			2022 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Provincial Grants				
Ministry of Education and Child Care			-	47,373
Investment Income		44,200	44,200	9,800
Amortization of Deferred Capital Revenue	1,983,011		1,983,011	1,928,035
Total Revenue	1,983,011	44,200	2,027,211	1,985,208
Expenses				
Amortization of Tangible Capital Assets				
Operations and Maintenance	2,842,475		2,842,475	2,971,053
Transportation and Housing	299,416		299,416	296,255
Debt Services				
Capital Lease Interest		19,400	19,400	10,400
Total Expense	3,141,891	19,400	3,161,291	3,277,708
Net Revenue (Expense)	(1,158,880)	24,800	(1,134,080)	(1,292,500)
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	356,453		356,453	309,097
Capital Lease Payment		330,000	330,000	451,920
Total Net Transfers	356,453	330,000	686,453	761,017
Other Adjustments to Fund Balances				
Tangible Capital Assets Purchased from Local Capital	782,866	(782,866)	-	
Principal Payment				
Capital Lease	310,600	(310,600)	-	
Total Other Adjustments to Fund Balances	1,093,466	(1,093,466)	-	
Budgeted Surplus (Deficit), for the year	291,039	(738,666)	(447,627)	(531,483)

DATE: February 14, 2023
TO: Board of Trustees
FROM: Alan Rice, Secretary Treasurer
SUBJECT: Budget Utilization Summary – January 31, 2023
ORIGINATOR: Alan Rice
REFERENCE: Budget Utilization Report - January



ISSUE

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

BACKGROUND

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

CURRENT SITUATION

Instruction: increase of approximately \$1,800,000 from prior year attributable to increase in salaries and benefits (which includes the retroactive pay increases for teachers) due to enrolment growth, TTOC replacement costs, District Day, Pro D and travel. Actual amounts are greater than budgeted with a variance of 1.61% above estimated for the current year. Once the amended budget figures are adjusted for the increased funding associated with the salaries, the variance is anticipated to be lower than estimated.

Administration: increase of approximately \$229,000 from prior year which is attributable to increases to salary and retroactive pay, timing of expenses for dues, fee and professional services as well as increases in salaries and benefits. Actual amounts are 9.34% 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 \$134,000 greater than the prior year and 4.65% 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. Once the amended budget figures are adjusted for the increased funding associated with the salaries, the variance is anticipated to be more in line with estimated.

Operations and Maintenance: increase of approximately \$278,000 from prior year. Primarily attributable to increases to salaries, supplies, equipment and services. Actual amounts are consistent with budgeted with a variance of 1.55% below estimated. Moving into colder months we anticipate an increase to utilities and snow clearing.



Transportation and Housing: increase of approximately \$35,000 from prior year. Attributable to increases to salaries and supplies. Actual amounts are 2.57% below estimated. Maintenance on busses fluctuates throughout the year and depends on emergent issues.

CONCLUSION

Expenditures to date are above budget by 1.35% and greater than the prior year by \$2,340,000 for the same timeframe. Once the amended budget figures are adjusted for the increased funding associated with the salaries, the variance is anticipated to be lower than estimated.

RECOMMENDATION

Continue to monitor on a monthly basis.

