

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

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

Location: Alexander Park Elementary School

Date: June 13, 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 May 9, 2023

4.2 Synopsis of in-camera meeting of May 9, 2023 (Alan Rice)

5. PRESENTATIONS/DELEGATIONS

6. MATTERS ARISING FROM THE MINUTES

7. STRATEGIC AND POLICY ISSUES

7.1.1 Policies Under Review feedback (Karen Shipka)

7.1.2 Third Reading NIL

7.1.3 Second Reading

Policy 2900, Naming or renaming of schools (Karen Shipka)*

District Practice 2900, naming or renaming of schools

Policy 2950, Freedom of Information and Protection of Privacy (Karen Shipka)*

District Practice 2950.1, Critical incident and privacy breach

District Practice 2950.2, FIPPA designation of head

District Practice 2950.3, FIPPA student and employee personal privacy on the internet

District Practice 2950.4, FIPPA fee schedule

District Practice 2950.5, Personal information management program

District Practice 2950.6, Privacy impact assessments

District Practice 2950.7, Student's personal records

District Practice 2950.7, Appendix A and Form

Policy 4106, Confidentiality and Conflict of Interest (Karen Shipka)*
District Practice 4106, Confidentiality and Conflict of Interest
Policy 8600, Field Trips (Karen Shipka)*
District Practice 8600, Field Trips
Sample Form 8600.3, Parent/Guardian Informed Consent and
Acknowledgement of Risk for Higher Care Field Trips
Sample Form 8600.5, Canoeing/kayaking Higher Care Field Trip Proposal

7.1.4 First Reading
Policy 11700, Fees and Dues

8. OPERATIONAL ISSUES

- 8.1 2024-25 Major and minor capital plan (Alan Rice)*
- 8.2 2023-2024 Annual Budget (Alan Rice)*

9. REPORTS

- 9.1 Budget utilization report – May 31, 2023 (Alan Rice)*
- 9.2 *Accessibility Act* plan (Sharon Collin)
- 9.3 Sexual Orientation and Gender Identities (SOGI) (Sharon Collin)*
- 9.4 J. Alfred Laird Elementary School climbing wall (Al Rice and Al Ure)
- 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 Correspondence
 - 10.1.1 Correspondence on behalf of Federal Minister of Transportation regarding rail crossing in Golden*
- 10.2 June, July, August, and September 2023 calendar*

11. FORTHCOMING EVENTS

2023.06.27	Policy Committee, Virtual, 4:30 p.m.
2023.06.28	Field Trip Committee, Virtual, 4:30 p.m.
2023.06.29	Last day of school for students
2023.06.30	Administrative day for teachers
2023.08.29	Policy Committee, Virtual, 4:30 p.m.
2023.08.30	Non-Instructional Day (Ministry Day), no school for students
2023.08.30	Field Trip Committee, Virtual, 4:30 p.m.
2023.08.31	Non-Instructional Day, no school for students
2023.09.05	First day of school
2023.09.05	Labour Relations Committee meeting, Virtual, 12:30 p.m.
2023.09.05	Capital Committee, Virtual, 6:00 p.m.
2023.09.06	Finance and Audit Committee, Virtual, 6:30 p.m.
2023.09.12	Board of Education Meeting, McKim Middle School <ul style="list-style-type: none">• In-Camera, 6:00 p.m.• Regular Meeting, 7:00 p.m.
2023.09.22-23	KBB AGM in Grand Forks

12. QUESTIONS FROM THE PUBLIC

14. ADJOURNMENT

* attachment

DATE: June 13, 2023
TO: Board of Trustees
FROM: Karen Shipka, Superintendent of Schools
SUBJECT: Policy Feedback Communication and Engagement
ORIGINATOR: Stacey Ursulescu
REFERENCE: [Policies Under Review](#)



PUBLIC BOARD MEETING

ISSUE

The Board of Education receive an update on Policies Under Review webpage communication and engagement.

BACKGROUND

Our school communities have always had the ability to provide feedback on Rocky Mountain School District policies under review through their principals, PACs, or a direct email to the School District Office. Following each board meeting, an email containing all policies under review, is sent to all PVP, DPAC, Unions and Indigenous Education Partners.

Our school communities told the District in the 2023-24 to 2026-27 Strategic Plan Engagement Survey that they want to be more engaged and have direct communication into the policy development process.

CURRENT SITUATION

In response to that feedback, the District created the Policies Under Review webpage, complete with a survey for each policy under consideration. The District communicated via the website, school apps, and Facebook which policies are under consideration and link to this page for further information.

On May 9, 2023, at the Board of Education meeting, the proposed new policy feedback webpage was shared and approved by the Board. The webpage went “live” the following day so that public would have the opportunity to provide feedback into policies under review.

On May 12, 2023, the Executive Assistant sent an email to Trustees, Senior Management, Principals, Administrative Assistants, Unions, District Parent Advisory Committee, and Indigenous Education partners outlining the policies under review and promoting the new webpage.

On May 16, 2023, stories were featured on the District Website and Facebook page promoting the new webpage and finally, on May 19, 2023, the District issued a media release stating the policies under review and promoting the new webpage.



PUBLIC BOARD MEETING

The District received 5 pieces of feedback prior to the May 26, 2023 deadline. On May 29, 2023, the Executive Assistant received a request from a principal to leave the engagement period open. We received 29 pieces of feedback on policy 8600, field trips; one (1) on policy 2950, Freedom of Information and Protection of Privacy; and one (1) verbal piece of feedback on policy 2900, naming or renaming of schools (see attached).

The feedback from community is appreciated however, we are not able to incorporate all input. The majority of feedback that was received was on policy 8600, field trips.

Several themes emerged regarding Policy 8600 and the District would like to provide some clarity on those themes:

- 1) Walking field trip supervision ratio - Supervision ratios for walking field trips are at the discretion of the school principal. Several pieces of feedback quoted a 1:6 ratio for K-3. 1:6 ratios for K-3 are for low risk field trips. Walking field trips (typically within a 5km radius around the school) are an extension of the classroom and fall into a different category. Supervision ratios are at the discretion of the principal.
- 2) Inclusive language – The District received very articulate feedback about inclusive language. We thank our community for pointing out those pieces. The language has been removed and a revised version will be presented for second reading. It is the goal of the district to ensure that all students can participate in field trips.
- 3) National parks and Nipika - Schools are encouraged to take their students to those locations but due to their remoteness and access to emergency services, they meet the definition of backcountry therefore are deemed to be higher care. We heard that the language “excessive risk” is confusing about K-3 classes going to our National Parks and Nipika. Language and or further clarification of “excessive risk” is being contemplated. In addition, the decision was made to provide each school with a satellite communication device that would help mitigate the level of risk when going to locations where cellular service is unavailable. This will allow classes to visit National Parks and Nipika and have the ability to call emergency services if needed.
- 4) Open bodies of water – If the field trip is on an open body of water (ex. canoeing, kayaking, rafting) or in the open body of water (e.g. swimming) it is a higher care field trip. Being on shore, near a body of water does not make the trip higher care unless the field trip is more than 30 minutes from emergency services. Swimming in a pool with a lifeguard is a low risk activity. Classes who offer swimming lessons at a pool are subject to the rules and ratios of the facility especially when a lifeguard is not present.

Policy 8600 has been adjusted to support these suggested changes

Policy review goes through a three reading process over several months. Amendments will be made based on feedback received. Public can continue to provide feedback on this policy and others currently under consideration by the Board of Education by visiting the Policies Under Review webpage.

<https://www.sd6.bc.ca/.../policies-under-consideration>



FINANCIAL IMPLICATIONS

None.

CONCLUSION

The Policies Under Review webpage is providing our school communities with the opportunity for direct feedback on policies to the District and there has been significant engagement. The District will continue to promote the webpage and policies under review.

KEY MESSAGES

The District values the opinions of our school communities.

The Policies Under Review Page has been a successful tool at generating direct feedback from the community.

The District will use policy feedback to make changes and will communicate that via the website, social media, and media releases if required.



Policies Under Review

*Personal identifiers have been redacted to protect privacy of individuals making submission.

Policy 2900: Naming or renaming of schools

Feedback received via phone call

- 1) The person recommended removing the words “if possible” at the end of the sentence “- A representative of the local community if possible”.
- 2) The person also recommended that it not be another Indigenous person because they are already represented in the point above

Policy 2950: Freedom of Information and Protection of Privacy

[REDACTED] The retention of records document (from nanaimo-ladysmith schools website that our website [perhaps incorrectly?] links to) states that psychology assessments are permanent records retained by the department of learning services. This is actually inaccurate as per our historical practice [REDACTED]

[REDACTED] Please advise as to whether this policy will be changed to reflect legal and ethical obligations, or if practice will change to retain for a longer period. Also, section 2950.7 refers to assessment records, but then in section D also states that records shall be destroyed one year after the student leaves the school system and does not make specific reference to an obligation to keep anything longer, despite the previously mentioned document stating that the LS department will keep assessment records permanently.

Policy 4106: Confidentiality and Conflict of Interest

No feedback received

Policy 8600: Field Trips

As of Friday, May 26, 2023 there were 5 respondents

As of Tuesday May 30, 2023 there were an additional 29 respondents after the Principal from EMP contacted me.