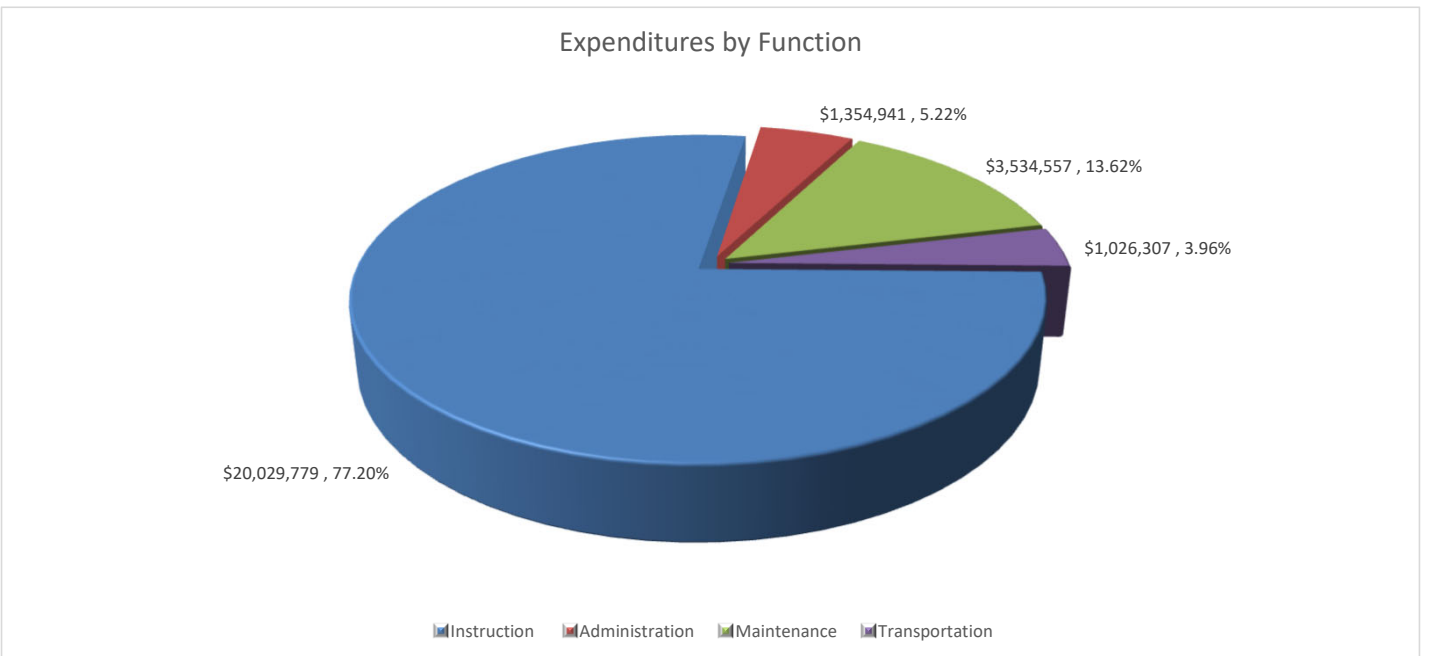
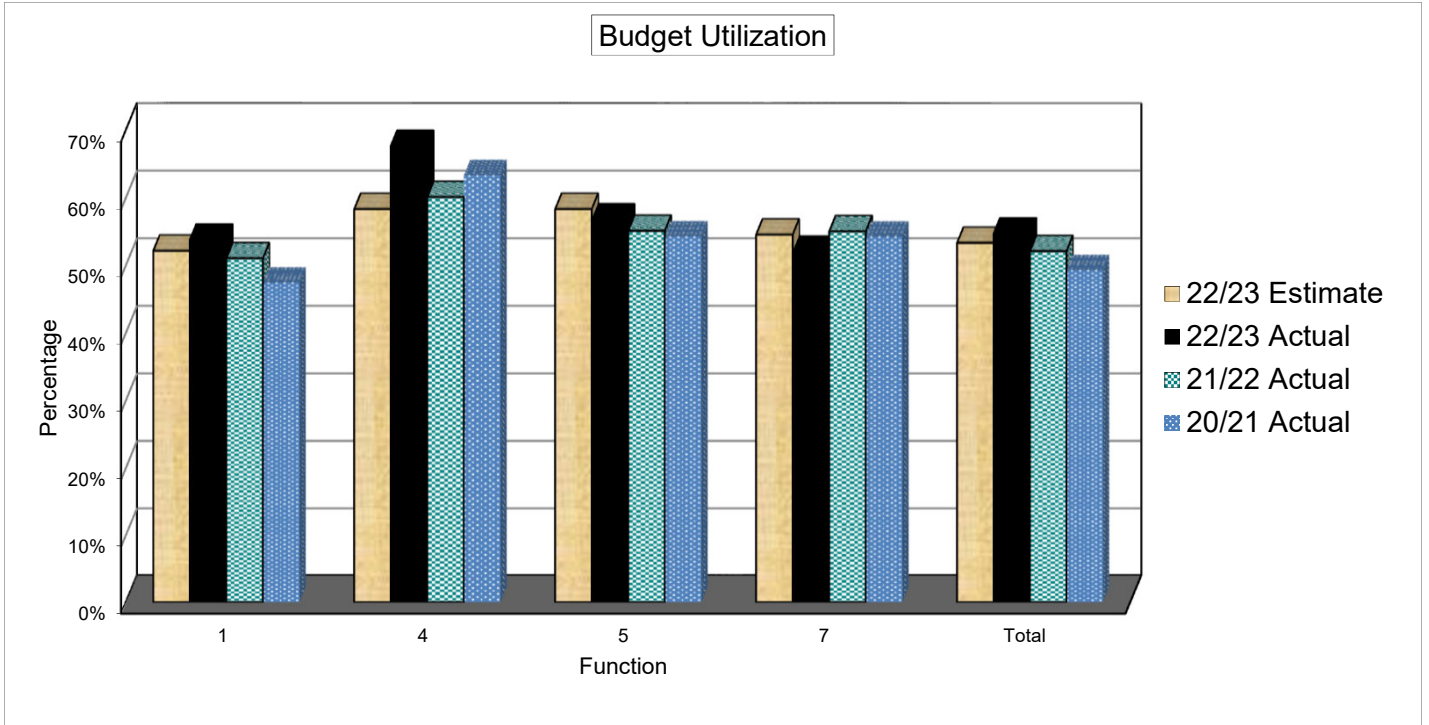
STRATEGIC ALIGNMNET

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

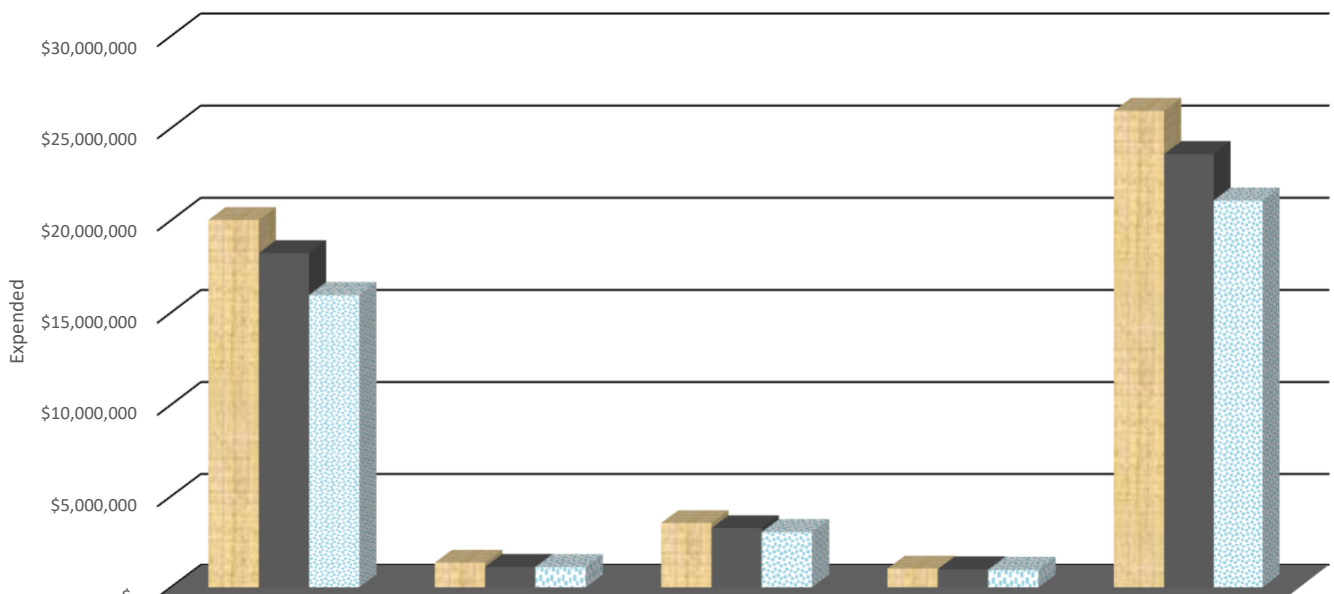


ROCKY MOUNTAIN SCHOOL DISTRICT No. 6
BUDGET UTILIZATION SUMMARY
January 31, 2023

<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	\$ 20,029,779	53.77%	52.16%	51.04%
Administration	4	12	\$ 2,002,266	\$ 1,354,941	67.67%	58.33%	60.12%
Maintenance	5	12	\$ 6,224,699	\$ 3,534,557	56.78%	58.33%	55.11%
Transportation	7	11	\$ 1,974,262	\$ 1,026,307	51.98%	54.55%	55.03%
Total			\$ 47,449,761	\$ 25,945,584	54.68%	53.33%	52.10%

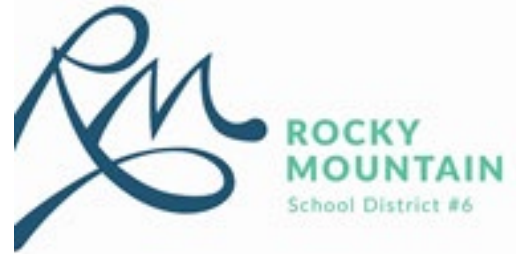


3 Year Actual Expenditure Comparison



	1	4	5	7	Total
2022/23 Actual	\$20,029,779	\$1,354,941	\$3,534,557	\$1,026,307	\$25,945,584
2021/22 Actual	\$18,229,407	\$1,126,019	\$3,256,850	\$991,007	\$23,603,283
2020/21 Actual	\$15,961,064	\$1,116,446	\$3,043,045	\$965,660	\$21,086,215

DATE: February 7, 2023
TO: Board of Trustees
FROM: Al Ure, Director of Operations
SUBJECT: Asbestos Program
ORIGINATOR: Al Ure



PUBLIC BOARD MEETING

ISSUE

WSBC prevention officers will be conducting inspections of Asbestos programs within School Districts over the next several months. Previously, 27 School Districts were issued orders as part of these inspections. As a result the District is providing an overview of our program.

CURRENT SITUATION

SD6 has a comprehensive program regarding asbestos. In 2019 Peak Environmental conducted an asbestos inventory in all of our facilities. These inventories are embedded digitally within our capital management software. In addition, they are physically stored at each facility within the District. All staff are informed of where to access these reports should they require the information. As part of the inventory process, all of the door frames were labelled accordingly, per regulation, by Peak Environmental.

Further measures conducted by SD6 include an annual review of asbestos hazards and safety with all staff; annual visual inspections of identified asbestos containing materials to ensure no deterioration of the surface; and supplemental third party training for maintenance employees regarding safe assessment.