Very disappointed in the school district for taking this stance on field trips. We sign waivers and permission slips for a reason. I feel you will see more risk and injury by waiting until grade 4 to allow children to learn to ski/snowboard. We live in rural communities and mountain towns and all children deserve the chance to learn to ski/snowboard regardless of their age or family situation. For some kids this is the only opportunity they ever get to go skiing/snowboarding and the opportunity has been taken away from them because of a school board decision that no parents were involved in. As parents it's our right what to allow our children to participate in or not. Should a parent not want their child to participate they simply do not sign permission forms for their child. The district as done a terrible job of informing parents of any of these decisions. We don't find out about it until it's too late. I am an active parent in my child's school and our PAC and was never given any information regarding field trip policy changes. This decision directly takes away opportunities from kids especially children from lower income families who won't have the opportunity otherwise. I hope the district reconsiders the ridiculous field trip policy ideas specially to do with skiing or going 20 mins or further from school which for a lot of our schools is simply going "to town".

I hope the school continues to offer these field trips "experiences" that a lot of families don't normally do and can't afford. We live in this amazing valley of opportunities and many of these children are only able to access these through school outings.

Hi - [REDACTED] A)_ Please make it so that there is a space at the end where parents are signing the Acknowledgement of Risk form that asks if they would like to volunteer. We have an idea of who could volunteer before the forms go home, but want to open it up to all parents and having it in one place on the form just makes sense. B) Please make it so that it fits on one page. As it stands now, when the risks are added, it is 3 letter pages, so we try to put it on one legal page, double-sided. If you could make the margins smaller and the header smaller, that would help us avoid messing around with the formatting for hours on end. ;) Thanks!

I agree with not having downhill skiing as an activity for K-3 students. The public nature of the ski hill and the fact that students are separated into ability groups make it a supervision nightmare. I also disagree strongly with field trips that cost so much money (regardless of the financial support provided to lower-income families). However, I think that all students should have the opportunity to visit our local National Parks and I am not sure I agree with blanketing them under the "higher care" label. The Parks Canada information centres in Glacier, Kootenay, and Yoho are full of excellent, curricular information. I would like to see schools foster a relationship with Parks Canada interpreters; they have excellent information on ecology and are taking a progressive approach to reconciliation with our Indigenous partners. I would not say that anyone should go up into Kootenay National Park (or Nipika) in the winter, but in the fall, spring or summer, with a satellite communication device, a first-aider in the group, knowledgeable staff members, and adequate supervision ratios, I would probably support grade 2 and 3 students heading into these areas for curricular reasons.

I would like to see skiing for grades 2 and up. The valley is a place people choose to live to explore the outdoor landscapes and therefore this too shall be mirrored in the school environment. I strongly believe it should be the parents who decide what is right for their children. Experiencing a sport at a young age with proper instructors is the best way for them to have positive and safe experiences.

Given that this was only made available after the due date, there should be an extension to the deadline. If you actually want feedback for policies, you need to provide this information to your community well in advance of the due date.

To begin, this policy itself requires so much of teachers and school staff; a tremendous, onerous task, to even attempt to bring children off of school grounds. Putting up instead of removing barriers for teachers and schools to be able to broaden children's worldviews, experiences, and opportunities, is unacceptable. Consider, for a moment, our most vulnerable populations, who are already at a disadvantage due to circumstances beyond their (and our) control. These students in particular need their community, including their school, to wrap around them and provide them with opportunities their family or home life may never be able to provide for them. If our ultimate goal for all children is to do our best to make them functional, contributing members of society, then we should be fully behind that. It is my belief that we as a community, and a school district in particular, need to think of these children as ours, and do everything we can to improve outcomes for them. And I thoroughly believe that field trips are one of the best ways to do this. To expose them to activities and experiences that will foster and develop relationships not only with staff and other students, but with their community and the world at large – this may be their only opportunity to feel as though they belong. Our goal should be reducing barriers, not putting them up. Secondly, there has to be some trust and respect for staff as professionals. I do not believe that there is a single staff person who would plan a field trip where students wouldn't feel safe and successful. This policy implies that staff have not thought through anything and would be neglecting serious safety hazards. This simply is not the case. Thirdly, I commend the use of a matrix to determine safety. But it should not and cannot be used to EXCLUDE children from opportunities. A good use of this matrix would be to determine level of risk and therefore aid in planning to mitigate risk, but not to outright exclude entire groups or individuals. The inclusion of "presence of diverse needs students" and "student behavioural propensities" on this matrix as exclusionary clauses, is completely outrageous, discriminatory, and exclusionary. I would like to point out that ALL STUDENTS (in fact, all humans) are diverse, and we all have unique strengths and needs. But what I assume you mean are students with disabilities or behavioural difficulties – who, by the way, experience exclusion and discrimination frequently. It is unacceptable that a policy within their own school community would also exclude them, and as a result, their peers, from participating in an activity. What this matrix SHOULD do, is aid school teams in planning how to support these students, or even perhaps how to make the activity more diverse, to serve multiple needs. For example, provide a walking tour, or craft activities occurring at the ski hill alongside ski lessons. The matrix says that we must "reduce risk factors or cancel" any field trip that results in excessive risk. So, if I understand this correctly, you are suggesting that schools tell "diverse needs" students they have to stay home? It says if there are one or fewer, the trip can happen! Great! We should just leave them all behind! (please note my sarcasm)

And finally, the matrix fails to consider that we live in Canada. And much of our school year is in the winter. We are all familiar and experienced with snow. To say that, for example, ski trips are higher risk because they are in the winter is ridiculous. Should we consider that the ski trip might be cancelled if there is an unexpected change in weather? A storm? Unexpectedly frigid temperatures and high winds? Absolutely! But should children be denied the opportunity altogether simply because this kind of weather MIGHT occur? Absolutely not. Please show your staff some respect by trusting that they will make the call that is best AND safest for their students. Similarly, would a

teacher bring a group of students skiing without the proper gear? No, they would not. In fact, I have first-hand experienced staff asking for donations and volunteers to help provide all students with adequate gear for an activity. To do anything else would be to EXCLUDE and DISCRIMINATE against students due to families' economic status. Why this is even on the matrix is beyond me. It is literally the job of the school district to make activities and opportunities inclusive. Let's trust staff and families – who know these children best and plan for them each and every day – to know how to plan for their success, and put in place any and all supports necessary. Let's do better for our children. For our future. Please note, that when I refrain from responding to the two exclusionary clauses, and consider that school staff and parents will ensure that all students are adequately prepared for the trip, the score that I achieve on the matrix for primary school students going downhill skiing is 13.

It deeply saddens me to see some of the changes or additions to the field trip policy. As a teacher who recognizes the benefits in student learning and emotional regulation for my students, some of the changes greatly impact our possibilities for the future. In the high risk which is excessive risk for Primary students you have put National Parks and Nipika Resort. [REDACTED]

[REDACTED] We actually have more support at these locations than many other forest sites. There are satellite radios and staff there ready to help in any emergency. We have had zero injuries or emergencies in either of these locations. You also have put open bodies of water and rivers. This also greatly impacts the locations that we regularly take students. Lake Enid is an example of an amazing learning space through the seasons that would now be off limits for my class. Again, we have had zero children go in or too close to the water in all the years we have been using that site for learning activities. I also noticed that in the low risk activities where the supervision ratio is expected - are short walks from our site. My class spends time learning outside weekly and we have 4 locations that are walkable, within cell range and minutes from help if need be that we regularly walk to. If I also need parents to help with those, they will no longer be able to happen as in any class you may have 4-5 parents with flexible schedules who can help. Needing to use them for these short walks, will very quickly exhaust the small group of them. All of these changes make me very worried for the future of outdoor learning which is something our district says they value. Please reconsider these revisions. As someone who has safely taken students out for years, I would love to speak with anyone who is involved in the making of the policies to give voice to what these changes mean to students.

[REDACTED] 1 teacher and EA is enough for outdoor walking trips still within walking distance of the school. Parent volunteers are hard to come by so our outdoor education times would be affected with the new policy. This year we have been walking to the forest by EMP weekly on tuesdays. The students love this time outside and changing the ratio will make it harder & possibly impossible as parents can't always volunteer. By deeming local activities such as skiing, swimming, national park visits high risk, that is taking away valuable learning experiences we are lucky to have the opportunity for. My family visited from [REDACTED] last year and were absolutely gobsmacked the amount of fun activities my daughter told them we were able to do at our school. Children need healthy amounts of risk in their lives to progress in resiliency and independence. Some families don't get the opportunity to have some of these experiences so hopefully some of these policies can stay as is or changes can be made.

My children have grown in immeasurable ways by spending learning days outside (in the community and further afield on field trips). If teachers are required to have ratios up to 1:6, these trips will all but cease to happen. While curricular outcomes aren't as easy to pinpoint, as one might see on paper, it is widely known that learning and being outside has massive impacts on the physical, mental and academic

development of children. While the policy states it supports outdoor learning, it also all but squashes almost all opportunities through these strict boundaries it places on any outing.

Labeling locations such as national parks, nipika mountain resort, ski hills and other such locations as excessive risk (or higher care and therefore excessive for k-3) takes away a huge amount of learning experiences from students, not to mention the already successful trips currently happening with k-3 classes in your school district to those very locations. Where is the evidence that suggests that these locations are excessive risk.

Where is the evidence that you have given access to feedback to all interested parties, such as all the parents of your school district? Parents in the Invermere area were only made aware of this feedback form through word of mouth. Any major changes that impact the education of our children should be at the very least sent via email to all parents with children in the rmsd6.

As educators and board members, I am sure you are aware of the extensive body of research which supports outdoor learning and is imperative for students to get during school field trips. Here is a refresher: sourced from <https://www3.uwsp.edu/cnr-ap/leaf/school-grounds/documents/outdoor%20education%20research%20for%20school%20Grounds.pdf> School performance increases when children learn outdoors¹ A number of studies have documented increased school performance through outdoor education. Research has document increased standardized test scores, enhanced attitude about school, improved in-school behavior, improved attendance and overall enhanced student achievement when students learn in and about nature. In addition, outdoor education effectively employs a greater range of children's intelligences. Many researchers contribute the increase in performance to increased relevance and hands-on experience of learning outdoors. Learning outdoors is healthy² Learning outdoors is active and increases students' physical, mental and social health. Some studies have even shown follow-up (e.g., non-school) physical activity increases with outdoor learning. Access to nature has also been shown to decrease the symptoms of ADHD. Outdoor learning and access to nature also decrease stress levels of students and teachers. Learning outdoors supports child development³ Children greatly benefit developmentally from being outdoors. Outdoor education and play support emotional, behavioral and intellectual development. Studies have shown that students who learn outdoors develop: a sense of self, independence, confidence, creativity, decision-making and problem-solving skills, empathy towards others, motor skills, self-discipline and initiative. Teaching and learning outdoors is fun⁴ Often, the outdoors provides a change of pace from the classroom, which students and teachers enjoy. Studies have shown increased student enthusiasm for learning outdoors. Learning outdoors helps develop a sense of place and civic attitudes and behaviors⁵ Outdoor experiences help students increase their understanding of their natural and human communities which leads to a sense of place. Through connection to place, students develop stronger environmental attitudes and civic behaviors. Outdoors learning experiences are the foundation of raising the next generation of active citizens who take care of their natural and human communities. Outdoor education engages families and the community⁶ Outdoor learning connects families and the community to the school. Outdoor classrooms provide natural entry points for families and community members to get involved with student learning. The relationships developed through outdoor learning lead to greater parental and community involvement in and support for the school.

Children from lower socioeconomic households who may not have the social and extracurricular opportunities will be punished when field trips are deemed "high risk". School provides opportunities for swimming, skating and skiing that they might not otherwise get.

Thank you for the opportunity to provide feedback. Were teachers or outside agencies (i.e. CBEEN) consulted in the creation of this policy? I think their feedback would be important. The ratios required in K-3 schools are hard to achieve with such a high number of volunteers

needed. They are not always feasible and definitely not always necessary for walking fieldtrips. These fieldtrips are such a great part of curriculum and allow learning to be done in unique settings that help to calm students. I understand fieldtrips in national parks will no longer be allowed for K-3. We are incredibly fortunate to live so close to a protected national park. It is outrageous and sad to limit access for a school. I understand a healthy fear of open water. However, give kids rules and they will be responsible and respectful. As an aside, using diverse needs in a classroom as part of a matrix to determine fieldtrip feasibility is discriminatory and should be removed. I understand liability and risk but much of the policy is fear-based and doesn't give any respect or responsibility to kids and their actions. They are smart, capable individuals who are having too much freedom and responsibility taken away from them. Kids need to be exposed to new activities, nature, and outdoor learning. I have so much more I could say. I will end with saying it's a sad state of affairs to see all that is being limited. I know many families who have decided to homeschool in the last few years. I want a 'typical' way of learning for my child. However, if outdoor time, nature, national parks, 'risky' activities, and sports are being taken away? Then it's not a school system I am happy and proud to be a part of.

While safety is paramount, preventing kids from outdoor learning and skills required for this area and beyond is going to have a huge impact on their development as teens and into adulthood. Isn't our duty as parents and teachers supposed to be to nurture curiosity? My feedback is that the high ratios for local field trips will negatively impact learning and ultimately eliminate them altogether. My children have been on many and have learned a great deal on them. They enjoy school most on these days. Nurturing balance in life and work starts at school. These proposed changes also perpetuate a fear of danger, a lack of interest in the outdoors, and don't actively prepare them for the transition to middle school where confidence is huge. Some children only get exposure to these places and learnings at school. As dual working parents, we are very limited in exploring these places with our children. My own comfort and experience is limited and I am so grateful for the teachers who are not only capable but inspired to share these activities during school. My children are teaching me because of it. Perhaps if we are trying to teach growth and development, we shouldn't be living by restricted comfort levels of people who are nowhere near the actual classroom.

I'm providing feedback as a parent. I don't agree with ski trips, any trip being near open water, Nipika, national parks, all being considered excessive risk for students K-3. I feel that with proper preparation and supervision these trips could be very educational and beneficial to our younger students. I also think that the ratio of supervisors to students participating in field trips that are low risk and close to the school/regularly visited places should be lower. I really like the idea of making some common places used for field trips as being 'approved by the district' and therefore not needing extra district approval but obviously still principal approval.

I do not understand why the school district is making it increasingly difficult to provide students with a well rounded education in terms of field trips. Were there excessive amounts of accidents (if any?) happening to warrant adjusting the risk assessment dramatically? Further, I cannot shout this from the rooftops loud enough: Including the student factor "presence of diverse needs students" on the "risk assessment and supervision ratio calculation tool" is extremely discriminatory and absolutely offensive.

Via email

Dear Superintendent , I'm writing this letter to you today to discuss the review of the field trip policy and some concerns that have come up. Firstly, and the most concerning aspect of the policy is the risk assessment and supervision ratio calculation tool. Under student factors it

states if there is a “presence of diverse needs students” that the class will be assigned extra risk points. I currently have two children attending EMP in Invermere soon to be a third. Our third child was born with Down syndrome. That statement alone without meeting him or seeing his abilities puts him at a disadvantage. Our goal as parents is to fight that disadvantage and give our child every opportunity possible. How we get there might look different but we will always find a way to make it happen. We celebrate differences and adapt where needed. The SD6 Vision expresses “opportunity, equity and success for each learner” and your Equity values states “provide learning environments that are equitable, honor diversity and inclusion, are safe, caring and healthy place to work and learn”, yet your policies are saying something very different. This is a covert microaggression against children with disabilities. Our children will experience this enough in their life time, I will not allow the school in which they are to be made to feel safe and secure be one of my sons many experiences with the ignorant world. You can do better. My son has every right to go and learn on the same field trips as his peers. Any adaptations that need to be made to make this happen please leave this up to a collaborative effort between the school support and parents. Having a person or persons with diverse ability in a class should be celebrated, those children who get to experience the world from a different perspective with grow up to far better humans than those without that experience. This policy promotes the opposite. Secondly, we all have chosen to live where we live for reason. We love the outdoors and the adventure that our wilderness around us provides. Just like the children need to learn how to bike safely (ex bike rodeo), how to be fire safe and road safety etc., they also need to learn about the world immediately around us. The world around the East Kootneys just happens to be filled with bodies of water and wilderness. Is there risk associated, yes but this can be minimized in a number of ways. For example, by adjusting the adult to child ratio and or pre-learning requirements in class prior to the school going on these trips to learn the “do’s and don’t” prior to attending a field trip. On these trips to the beach, Nipika, national parks, lake Lillian or dogleg lake would provide the children with vast learning about nature and how to respect it as well as learning how to experience the wilderness and open water safely. Finally, I’m concerned about the 1:6 person ratio for walking fieldtrips near the schooling the community. Our eldest child attended school during the Covid years and those quick nature walks and outdoor classroom time were some of her high lights. The movement and being outdoors reduces anxiety, boosts concentration and allows kids to develop more advanced motor skills. Making this harder to the teachers to do by demanding higher ratios will limit if not eliminated this experience/benefits for our children. I can appreciate the efforts to ensure our children’s safety while at school and during school activities. We cannot “bubble wrap” our children, I would rather them learn a riskier activity with the proper education, guidance and support than on their own when they are older. The skills they learn now in primary school will be with them throughout life. I truly believe this can be done in a way that celebrates diversity, disabilities and inclusion for all. Thank you for your time. [REDACTED]

New things added to the policy will severely impact the ability for classes to get outside and do the amazing things around the valley that help shape their future, their perceptions. Limiting opportunities for less fortunate children by making it harder to do field trips as is, is a great shame

Recent changes to the BC curriculum outlines the importance of First Nations perspectives and principles in learning. I truly believe that this policy negatively impacts the ability of student, especially those most impressionable and underprivileged, to be able to truly engage with first nations culture through the importance of connecting with the land. Labelling specific locations, such as near bodies of water or places like ski resorts, for kids 8 and under (K-3) substantially waters down learning experiences that connect to the land. Making outdoor learning accessible and supported is what should be happening to promote learning about and with a first nation lens.

The benefits of outdoor learning outweigh the "risks", especially for those students who cannot afford to participate in such activities outside of school AND for those who need extra support in a classroom setting. Research shows that outdoor learning has many benefits for all students, including: suitability for different learning styles, higher academic grades, increased motivation, sparking passion for science and curiosity, increased self-confidence, motivation, personal growth, positive behaviour, environmental attitude and overall health. I can be argued that all outdoor activities can hit curricular outcomes, especially the "big ideas" as well or better than in class learning, while including engaging more students in the activities. The changes to the fieldtrip policy, such as massively limiting field trip access to K-3 students will make comfort in the environment and engagement in learning outside all the more difficult as student age into the middle years, where social emotional and peer issues make doing new and different things all the more challenging. I am very dissapointed as a parent of elementary school aged children and a teacher in our school district to see these limiting policies. They will have lasting negative impacts on our children.