Any renovation, exceeding \$20,000 in cost, has a pre-renovation hazard assessment requirement which is conducted by a third party company. This assessment would include identifying locations containing asbestos and, other harmful materials, and making recommendations for abatement. Abatement is typically conducted by an experienced third party.

CONCLUSION

The District believes the appropriate measures are in place with respect to the asbestos management plans.

KEY MESSAGING

The District understands the significance of asbestos and other hazards (lead, oil tanks, etc) and has a robust maintenance program in place to ensure abatement is properly removed and disposed.



DATE: February 14, 2023
TO: Board of Trustees
FROM: Karen Shipka, Superintendent of Schools
SUBJECT: Community Engagement Plan
ORIGINATOR: Karen Shipka, Superintendent of Schools
REFERENCE: [Framework for Enhancing Student Learning, SD6 Engagement Framework](#)



ISSUE

The Board of Education receive the community engagement plan that supports the development of the 2023-24 to 2026-27 strategic plan and the expectations outlined in the Framework for Enhancing Student Learning (FESL) as information.

BACKGROUND

Community Engagement is a critical component of the continuous improvement cycle and an expectation under the FESL policy. Engagement activities will include both online and face to face opportunities.

CURRENT SITUATION

Engagement activities with education partners began in January with Principals and Vice Principals, District Parent Advisory Council, and Unions. In February we met with Indigenous Partners, and the District Student Advisory Council. February 15 will be the launch of the online general public engagement. This will be advertised on school/district websites and will posted to Facebook weekly until April 1 when the survey will close.

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

- May 24, 2023 Kimberley
- May 10, 2023 Windermere
- May 11, 2023 Golden

At these sessions, the principals from the schools in the zone will share their School Success Plan including a new or refreshed school based Mission, Vision and Values, an overview of the current data, three-year trend data and the goals and strategies under the new priorities for the Board for the upcoming year. Those in attendance will be invited to engage in a focused conversation, facilitated by members of the District Student Advisory Council.



FINANCIAL IMPLICATIONS

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

CONCLUSION

Community Engagement is an important element of school improvement. We are hopeful that the range of opportunities and activities planned, we will be able to fully engage the public through community engagement activities in each community. Continuous improvement in the school system is a shared responsibility and collection of community voice will assist the Board of Education and the school district administration as they make decisions to improve student learning. The Engagement Plan (APPENDIX 1) along with a What We Heard report will be published and posted on the district website as part of the requirement under the FESL.





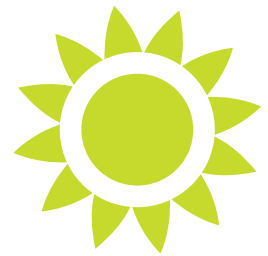
STRATEGIC PLAN 2023-24 TO 2026-27

ENHANCING STUDENT LEARNING PUBLIC ENGAGEMENT PLAN

Engaging partners and community is an important component of the development of both the district operational plan and school success plans. The engagement process with our partners is cyclical and occurs at several points during the development of the plan. Partner groups include, Indigenous partners, District Parent Advisory Council, District Student Advisory Council, CUPE and Rocky Mountain Teachers' Association.

Community engagement opportunities occur in each of our three main communities where students, families, staff and community members have an opportunity to provide feedback on both the district and school plans. This year an online engagement opportunity will be offered, providing access to those who are not able to attend the face-to-face events.

All feedback collected will be collected in a *"What We Heard"* document and shared online. The *What We Heard* report shares how the feedback was used in the finalizing of the plans.



Background

To implement the Framework for Enhancing Student Learning, community and partner engagement is essential. School District 6 uses a 4 year strategic planning model and aligns district operational plans and school success plans to provide a level of assurance to the communities it serves.



Engagement Cycle



Stakeholders

DISTRICT PARTNERS

District Parent Advisory Council | Unions – RMTA and CUPE | Indigenous Partners – the Ktunaxa (?Akisq’nuuk First Nation) and Secwépemc (Shuswap First Nation) and Métis Nation of British Columbia | District Student Advisory Council | Principals and Vice Principals

MEMBERS OF THE PUBLIC IN EACH COMMUNITY

Local elected officials | Chamber of Commerce | Local post-secondary institutions | Parents | Students | Staff



GENERAL PUBLIC ENGAGEMENT

An online engagement will be hosted on the district and school websites from February 15 – April 1. The public will be asked to contribute to the development of the plan by answering the following three questions. All input gathered will be considered in the development of the new plan. Following all engagement activities, a “*What We Heard*” report will be developed and shared publicly on the district website.

- 1 What are some creative suggestions for things we can do in our school district to continue to improve?
- 2 What are some examples of key things you appreciate or think are working well about our schools?
- 3 What are some examples of things you think our students should be able to experience or accomplish, to enhance their learning, that they currently do not have access to?





EDUCATION PARTNER ENGAGEMENT

As part of the 2023-2027 strategic planning cycle, The Board of Education and Senior Management drafted a new Mission, Vision and set of value statements. They also set priorities and goals to guide the development of operational and school planning.