I was surprised to learn that the school district will no longer allow k-3 students to do school based ski programs. While I can imagine that it is logistically challenging and has its risks, I know first hand the wonderful learning experiences that it can be for young children. Lots of kids who participate in school skiing trips will have no other opportunities in their lives to do so. The ski hill provides such amazing deals for these ski programs with wonderfully trained ski instructors. My child who is in grade 2 was devastated to learn of this change. She has already missed out on so much as a result of covid. My other 2 children will also miss out as they get older

I personally think it is absolutely ridiculous that grade 2& 3 cannot go on downhill ski trips. The ski instructors are professional and teach kids this age in big groups everyday. Also I think simple walking trips do not need 1:6 ratio. Going to a national park should not be counted as high risk. This is taking things too far and we can't baby our children to the point they don't get to go do fun things anymore with their friends and class mates. For some students this might be their only chance to do stuff like this. Our kids learn better when they are interested in school and field trips are great ways to keep them interested as you can apply learning in the outdoors. My daughter was absolutely crest fallen when she couldn't go skiing with her class this year. Even though she skis every weekend, she was really looking forward to going with her class it is a completely different experience away from parents.

Why would a field trip policy outline that students will specifically not be allowed to go on field trips in National Parks? What is the specific reason for students not being allowed to experience learning opportunities in National Parks, where they could learn about the rules of visiting these special places in Canada, potentially igniting some interest in the students to visit these parks with families or friends and thus expanding the learning to others. Living in a community that has multiple access points to a large open body of water, I would anticipate that our schools would be actively looking for ways to include learning about these geographical landmarks. Rather, I see that visiting open bodies of water will be considered excessive risk for grade K-3. While any body of water could be considered a risk, I would hope that SD6 would be looking for ways to assist teachers in bringing the educational opportunities that would abound on the shores of or in the water of the lakes or rivers that our communities children live beside. There would be opportunities for learning about water safety and what to do in a water emergency, in addition to more traditional learning about the biology within a lake, the movement of a river, how water bodies shape the world we live in, etc. The new ratio of 1:6 for K-3 walking field trips seems excessive, especially considering that EA's would already be in attendance on a 1:1 basis for children with diverse needs. My fear is that this could eliminate almost all walking fieldtrips that are currently happening at K-3 schools. I am interested in knowing what the feedback from teachers was on this policy? Overall, I feel that this policy limits student exposure to community activities in a negative way. This could ultimately mean that some students never have the chance to access

such activities. Students in K-3 are at a great age to try new activities, such as skiing, hiking, or swimming, as they are often more willing to try new things. Students with diverse needs in a classroom should not determine field trip feasibility but should be included in the planning process to ensure that every child gets a chance to experience new activities and experiences that enrich their experience of school to the best of their abilities. It would appear that this policy makes going anywhere outside of the school grounds more challenging for teachers and therefore takes away from learning opportunities for students. If there are some teachers that are more experienced and comfortable with field trips, they could be used to mentor other less experienced teachers so as to grow the teachers capability and flexibility in teaching students outside of the classroom. Encouraging these different learning environments will only strengthen your teaching teams and encourage students to practice important skills such as adaptation and flexibility as well as team-building, peer support and problem solving skills. I would appreciate the district's reconsideration of this policy and how it may limit experiences of our students to the detriment of their overall learning and experience of school.

1. The reference in the document to YSO (Youth sport online) Provides no actual information related to the decision-making process or information relevant to the form. It only provides information about the organization YSO. ----- 2. the ratio for ages 5-8 for low-risk activities at 1:6 seems like a high ratio. My concern is that this will limit the ability of classrooms in this age range to undertake low risk field trips like walking fieldtrips in the community. ----- 3. It seems excessive to make all trips in National Parks or at Nipika higher care and therefore excessive risk for k-3 students. should field trips not be judged on the merits of the activity? I do not believe that there is anything intrinsically more hazardous about the national parks than a BC park. This seems like an excessive restriction on the decision-making process. - -----4. deeming any trip near open water excessive risk for k-3 students is an unnecessary restriction that will limit and restrict many worthwhile and safe venues in the region. This should be approached on a trip-by-trip basis to allow for mitigation and reasonable risk allowances. ----- 5. why is skiing and ski hill related activities and field trips automatically high risk, would this not warrant a case-by-case risk analysis just like any other activity? The policy leaves no room for hazard mitigation or consideration with respect to skiing. ----- Thank you for your consideration.

1) The 1:6 ratio for walking fieldtrips near the school is excessive. The will impact the ability for classes to get outside and I do not agree with it. 2) Excessive risk for k-3 students going to Nipika or any other National Park is too high. This should not be excessive risk. 3) I think that students in grades 2-3 should be allowed to go skiing. This is a vital age to learn how to ski and I think grade 4 is too old. 4) Any trip near open water should not be deemed excessive risk. We have so much open water at many educational places around us and this would eliminate so many areas for us. I am disappointed in the policy changes and the lack of communication with parents. We need to get our kids outside to experience through education all the things our wonderful valley has to offer and these extreme risk associated with these areas are, in my opinion, excessive.

These policies are ridiculous and way overkill, and there is a lot of pushback from a lot of parents whoever write these needs to reconsider, or there will be some serious disputes and push back

I'm not too sure why we have to write these ridiculous new policies. Everything was fine just the way they are and you're going to hinder a lot of kids development by these ridiculous new policies and quite frankly they are stupid.

Ratio for walking field trips will be difficult to get volunteers. It is already difficult to get volunteers for other girls trips. I worry that this will make walking field trips stop which would be terrible for outdoor education. We live in a small town. I don't think we need the ratios that you would find in a city.

I believe our children should have the right to explore and socialize in all outdoor setting and environments, to be exposed to various outdoor activities and adventures. I do not believe that skiing should be classed as excessive risk! I do not support that our children cannot participate in skiing field trips, or outdoor nature exploration walks. Our children should be exposed and introduced to all outdoor activities and learning environments. Skiing, outdoor walks, and nature exploration are not high risk! I do not support these changes to the policies. I want my child/ren to be exposed and introduced and exposed to all various types of learning environments.

Hello, thank you greatly for the opportunity to provide feedback on policy proposals. Outdoor experiences are something I hold very dear to my heart as a [REDACTED]. If you read any part of the K-3 curriculum, it's impossible to connect content and competencies with the real world if you can't step foot outside. I'm wondering what research has been done prior to setting policies regarding field trips? The ratio's currently set are very different from BC government recommendations, as well as those cited in most districts across BC. It seems far more common to have 1:8 - 1:12. Because I believe in order to teach to the culture, community, land, environment, and peoples, we need to get outside, I am willing to pursue parents and get the volunteers needed. Many teachers are now wondering if field trips are worth it given lack of volunteers and VERY long forms and procedures. I would also argue that taking children in to National and Regional Parks is a very valuable experience. As a leader on such field trips, I ensure we organize safety procedures and protocols just as we would for any other field trips-- walking or bussing. It is with great importance that we connect generations of kids to land and place. Please notice the statements our district makes support outdoor learning, but the most recent policies and procedures discourage many teachers from organizing field trips. Thank your for your time and all your hard work.

Ratios for walking trips near and around the school and community seems extremely excessive, 1:6 is no a reasonable necessity for this age for this type of trip. Often 2 adults is plenty for a class of students when walking. Including bodies of water in field trips is extremely important and valuable for student learning and should not immediately be called an extreme risk. Watching the salmon swim, exploring ecosystems and waterways should absolutely be included in outdoor learning. National parks, open water, downhill skiing, cross country skiing, ice skating and visiting our national parks are all things we should be encouraging our community, our youth, our students TO DO. We live in this valley to promote outdoor living. As a school district we should be not only encouraging outdoor education but also supporting healthy and safe practices in nature. We live in this valley specifically to LIVE within and with this valley. Stop taking nature, outdoor living and the opportunities we have within reach away from our kids. If I as a parent am uncomfortable I will choose that for MY child.



POLICY 2900

NAMING OR RENAMING OF SCHOOL FACILITIES

POLICY

From time to time the Board of Education “Board” may be in a position to name a new school. There may also be times when the Board has reason to consider renaming existing schools, or when representatives of a school community will request that the Board dedicate part of a school building or property in memory of a person.

The name of a school, or dedication of a portion thereof, will be decided by the Board following reasonable consultation with members of the school community. A school will not be named for a living person.

GUIDING PRINCIPLES

1. Existing schools will not normally be renamed.
2. The name of a school will normally be based on geographic or community context.
3. A school will be named in memory of a person only if the Board sees a compelling historically significant reason to do so.
4. In the Board's consideration of naming a school, reasonable consultation should include discussions with student and parent representatives, staff members of the school, members of the local community and, if a name is being considered, members of that person's family if possible.
5. The Board may, upon request, dedicate part of a school or property (e.g., library, gymnasium, field, theatre) in memory of a person or persons who held a significant long-standing connection to that location. A location may be dedicated in memory of more than one person.
6. Naming or dedicating in memory of a person will be based strictly on historical significance or strength of community connections.

DISTRICT PRACTICE <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

REFERENCES: Reference: Sections 22, 65, 85 School Act

ADOPTED: DATE
Amended:



DISTRICT PRACTICE 2900

NAMING OR RENAMING OF SCHOOL FACILITIES

DISTRICT PRACTICE

1. In consideration of the naming of a school, the Board will appoint a school naming committee that will include:
 - A trustee
 - A member of executive staff
 - The director of facilities
 - The school principal
 - A representative of the school's teaching staff
 - A representative of the school's support staff
 - A representative of the school's Parent Advisory Council
 - An Indigenous education partner
 - A representative of the local community, if possible
2. The school naming committee will seek input from the school community and, as possible, the community at large, and generate a list of up to three names, each with rationale, for consideration by the Board. For a new school, this list should be provided to the Board no less than six months before the scheduled opening of the school.
3. A proposal for dedicating a part of a school (e.g., library, gymnasium, field, theatre) in memory of a person will be considered by the Board only when the matter has been through a thorough consultative process within the school community, including representatives as listed in section 1 of this district practice.

DISTRICT PRACTICE <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

REFERENCES: Reference: Sections 22, 65, 85 School Act

ADOPTED: DATE
Amended:



POLICY 2950

FREEDOM OF INFORMATION AND PRIVACY PROTECTION

POLICY:

The Board of Education “Board” is committed to ensuring the privacy, confidentiality and security of all personal information that it collects, uses, discloses and maintains in connection with its programs and activities. The Board complies with the *School Act* (“Act”) and the *Freedom of Information and Protection of Privacy Act* (FIPPA) in relation to the protection of privacy. This policy sets out the Board’s commitment, standards and expectations regarding the appropriate practices for the collection, use and protection personal information.

PRINCIPLES

The Board and all staff shall uphold the privacy, confidentiality and appropriate use of personal information in compliance with the *School Act*, *FIPPA* and the procedures, including by:

- being open and transparent about the purposes for which personal information may be collected and used by the Board;
- collecting and using personal information only as necessary to carry out the Board’s authorized programs and activities;
- sharing personal information internally with staff only on a need-to-know basis;
- sharing personal information with third parties with the knowledge and consent of affected individuals, unless otherwise authorized or required under *FIPPA*, the *School Act* or other applicable laws;
- ensuring personal information is protected against unauthorized access, use, disclosure, loss or destruction; and
- complying with *FIPPA* and all District Practices for the accuracy, protection, use, disclosure, storage, retrieval, correction and appropriate use of personal information.

TRANSPARENCY AND ACCOUNTABILITY

The Board strives to be open and transparent with the community about its programs and activities and has processes in place to support the timely response to access requests submitted under *FIPPA* and the proactive release of information of interest to the community.

DISTRICT PRACTICE <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

REFERENCES

Freedom of Information and Protection of Privacy Act, R.S.B.C. 1996, c. Part 3; School Act, R.S.B.C. 1996, c. 412 sections 9, 79(3)
Student Records Disclosure Order(M14/91)

ADOPTED: DATE

Amended:



POLICY 2950

FREEDOM OF INFORMATION AND PRIVACY PROTECTION

RESPONSIBILITY

The Superintendent/CEO has been designated by the Board as the “Head” of the school district for the purposes of FIPPA and has overarching responsibility for ensuring compliance with this policy, FIPPA and the requirements of the *School Act* pertaining to student records, including the implementation of administrative procedures and maintenance of a Privacy Management Program.

As permitted under section 76.1(b) of the Freedom of Information and Protection of Privacy Act, the Board authorizes the Privacy Officer, to administer the Act and make operational decisions.

COMPLAINTS

The Board will respond to and, where appropriate, investigate, all complaints that it receives under this Policy concerning its personal information management practices.

DEFINITIONS

- a) “personal information” means recorded information about an identifiable individual, but does not include an individual’s business contact information (business address, email address, telephone number);
- b) “FIPPA” means the BC *Freedom of Information and Protection of Privacy Act*;
- c) “Procedures” means the administrative procedures to this Policy;
- d) “Staff” means all employees, contractors and volunteers of the Board;

DISTRICT PRACTICE <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

REFERENCES

Freedom of Information and Protection of Privacy Act, R.S.B.C. 1996, c. Part 3; School Act, R.S.B.C. 1996, c. 412 sections 9, 79(3)
Student Records Disclosure Order(M14/91)

ADOPTED: DATE
Amended:



DISTRICT PRACTICE 2950.1

CRITICAL INCIDENT AND PRIVACY BREACH

DISTRICT PRACTICE:

The Board of Education “Board” is committed to ensuring the protection and security of all personal information within its control. That commitment includes responding effectively and efficiently to privacy breach incidents that may occur.

The purpose of this district practice is to set out the Board’s process for responding to significant privacy breaches and to complying with its notice and other obligations under the *Freedom of Information and Protection of Privacy Act* (FIPPA).

RESPONSIBILITY OF THE HEAD

The administration of this district practice is the responsibility of the Superintendent/CEO of the school district, who is the head of the Board for all purposes under FIPPA (the “Head”). The Head may delegate any of their powers under this district practice or *FIPPA* to other Board personnel by written delegation.

DEFINITIONS

- a) “Head” means the Superintendent/CEO and includes any person to whom the Head has delegated their powers by written instrument.
- b) “Personal information” means any recorded information about an identifiable individual that is within the control of the Board and includes information about any student or any staff member of the Board. Personal information does not include business contact information, such as email address and telephone number, that would allow a person to be contacted at work.
- c) “Privacy Breach” means the theft or loss of or the collection, use or disclosure of personal information not authorized by FIPPA, and includes cyber and ransomware attacks and other situations where there are reasonable grounds to believe that any such unauthorized activities have taken place or there is a reasonable belief that they will take place.
- d) “Privacy Officer” means the person designated by the Head as Privacy Officer for the school district;
- e) “Records” means books, documents, maps, drawings, photographs, letters, vouchers, papers and any other thing on which information is recorded or stored by graphic, electronic, mechanical or other means, but does not include a computer program or other mechanism that produces records;
- f) “Staff” means the employees, contractors and volunteers of the Board.

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ADOPTED: DATE

Amended:



DISTRICT PRACTICE 2950.1

CRITICAL INCIDENT AND PRIVACY BREACH

RESPONSIBILITIES OF STAFF

- a) All staff must without delay report all actual, suspected or expected privacy breach incidents of which they become aware in accordance with this district practice. All staff have a legal responsibility under *FIPPA* to report privacy breaches to the Head.
- b) Privacy breach reports may also be made to the Privacy Officer, who has delegated responsibility for receiving and responding to such reports.
- c) If there is any question about whether an incident constitutes a privacy breach or whether the incident has occurred, staff should consult with the Privacy Officer.
- d) All personnel must provide their full cooperation in any investigation or response to a privacy breach incident and comply with this district practice for responding to privacy breach incidents.
- e) Any member of staff who knowingly refuses or neglects to report a privacy breach in accordance with this district practice may be subject to discipline, up to and including dismissal.

PRIVACY BREACH RESPONSE

a) Step One – Report and Contain

- i. Upon discovering or learning of a privacy breach, all staff shall:
 - 1) Immediately report the privacy breach to the Head or to the Privacy Officer.
 - 2) Take any immediately available actions to stop or contain the privacy breach, such as by:
 - isolating or suspending the activity that led to the privacy breach; and
 - taking steps to recover personal information, records or affected equipment.
 - 3) preserve any information or evidence related to the Privacy Breach in order to support the Board's incident response.
- ii. Upon being notified of a privacy breach the Head or the Privacy Officer in consultation with the Head, shall implement all available measures to stop or contain the privacy breach. Containing the privacy breach shall be the first priority of the privacy breach response, and all staff are expected to provide their full cooperation with such initiatives.

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DISTRICT PRACTICE 2950.1

CRITICAL INCIDENT AND PRIVACY BREACH

b) Step Two – Assessment and Containment

- i. The Privacy Officer shall take steps to, in consultation with the Head, contain the privacy breach by making the following assessments:
 - 1) the cause of the privacy breach;
 - 2) if additional steps are required to contain the privacy breach, and, if so, to implement such steps as necessary;
 - 3) identify the type and sensitivity of the personal information involved in the privacy breach, and any steps that have been taken or can be taken to minimize the harm arising from the privacy breach;
 - 4) identify the individuals affected by the privacy breach, or whose personal information may have been involved in the privacy breach;
 - 5) determine or estimate the number of affected individuals and compile a list of such individuals, if possible; and
 - 6) make preliminary assessments of the types of harm that may flow from the privacy breach.
- ii. The Head, in consultation with the Privacy Officer, shall be responsible to, without delay, assess whether the privacy breach could reasonably be expected to result in significant harm to individuals (“significant harm”). That determination shall be made with consideration of the following categories of harm or potential harm:
 - 1) bodily harm;
 - 2) humiliation;
 - 3) damage to reputation or relationships;
 - 4) loss of employment, business or professional opportunities;
 - 5) financial loss;
 - 6) negative impact on credit record,
 - 7) damage to, or loss of, property,
 - 8) the sensitivity of the Personal Information involved in the privacy breach; and
 - 9) the risk of identity theft.