- 1 In reading the Mission, Vision and Values for the District, is there anything that we missed?

The Board set 4 priority areas that will guide the work of the district over the next 4 years. These priority areas capture the direction of the Board of Education and meet the requirements for continuous improvement under the Framework for Enhancing Student Learning set out by the Ministry of Education and Child Care.

- 2 What creative suggestions would you suggest for things we could do in our school district to continue to improve under each priority areas?

PRIORITY 1
Equity
and Inclusion

PRIORITY 2
Nurture the potential
of each student

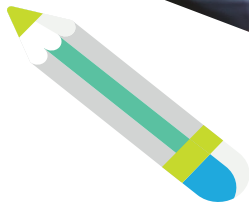
PRIORITY 3
Growing the capacity
of self and others

PRIORITY 4
Stewardship for
the future

- 3 What are some examples of key things you appreciate or think are working well about our schools?

- 4 What are some examples of things you think our students should be able to experience or accomplish that they currently cannot to enhance their learning?

- 5 What are some examples of things you think our students should be able to experience or accomplish, to enhance their learning, that they currently do not have access to?



SCHOOL SUCCESS PLAN ENGAGEMENT

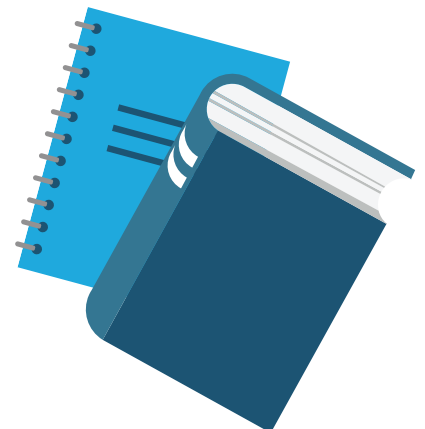
This year community engagement sessions will take place on May 10 at David Thompson, May 11 at Golden Secondary, and May 24 at Selkirk Secondary. These in person events provide the school staff and community members an opportunity to provide input into the School Success Plan.

These activities are led by our District Student Advisory Council members in partnership with the school principal.

This year school staff will develop a school Mission statement, Vision and set of Values at each site to set the stage for the next 4 year plan.

School Success Plan Engagement

School Principals will share the latest learning data and will share a story about the current plan: where they started, what they did, and the evidence of growth. The story will continue to articulate where the data is guiding them as they identify goal areas for the 2023-24 plan.



Questions for School Based Community Engagement

1 In reading the Mission, Vision and Values for the school, is there anything that we missed?

The Board of Education set 4 priority areas that will guide the work of the district over the next 4 years. These priority areas capture the direction of the Board of Education and meet the requirements for continuous improvement under the Framework for Enhancing Student Learning set out by the Ministry of Education and Child Care.

After reviewing the various data sets with staff, we identified these goal areas under each Board Priority.

2 What creative suggestions would you suggest for things we could do in our school district to continue to improve under each priority areas?



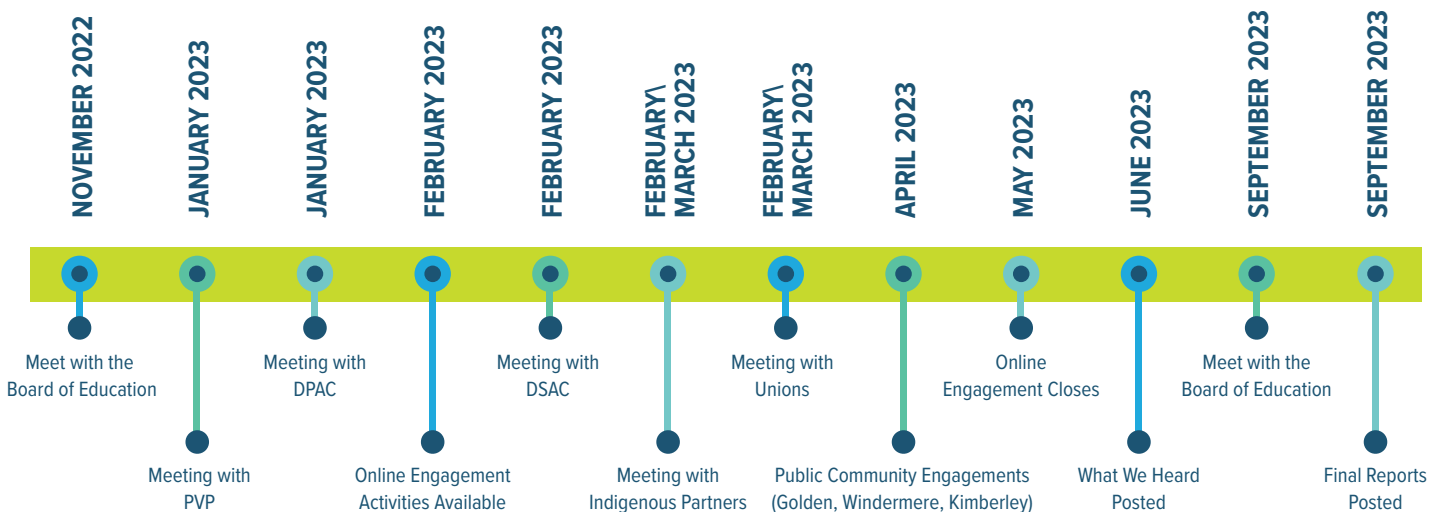
3 What are some examples of key things you appreciate or think are working well about our schools? (These can be questions that the students lead the conversation and gather input on chart paper.)