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DISTRICT PRACTICE 2950.1

CRITICAL INCIDENT AND PRIVACY BREACH

c) Step Three - Notification

- i. If the Head determines that the privacy breach could reasonably be expected to result in significant harm to individuals, then the Head shall make arrangements to:
 - 1) report the privacy breach to the Office of the Information and Privacy Commissioner; and
 - 2) provide notice of the privacy breach to affected individuals, unless the Head determines that providing such notice could reasonably be expected to result in grave or immediate harm to an individual's safety or physical or mental health or threaten another individual's safety or physical or mental health.
- ii. If the Head determines that the privacy breach does not give rise to a reasonable expectation of significant harm, then the Head may still proceed with notification to affected individual if the Head determines that notification would be in the public interest or if a failure to notify would be inconsistent with the Board's obligations or undermine public confidence in the Board.
- iii. Determinations about notification of a privacy breach shall be made without delay following the privacy breach, and notification shall be undertaken as soon as reasonably possible. If any law enforcement agencies are involved in the privacy breach incident, then notification may also be undertaken in consultation with such agencies.

d) Step 4 - Prevention

- i. The Head, or the Privacy Officer in consultation with the Head, shall complete an investigation into the causes of each breach Incident reported under this procedure, and shall implement measures to prevent recurrences of similar incidents.

CONTACT INFORMATION

Questions or comments about this policy may be addressed to the Privacy Officer:

PrivacyOfficer@sd6.bc.ca.

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FORM <INSERT HYPERLINK>

ADOPTED: DATE
Amended:



DISTRICT PRACTICE 2950.2
FIPPA DESIGNATION OF HEAD

DISTRICT PRACTICE:

As required under section 76.1(a) of the *Freedom of Information and Protection of Privacy Act*, the Board designates the Superintendent of Schools/CEO as the official head of the school district for the purposes of the *Act*.

As permitted under section 76.1(b) of the *Freedom of Information and Protection of Privacy Act*, the Board authorizes the Privacy Officer to administer the *Act* and make operational decisions.

PROCEDURE

The following schedule outlines the responsibilities of the Superintendent/CEO (Head) and the Privacy Officer in regards to the *Freedom of Information and Protection of Privacy Act*.

TRANSACTION	SECTION(S)	DECISION-MAKING	IMPLEMENTATION
INFORMATION RIGHTS			
Decide on severing a record	4	Head/PO	PO
Decide on duty to create a record	6	Head/ PO	PO
Decide on content of a response	8	Head/ PO	PO
Decide how access will be given	9	PO	PO
Extend time limit up to 30 days	10	PO	PO
Request Commissioner's approval of extension	10	PO	PO
Transferring a request	11	PO	PO
Decide to apply exceptions	12-22	PO	PO
NOTICE TO THIRD PARTIES			
Third Party Notice	23	PO	PO
Notice of Decision	24	PO	PO
Other Notices	22, 33, 25	PO	PO
PUBLIC INTEREST PARAMOUNT			
Disclosure in the Public Interest	25	Head/ PO	PO

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DISTRICT PRACTICE 2950.2

FIPPA DESIGNATION OF HEAD

PROTECTION OF PRIVACY			
Purpose for which personal information may be collected	26	PO	PO
How personal information is to be collected	27	PO	PO
Correction of personal information	29	PO	PO
Accuracy, protection and retention of personal information	28, 30, 31	PO	PO
Uses of personal information	32	PO	PO
Disclosure of personal information	33	PO	PO
Approve disclosure of personal information for research or statistical purposes	35	Head/ PO	PO
Privacy Impact Assessments	69	PO	PO
REVIEWS & COMPLAINTS			
Make representations to Commissioner	56	PO	PO
Burden of Proof	57	Head/ PO	PO
Disclose on order of Commissioner	59	Head/ PO	PO
REPORTS			
Annual Statistical report to Information and Privacy Branch	68	PO	PO
Maintain School District 6's information in FOI Directory	69	PO	PO
Make copies of directory available	69	PO	PO
Make policy manuals available	70	PO	PO
Maintain School District No 6's Directory of Personal Information Banks	69	PO	PO
Prescribe categories of records available without request	71	PO	PO
FEES			
Assess fees, give fee estimate, require fee deposit	75	PO	PO
Approve waiver of fees	75	Head/ PO	PO

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DISTRICT PRACTICE 2950.3
FIPPA STUDENT AND EMPLOYEE
PERSONAL PRIVACY ON THE INTERNET

DISTRICT PRACTICE:

The Board of Education “Board” encourages the use of the internet and the publishing of web pages to enhance the teaching and learning process and to foster communication within and outside the school district.

Subject to *District Practice 2950.3 – Student and Employee Personal Privacy on the Internet*, schools in Rocky Mountain School District No. 6 have control over the posting of school web pages; however, the posting of web pages is a form of electronic publication, and is subject to all laws, including the *Copyright Act* and the *Freedom of Information and Protection of Privacy Act*. Also, school web pages must be designed to respond to concerns for student safety and security.

PROCEDURE

The following guidelines apply to the posting of personal information of students and employees on district and school web pages:

Students

Names – Written consent from a parent or guardian is required before a student's name may be referenced on the district or a school web page. The only exception to this is when a student is recognized publicly for an achievement, that information may also be included on a school or district web page.

Student work – Written consent from a parent or guardian is required before student work is posted on district or school web pages. When student work is posted, authorship must be acknowledged.

Photographs – To protect the privacy of students, the use of identifiable photographs of students, without written consent from a parent or guardian, is not permissible. The only exception is photographs that are taken at a public event. Such photographs may be used, provided the student(s) in the photograph are not identified by name.

Other student information: To protect the privacy of students, no personal information that would further identify a student, beyond the student name and/or photograph, may be published on the school or district web page.

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Amended:



**DISTRICT PRACTICE 2950.3
FIPPA STUDENT AND EMPLOYEE
PERSONAL PRIVACY ON THE INTERNET**

Employees

Employee personal information is subject to the *Freedom of Information and Protection of Privacy Act*. Employee professional contact information is not personal information for the purposes of this administrative procedure.

DRAFT

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DISTRICT PRACTICE 2950.4

FIPPA FEE SCHEDULE

DISTRICT PRACTICE:

As permitted by the *Freedom of Information and Protection of Privacy Act*, the Board will charge fees for applicants under the Act. No fees shall be charged to individuals who are accessing their own personal information.

PROCEDURE

The maximum fees to be charged applicants under the *Freedom of Information and Protection of Privacy Act* shall be as outlined below. If the total fees charged an individual applicant for an individual request are less than \$25, the fees will be waived. Fees may also be waived under the conditions outlined in the [Act](#).

1. For applicants other than commercial applicants:
 - a) Locating and retrieving a record \$7.50 per ¼ hour after the first 3 hours
 - b) Producing a record manually \$7.50 per ¼ hour
 - c) producing a record from a school district-owned asset \$7.50 per ¼ hour
 - d) preparing a record for disclosure and handling \$7.50 per ¼ hour
 - e) for shipping copies actual costs of shipping method chosen by applicant
- For copying records
 - f) photocopies, computer printouts (black and white) \$.25 per page (8.5 x 11 or 8.5 x 14)
\$.30 per page (11 x 17)

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DISTRICT PRACTICE 2950.5
PERSONAL INFORMATION
MANAGEMENT PROGRAM

DISTRICT PRACTICE:

As a public body that is subject to the British Columbia *Freedom of Information and Protection of Privacy Act* (the “Act” or FIPPA”), the Board of Education “Board” is committed to upholding the principles of privacy, transparency, and accountability. This means that the Board recognizes the fundamental importance of maintaining the privacy and security of the personal information that it collects, uses, and discloses in the course of its operations and programs.

The Board also acknowledges and supports transparency with the community by facilitating access to Board records and information in accordance with the requirements of the Act.

DEFINITIONS

Where used in this practice, the following terms have the following meanings:

- a) “consent” means express written consent to the collection, use or disclosure of personal information;
- b) “FIPPA” means the BC *Freedom of Information and Protection of Privacy Act*, and regulations thereto;
- c) “Head” means the Superintendent/CEO, and includes any person to whom the Head has delegated (in writing) their powers to act as Head;
- d) “Personal Information” means recorded information about an identifiable individual, but excludes a person’s business contact information;
- e) “Practices” means Practices enacted by the Board under its Privacy Policy;
- f) “Records” include any paper or electronic media used to store or record information, including all paper and electronic records, books, documents, photographs, audio or visual recordings, computer files, email and correspondence;
- g) “Staff” means all persons employed or engaged by the Board to carry out its operations and includes independent contractors and volunteers.

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FORM <INSERT HYPERLINK>

ADOPTED: DATE
Amended:



DISTRICT PRACTICE 2950.5

PERSONAL INFORMATION MANAGEMENT PROGRAM

PRINCIPLES

Board Staff are responsible for:

- making reasonable efforts to familiarize themselves with this District Practice and the requirements of FIPPA, including by participating in privacy training initiatives offered by the Board;
- following responsible information management practices to ensure that the Board collects, uses and discloses Personal Information in compliance with FIPPA and other applicable laws;
- seeking at all times to protect Personal Information against unauthorized collection, use and disclosure, including by limiting the sharing of sensitive Personal Information on a need to know basis;
- cooperating with Board Practices to facilitate the appropriate release of Records within its custody or control in response to access requests received from members of the community under FIPPA;
- cooperating with Board Practices for the completion of privacy impact assessments; and
- reporting privacy breaches to the Board in accordance with the Board Practices.

ACCOUNTABILITY

The Superintendent/CEO is the “head” of the Board for the purposes of FIPPA and is responsible for the implementation of this Practice.

The Head is responsible to appoint, oversee and, if appropriate, delegate responsibility to a Privacy Officer for the Board to supervise its Personal Information management program.

COMMITMENT TO PRIVACY PROTECTION:

The Board protects the privacy of students, staff, and individuals whose personal information it collects, uses, shares, and retains, and expects all staff to follow responsible information management practices to ensure that the Board fully complies with its obligations under FIPPA and other applicable laws.

The Board and staff respect the privacy and confidentiality of personal information entrusted to them in the course of their duties, and collects, uses and discloses personal information only where authorized by FIPPA.

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

ADOPTED: DATE
Amended:



DISTRICT PRACTICE 2950.5

PERSONAL INFORMATION MANAGEMENT PROGRAM

PURPOSES FOR COLLECTING PERSONAL INFORMATION

The Board communicates the purposes for which personal information is collected at or before the time the information is collected, unless otherwise permitted or required by FIPPA.

In the ordinary course of carrying out its programs and activities, the Board collects personal information of its students for purposes including:

- registration, enrollment and transfer of students;
- to provide and deliver educational programs and services;
- to accommodate students with special needs;
- to communicate with students and respond to inquiries or complaints;
- to prepare and provide assessments of student performance;
- to supervise and ensure the safety and security of the Board (such as through the use of video surveillance);
- to investigate and respond to accidents, safety events, misconduct and similar incidents;
- to ensure compliance with applicable Board bylaws, policies and other laws;
- to make all required reports and filings to the Ministry of Advanced Education; and
- for other purposes set out in the Practices or required under applicable laws.

In the ordinary course of carrying out its employment programs and activities, the Board collects the personal information of prospective, current, and former staff for purposes including:

- hiring and recruitment;
- to manage and administer the employment relationship;
- to communicate with authorized union representatives;
- to administer employment compensation and benefits;
- to evaluate performance and manage disciplinary incidents;
- to supervise and ensure the safety and security of the Board (such as through the use of video surveillance);
- to investigate and respond to accidents, safety events, misconduct and similar incidents;
- to ensure compliance with applicable Board policies and other applicable laws; and
- for other purposes set out in the Practices or required under applicable laws.

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

ADOPTED: DATE
Amended:



DISTRICT PRACTICE 2950.5

PERSONAL INFORMATION MANAGEMENT PROGRAM

COLLECTION, USE, AND DISCLOSURE OF PERSONAL INFORMATION:

The Board limits the Personal Information it collects to information to what is related to and necessary in order to carry out its programs and activities or for other purposes authorized by FIPPA.

The Board seeks to collect personal information by fair, lawful, and transparent means, including by collecting personal information directly from the individual, except where otherwise authorized by FIPPA.

The Board seeks to inform individuals from whom it collects personal information the purposes for which the information is being collected, the legal authority for collecting it and the name and contact information of someone at the Board who can answer questions about the collection and use of the information.

The Board limits the internal and external use and sharing of personal information to what is required and authorized by FIPPA or consented to by the individual.

The Board only uses or discloses Personal Information for the purpose for which it was collected, except with the individual's consent or as otherwise required or permitted by FIPPA or other laws.

SECURING PERSONAL INFORMATION:

The Board protects personal information by ensuring it has reasonable security safeguards in place which are appropriate to the sensitivity of the information. Such security safeguards shall include consideration of physical security, organizational security, and electronic security.

All Staff have a duty to protect the privacy and security of personal information collected and used by them as part of their ongoing employment responsibilities, including by complying with the terms of this practice and the FIPPA.

RETENTION:

The Board does not seek to retain personal information longer than necessary to satisfy the Board's applicable operational, instructional, financial, and legal needs.

Personal information that is no longer required for either administrative, operational, financial, legal or historical purposes shall be securely destroyed in a confidential manner in accordance with Board policies and approved record [retention practices](#).

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

ADOPTED: DATE
Amended:



DISTRICT PRACTICE 2950.5
PERSONAL INFORMATION
MANAGEMENT PROGRAM

ACCURACY AND CORRECTION:

The Board shall make reasonable efforts to ensure the accuracy of the personal information that they collect and use in the course of performing their duties.

Individuals have the right to request the correction of their personal information, and the Board will receive and respond to such requests in accordance with the FIPPA and board practices.

ACCESS TO INFORMATION:

The Board supports appropriate transparency and accountability in its operations by making information available to the public as permitted or required under FIPPA.

The Head shall, on at least an annual basis, consider and designate categories of Records that will be made available to the public without the need to make a request in accordance with FIPPA.

The Board recognizes that individuals may make requests for access to records within the custody and control of the Board, and the Board will respond to such requests in accordance with FIPPA and the practices.

The Board recognizes that individuals have a right to access their own Personal Information within the custody and control of the Board and will facilitate such access in accordance with the requirements of FIPPA.

COMPLAINTS AND INQUIRIES

Questions or complaints about the Board's information management practices should be directed to the Privacy Officer at PrivacyOfficer@sd6.bc.ca.

The Board will respond to all complaints in writing.

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

ADOPTED: DATE
Amended:



DISTRICT PRACTICE 2950.6

PRIVACY IMPACT ASSESSMENTS

DISTRICT PRACTICE:

The Board of Education (“Board”) is responsible for ensuring that it protects the personal information within its custody and control, including by complying with the provisions of the *Freedom of Information and Protection of Privacy Act* (“FIPPA”). FIPPA requires that the Board conduct a Privacy Impact Assessment (“PIA”) to ensure that all collection, use, disclosure, protection and processing of personal information by the Board is compliant with FIPPA.

A Privacy Impact Assessment (PIA) is an in-depth review of any new or significantly revised initiative, project, activity, or program to ensure that it is compliant with the provisions of FIPPA, to identify and mitigate risks arising from the initiative and to ensure that the initiative appropriately protects the privacy of individuals.

The purpose of this district practice is to set out the Board’s process for conducting PIAs in accordance with the provisions of FIPPA.

SCOPE AND RESPONSIBILITY

This district practice applies to all new and significantly revised Initiatives of the Board.

All employees of the Board are expected to be aware of and follow this district practice in the event that they are involved in a new or significantly revised Initiative.

Departments and management employees are responsible to plan and implement new or significantly revised Initiatives in accordance with the requirements of this district practice.

DEFINITIONS

Where used in this District Practice, the following terms have the following meanings:

- a) “Employees” means the employees, contractors and volunteers of the Board.
- b) “Head” means the Superintendent/CEO of the Board or any person to whom the Superintendent/CEO has delegated their powers under this District Practice.
- c) “Initiative” means any enactment, system, project, program or activity of the Board.
- d) Personal information means any recorded information about an identifiable individual that is within the control of the Board and includes information about any student or any Employee of the Board. Personal Information does not include business contact information, such as email address and telephone number, that would allow a person to be contacted at work.

POLICY No. <INSERT HYPERLINK>

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- e) "PIA" means a Privacy Impact Assessment performed in accordance with the requirements of FIPPA.
- f) "Privacy Officer" means the Executive Director – Communications, Privacy and Community Engagement Secretary Treasurer who has been designated by the Head as the Privacy Officer for the Board.
- g) "Responsible employee" means the Department Head or other Employee who is responsible for overseeing an Initiative, and in the event of doubt, means the Employee designated in the PIA as the Responsible Employee.
- h) "Supplemental review" means an enhanced process for reviewing the privacy and data security measures in place to protect sensitive Personal Information in connection with an Initiative involving the storage of Personal Information outside of Canada.

RESPONSIBILITIES OF THE HEAD

The administration of this district practice is the responsibility of the Superintendent/CEO, who is the "head" of the Board for all purposes under FIPPA. The Head may delegate any of their powers under this district practice or FIPPA to other Board employees by written delegation.

RESPONSIBILITIES OF THE PRIVACY OFFICER

The Privacy Officer is responsible to, in consultation with the Head, ensure that all PIAs and supplemental reviews are completed in accordance with the requirements of FIPPA and this district practice.

RESPONSIBILITIES OF ALL EMPLOYEES

Any employees responsible for developing or introducing a new or significantly revised Initiative that involve or may involve the collection, use, disclosure, or processing of personal information by the Board must report that initiative to the Privacy Officer at an early stage in its development.

All employees involved in a new or significantly revised Initiative will cooperate with the Privacy Officer and provide all requested information needed to complete the PIA.

All employees will, at the request of the Privacy Officer, cooperate with the Privacy Officer in the preparation of any other PIA that the Privacy Officer decides to perform.

THE ROLE OF THE RESPONSIBLE EMPLOYEE

Responsible Employees are responsible for:

- a) ensuring that new and significantly revised initiatives for which they are the responsible employee are referred to the Privacy Officer for completion of a PIA;
- b) supporting all required work necessary for the completion and approval of the PIA;
- c) being familiar with and ensuring that the initiative is carried out in compliance with the PIA; and
- d) requesting that the Privacy Officer make amendments to the PIA when needed and when significant changes to the initiative are made.