4 What are some examples of things you think our students should be able to experience or accomplish that they currently cannot to enhance their learning?

5 Is there anything else that we need to know for your child to be successful?

6 What currently unavailable supports, experiences, or learning opportunities do you think should be available to students?

Data collected at these events will be considered in the finalization of the school plan and compiled into a ‘What We Heard’ report and published on the school and district websites.



DATE: February 14, 2023
TO: Board of Trustees
FROM: Karen Shipka, Superintendent of Schools
SUBJECT: Literacy and Numeracy Update
ORIGINATOR: Steve Wyer, Assistant Superintendent
REFERENCE: [Strategic Plan 2022-2023](#), [Strategic Planning Cycle Model](#)



PUBLIC BOARD MEETING

ISSUE

The Board will receive an information update to the goal areas of success for each learner in the strategic areas of literacy and numeracy

BACKGROUND

In Fall 2020 the Board of Education set a mission, vision, and values for the learning organization of School District No. 6. In line with the Framework For Enhancing Student Learning, the Board further set three strategic priorities to direct the operational planning of the District. They are:

1. Equity and Inclusion
2. Success for Each Learner
3. Excellence in Teaching and Leadership

Using available evidence of learning, the leadership team began to work to set measurable goals, including actionable objectives, in support of these three priorities.

Literacy and Numeracy achievement were foci of the success for each learner goal. Nearing the end of this strategic cycle and transitioning to the next four – year cycle, the district will provide an update in these two strategic areas.

CURRENT SITUATION

Much growth has taken place according to the Board’s plans for students in School District No. 6. This report will update available information about student growth in literacy and provide insight into the planning direction for the 2024-2028 strategic cycle.



Literacy

District and Provincial Measures Reading and Writing

Reading K-3 has remained the same in the first two years of the plan. 69% on track using PM Benchmarks Assessment.

Reading 4-7 has seen growth between 2021 and 2022.

Grade 4-7 Benchmarks **Spring 2021 52% on track**

Spring 2022 74% students on track

Student writing on the district assessment has remained strong at 93% on track in 2021 to 94% on track in 2022.

Grade 10 Provincial Literacy Assessment

2019 64% proficient

2020 73% proficient

2021 78% proficient

Foundation Skills Assessment - Literacy

School District No. 6 has a very high participation rate of 96% on this provincial measure for grade 4 and 7. In the 2021-2022 assessment year student achievement, at grade 4 and 7, dropped by 5% and 7% respectively.

Grade 4 literacy 5 year trend

FSA Reading/Literacy Results

District	School Year	Writer Count	Emerging		On-Track		Extending	
			Count	Percentage	Count	Percentage	Count	Percentage
	2017/2018	268	49	18%	189	71%	30	11%
	2018/2019	271	61	23%	179	66%	31	11%
	2019/2020	286	73	26%	185	65%	28	10%
	2020/2021	227	35	15%	164	72%	28	12%
	2021/2022	267	70	26%	178	67%	19	7%



Grade 7 Literacy 5 year trend

FSA Reading/Literacy Results

District	School Year	Writer Count	Emerging		On-Track		Extending	
			Count	Percentage	Count	Percentage	Count	Percentage
	2017/2018	233	30	13%	197	85%	6	3%
	2018/2019	231	34	15%	189	82%	8	3%
	2019/2020	268	36	13%	223	83%	9	3%
	2020/2021	282	44	16%	230	82%	8	3%
	2021/2022	284	67	24%	213	75%	4	1%

Numeracy

District and Provincial Measures Numeracy

K-7 numeracy improved on the district wide SNAP assessment during this strategic cycle

50% proficient in Spring 2021

62% proficient in Spring 2022.

Grade 10 Provincial Numeracy Assessment

2019 13% proficient
 2020 27% proficient
 2021 31% proficient

Foundation Skills Assessment - Numeracy

Students performed less well in the area of numeracy in grade 4 and 7. This has been a pattern reflected in the 5 year trend data.

Grade 4 Numeracy 5 Year Trend

FSA Numeracy Results

District	School Year	Writer Count	Emerging		On-Track		Extending	
			Count	Percentage	Count	Percentage	Count	Percentage
	2017/2018	268	82	31%	176	66%	10	4%
	2018/2019	272	91	33%	167	61%	14	5%
	2019/2020	284	98	35%	178	63%	8	3%
	2020/2021	226	61	27%	157	69%	8	4%
	2021/2022	269	87	32%	172	64%	10	4%



Grade 7 Numeracy 5 Year Trend

FSA Numeracy Results

District	School Year	Writer Count	Emerging		On-Track		Extending	
			Count	Percentage	Count	Percentage	Count	Percentage
	2017/2018	234	61	26%	163	70%	10	4%
	2018/2019	230	50	22%	161	70%	19	8%
	2019/2020	268	84	31%	141	53%	43	16%
	2020/2021	283	70	25%	181	64%	32	11%
	2021/2022	283	109	39%	153	54%	21	7%

STRATEGIC IMPLICATIONS

The data above has been shared in the enhancing student learning report and also in previous updates to the Board. In some data sources, like the FSA, the data seems to show a negative trend in achievement. This is most evident when one refers to the FSA scores over time. There are a couple of specific factors influencing the lower rates of achievement one sees on measures, such as, the FSA.

During the 2020-2021 school year, the Ministry of Education and Child Care began the introduction of new benchmarks for proficiency K-12 in literacy and numeracy. Two significant changes in pedagogy are reflected in these new benchmarks that were not previously part of assessment philosophy in prior years and likely contribute to an implementation dip in student results on provincial measures.

1. The introduction of proficiency aspects of competency - which have become the design foundation of provincial assessments – require a shift in responding classroom instructional practice. The best example of this is the equally weighted 5 aspects of proficiency in numeracy: Analyze, Interpret, Apply, Solve, and Communicate. Numeracy instruction has traditionally been heavily weighted in the “solve” area of proficiency with an emphasis on computation and process. The introduction of four other areas of proficiency, shifts an equal balance of assessment to skills like solution design, problem analysis and solving, and creative thinking, to name a few. The District will need to focus on ways to improve these skills for students.
2. Ongoing as of the 2021 FSA assessment, and also in the Grade 10 and 12 literacy assessments, competencies of reading and writing will no longer be measured separately. Instead, reading and writing competencies will join together under the title of literacy achievement and will now be measured on demonstrations of learning, requiring students to demonstrate reading and writing skills in conjunction. Joining one’s reading skills and writing skills together on assessment tasks represents an added level of skill complexity for student performance on this assessment.

Taken together, these two shifts likely have resulted in changes in the 5 year trend data that one sees in the data. The district’s current strategy will mitigate the ongoing effect of these landscape shifts in literacy and numeracy.



Literacy

To respond in the area of literacy, the district continues to use the District Principal in Literacy to develop capacity with PVP and lead teachers at each school. Exploring the literacy data more deeply, the District Principal and this team are addressing the need to build higher level literacy proficiency in skill areas like inference, synthesis, and justification of thinking. Building capacity among this team of leaders will expand this work into every site. Given these recent shifts and the work that is beginning, this strategy of communities of leadership in literacy will continue in the future cycle.

Another significant area of support for growing student potential in literacy is the ongoing development of the Performance Based Literacy Assessment. Since the Ministry has made the shift to measure individual skills, such as reading and writing, holistically as literacy, the district will move in the same direction. Development of the district wide literacy assessment will replace the district collection of separate measures in reading and writing and replace them with the collection of a district wide literacy data set. Of course, schools will still need to measure and address the component parts of literacy, but the District will move to collecting literacy data in the same way as the ministry. This will allow all teams in the district to use the information gathered by this assessment to prepare students with proficiencies to do well on provincial measures as well as on outcomes measured in the BC Curriculum.

The District Principal is leading assessment development with a working team of teachers and principals and is currently in the pilot phase of this project. The hope is for full implementation and training to occur in the 2023 Fall Assessment Window. As such, the district will continue to pursue the development of this tool and allocate resources and strategy to training teachers to use it in the most powerful ways possible.

Working with the District Principal of Early Learning and the District Principal of Literacy, Principals in the early years have identified a gap in early literacy data. Because the district does not collect reading benchmarks or writing samples until students reach the end of Grade 1, there is a two year period of time for which a gap exists in knowing the learning trends of these students. Together with the District Principal of Early Learning, the District Principal of Literacy formed a book club of interested leaders and teachers to begin to explore what is required at this level to better understand the learning profiles of these students. As a result of these meetings, there are a number of Kindergarten and Grade 1 teachers using an assessment that determines a student's pre-reading and pre-writing literacy skills. This work focuses on understanding the role of phonological awareness in the development of literacy. This work will continue into the next strategic cycle as it directly connects to the need to understand the best instructional methods for early literacy.

Numeracy

Numeracy results have, and continue, to trail results in literacy. This is reflective of several factors. The District has a history of supporting literacy instruction and learning for a period of several years. In numeracy, this support has begun in the last strategic cycle, but will take time to catch up to the impact of the same supports in literacy. Additionally, as mentioned above, shifts in instructional practice to the aspects of the proficiency benchmarks, require ongoing support, encouragement, and resources.

The data before the Board shows a trend of improvement in numeracy achievement, as a result of some strategy from the previous strategic cycle. For example, in the K-7 scope, since introducing the SNAP assessment to measure student number sense, important aspects of instructional practice are highlighted and addressed in the teaching of number sense. Number sense is an important building block for success in



numeracy at all levels. While there has been significant growth on this measure, as well as increased capacity for instruction, achievement has not yet reached the level of mastery in this area. As such, this focus should remain a priority in the upcoming cycle at the early and intermediate years.

The District Vice Principal of Numeracy has gathered a team of lead teachers and PVP from each school to design and plan ways to expand the capacity of staff to build number sense understanding. Through this team of leaders, the district expects capacity to grow and achievement to follow on the SNAP measure as well as in local classroom assessment.

Early on in the current strategic cycle the district identified and shared the need for learning data in numeracy between the point of the Grade 7 FSA and the Provincial Grade 10 Numeracy Assessment. This finding was revealed by the data that students were performing significantly better on numeracy tasks of the FSA in Grade 7, only to go on to the Grade 10 numeracy assessment and do much more poorly on this measure. Without a district assessment measure learning for these students between these two measurement points, it was impossible to determine reasons for these results and what learning was required to turn the trend around.

This work became the primary focus for the District Vice Principal of Numeracy. She began work in 2020 to convene a team of math teachers and principals to explore assessment designs that would align with the Grade 10 provincial assessment. This team worked together to develop a district numeracy assessment founded on the aspects of the proficiency benchmarks for grades 8 and 9. Subsequently, this team led a pilot project and this fall supported the implementation of this assessment across the district. This team is beginning to learn that areas of opportunity for growth exist for communication about numbers, problem solving, analysis, and interpretation for students. For educational staff, designing numeracy questions that focus on these proficiencies and provide learning opportunities for students, is also an area for future growth.

Responding to the initial findings from this assessment will require supports in the next strategic cycle. Further training to use the assessment in powerful ways is required for all teachers. Also, supports are required to respond to the areas for growth identified by the assessment, both for students and educators. The District Vice Principal for Numeracy will be able to lead this growth in the new cycle.

The data reveals that at all sites, at all levels, and in all assessment subjects, a greater focus on higher level cognitive proficiencies is required. These proficiencies include skills, such as, problem interpretation and analysis, meaning making that goes beyond the literal, and critical thinking with respect to reading and numbers. In the upcoming strategic cycle, these proficiencies will figure as objectives in both literacy and numeracy, as well as in the foundational design of district assessments.

CONCLUSION

The 2020-2023 strategic plan is in its final year. This report provides an update of some key data points and directions as the Board and the Senior Management Team consider future strategy.

KEY MESSAGES





- Students have shown growth at all levels in literacy and numeracy
- Numeracy requires a higher level of priority when compared with literacy
- In both literacy and numeracy a focus on higher level cognitive skills is required
- Reading and writing are no longer measured separately. Literacy includes both



- Rocky Mountain is adjusting strategy and assessment to meet the needs revealed by student achievement measures.





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School District No. 6 (Rocky Mountain) is located on the unceded lands of the Secwépemc and Ktunaxa People, and the chosen home of the Métis People of B.C.

February 3, 2023

To Whom It May Concern;

The SD6 Operations Team wish to express their support for Wildsight's collaboration with Golden Electric to pursue grant funding for a Solar Panel Inverter Replacement project.

Wildsight is a non-profit organization that is dedicated to protecting and preserving the natural environment in our community. Their work is vital to the preservation of our local ecosystems, and they have a proven track record of success in implementing sustainable projects.

Golden Electric is a reputable and experienced company that specializes in renewable energy solutions. They have a strong history of working with community organizations to implement solar energy projects and have the technical expertise to ensure the success of this project.

The Solar Panel Inverter Replacement project is a crucial step in reducing our community's carbon footprint and moving towards a more sustainable future. The grant funding for this project will not only help to protect our environment but also provide long-term economic benefits for our community.

We strongly believe that this partnership between Wildsight and Golden Electric is the best way to ensure the success of this project and we wholeheartedly support their pursuit of grant funding.

Thank you for your consideration.

Regards,

Al Ure



February 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7 Labour Relations Committee Virtual at 12:30	8	9	10	11
12	13 Non-Instructional Day	14 Board of Education Meeting, Video Conference from 3 Zone Offices 6:00 pm In-Camera 7:00 pm Regular	15	16	17	18
19	20 Family Day	21	22 Field Trip Committee Virtual at 4:30	23	24 BCSTA Provincial Council, Vancouver	25 BCSTA Provincial Council, Vancouver
26	27	28 Policy Committee Virtual at 4:30				

March 2023						
◀ February						April ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7 Labour Relations Committee Virtual at 12:30	8	9	10	11
12	13	14 Board of Education Meeting, Video Conference from 3 Zone Offices 6:00 pm In-Camera 7:00 pm Regular	15	16	17	18
19	20 Spring Break	21 Spring Break	22 Spring Break	23 Spring Break	24 Spring Break	25
26	27 Spring Break	28 Spring Break Policy Committee Virtual at 4:30	29 Spring Break Field Trip Committee Virtual at 4:30	30 Spring Break	31 Spring Break	