INITIATIVES INVOLVING THE STORAGE OF PERSONAL INFORMATION OUTSIDE OF CANADA

- a) Employees may not engage in any new or significantly revised initiative that involves the storage of personal information outside of Canada until the Privacy Officer has completed and the Head has approved a PIA and any required supplemental review.
- b) The responsible employee or department may not enter into a binding commitment to participate in any initiative that involves the storage of personal information outside of Canada unless any required supplemental review has been completed and approved by the Head.
- c) It is the responsibility of the Privacy Officer to determine whether a supplemental review is required in relation to any Initiative, and to ensure that the supplemental review is completed in accordance with the requirements of FIPPA.
- d) The Head is responsible for reviewing and, if appropriate, approving all supplemental reviews and in doing so must consider risk factors including:
 - i. the likelihood that the Initiative will give rise to an unauthorized, collection, use, disclosure or storage of personal information;
 - ii. the impact to an individual of an unauthorized collection, use, disclosure, or storage of personal information;
 - iii. whether the personal information is stored by a service provider;
 - iv. where the personal information is stored;
 - v. whether the supplemental review sets out mitigation strategies proportionate to the level of risk posted by the Initiative.
- e) Approval of a supplemental review by the Head shall be documented in writing.

CONTACT INFORMATION

Questions or comments about this Policy may be addressed to the Privacy Officer at PrivacyOfficer@sd6.bc.ca

POLICY No. <INSERT HYPERLINK>

FORM <INSERT HYPERLINK>

ADOPTED: DATE

Amended:



DISTRICT PRACTICE 2950.7

STUDENT'S PERSONAL RECORDS

DISTRICT PRACTICE:

A student record is defined in the *School Act* as any record of information in written or electronic form pertaining to (a) a student, or (b) a child registered with a school but receiving a home education.

Under the *Freedom of Information and Protection of Privacy Act*, a student record includes anything on which information is recorded or stored. This includes electronic files, handwritten files, photographs, and audio and video recordings.

Section 79 of the *School Act* requires that Boards of Education establish and maintain a record for each student and each child registered with the Board's schools. The Board is also required to permit a person providing health services, social services, or other support services to obtain from the records information that is required to carry out those services.

The *School Act* says that school districts must establish written procedures regarding storage, retrieval, and appropriate use of student records, with provisions to ensure confidentiality and privacy for students and their families. In the case of students with special needs, this section is particularly important because of the sensitivity of the information contained in students' files. Districts are also required to ensure that practices for the collection, use and disclosure of personal student information comply with the *Freedom of Information and Protection of Privacy Act*.

Section 9 of the *School Act* entitles a student and his or her parents "to examine all student records kept by a Board pertaining to the student while accompanied by the principal or a person designated by the principal to interpret the records." Individuals through the *Freedom of Information and Protection of Privacy Act*, subject to the exceptions allowed by the Act, may also request copies of the student records.

Records maintained for students with special education needs will typically include information related to identification and assessment, an Individual Education Plan and relevant follow-up and review data and information related to monitoring of progress or placement.

In accordance with the *School Act* and the *Freedom of Information and Protection of Privacy Act*, students' personal records shall be maintained in a manner that ensures the confidentiality of information and the privacy of students and their families. Students and authorized parents/legal guardians shall have access to all information in the student record.

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

ADOPTED: DATE
Amended:



PROCEDURE

The student's personal record consists of all information collected or maintained by the district pertaining to the student. A student's school file shall be maintained by the school, but student records may exist in other locations. Student records shall be subject to the following guidelines regarding content, access and storage.

A. CONTENT OF STUDENT RECORDS

1. The Principal is responsible for the establishment and maintenance of both a Permanent Record Card and a school file for each student registered in their school.
2. Notes prepared by and for the exclusive use of a teacher or administrator are not considered part of the student's school file but are subject to the requirements of the *Freedom of Information and Protection of Privacy Act*.
3. The student's school file may contain, but not be limited to the following:
 - (a) school progress and achievement history
 - (b) individual educational plans
 - (c) medical information as provided at the option of the parent or public health
 - (d) a summary of interpretive tests and/or interpretive reports based on such tests. All such entries shall include the name of the person conducting the test and the entry date.
 - (e) professional assessment reports from staff and/or from outside agencies
 - (f) demographic information including legal name, birthdate, legal guardianship, citizenship and visa information if applicable, and other information required by the Ministry of Education
4. The student's school file shall contain a reference to the location of any information that is being maintained outside the central file.

B. ACCESS TO STUDENT RECORDS

1. A student or parents or guardians shall have the right to review the student's records by arrangement through the school principal.
2. Achievement records will be forwarded to prospective employers, or others, only upon the written request of the student or former student or parent or guardian.

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

ADOPTED: DATE
Amended:



C. REMOVAL OR CORRECTION OF STUDENT RECORDS

1. As permitted in Section 29 of the *Freedom of Information and Protection of Privacy Act*, students, parents or guardians may request the Board to correct or remove entries in a student record. Such a request must be made in writing, either on forms provided or in a letter.
2. The principal, upon receiving such a request, should make a recommendation to the Information and Privacy Coordinator, who may consult with the Superintendent/CEO before making a final decision.
3. If the district denies the request, the applicant shall be informed of the right to appeal to the Commissioner of Information and Privacy.

D. SECURITY, RETENTION, AND DESTRUCTION OF STUDENT RECORDS

1. All employees working with student records must ensure the security and confidentiality of those records, including security of access to records.
2. The student's Permanent Record Card and Senior Secondary School Transcript shall be retained permanently.
3. No other student record shall be kept beyond its useful life. Before school files are transferred to another school, the student data should be reviewed and any information no longer considered relevant should be discarded.
4. One year after the year the student leaves the school system the student's records, with the exception of the Permanent Record Card and Senior Secondary School Transcript, may be destroyed in a manner which retains the confidentiality of the records.

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

ADOPTED: DATE
Amended:



STUDENT RECORDS: USE AND MANAGEMENT

COLLECTING STUDENT INFORMATION

- A school is authorized to collect information that relates directly to the school's mandate of providing educational programs and services supporting the student's educational progress.
- Collect only that information which is required for the purpose for which it is collected.
- Information must be collected, with the express written consent of the parent/guardian, guided by the Consent for Release of Information form.

GUIDELINES REGARDING FILE NOTES

- Write your notes with the expectation that others will read them with a critical eye.
- Don't alter the record after the fact. Strike out the comment and replace it with correction.
- Be as specific and precise as possible.
- Focus on objective, observable behaviours and statements.
- Avoid jargon or diagnostic labels.
- Do not state opinion, or hearsay.
- State only the facts.

TEAM MEETING MINUTES

The minutes of a team meeting for one child can be maintained in the student's file and shall be specific to that student.

- Meeting minutes that contain the names of other children should not be maintained in student files.
- School-based team (S-BT) minutes shall be maintained by the school for a period of two years after the meeting and then destroyed in an appropriate manner. S-BT minutes are best organized in a binder and stored in a secure location.

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

ADOPTED: DATE
Amended:



DISTRICT PRACTICE 2950.7

STUDENT'S PERSONAL RECORD

APPENDIX A

DOCUMENTATION REGARDING SUICIDE AND/OR CHILD ABUSE AND NEGLECT

Notes and documentation regarding possible suicide and/or abuse/neglect must be stored securely and confidentially. Such documentation **is not to be retained/placed**:

- On a clipboard on a wall
- In the official student file or the designation file
- In the counsellor's file
- In caseload records
- In teacher/specialist teacher files

Because these documents are based on an alleged event or suspicion that may be unfounded, they should be treated with the utmost confidentiality.

As per district practice 2950, all forms and documents will be stored securely and confidentially by the school principal.

SHARING INFORMATION ABOUT STUDENTS

Student information **CAN** be shared under the following circumstances:

- With the written **consent** of the parent/guardian; utilizing the Consent for Release of Information form, or
- To avert or minimize imminent danger to the health or safety of any person; or
- To report a child who might need protection under the *Child, Family and Community Service Act*; or
- To public health or social services if they are planning services for that student; or
- By order of the court; or
- As under the *Youth Criminal Justice Act (Canada)* to facilitate the rehabilitation of a young person; or
- To cooperate with a police and/or child welfare investigation

ASK THE ASSISTANT SUPERINTENDENT IF YOU HAVE QUESTIONS RELATED TO THE FOLLOWING CIRCUMSTANCES:

- There may be a health or safety issue for any individual or group(s);
- To report criminal activity to police (pursuant to FIPPA);
- Where there is a demand or request to produce information for a legal proceeding; and/or
- You have questions about how a professional code of ethics may limit disclosure.

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

ADOPTED: DATE
Amended:



DISTRICT PRACTICE 2950.7

STUDENT'S PERSONAL RECORD

APPENDIX A

Information can **NEVER** be shared if there is:

- A legislative requirement barring disclosure;
- No consent and no need to know; nor overriding health/safety concerns

REQUESTS FOR STUDENT INFORMATION FROM NON-CUSTODIAL PARENT

If a student's parents are separated or divorced, school staff may receive requests from the non-custodial parent for student record information or for visits with the student at school. In these cases, school officials should confirm the entitlement of the non-custodial parent to obtain such information or to have contact with the student. This will include reviewing applicable court orders respecting custody of, and access to, the student and other relevant documents.

The custodial parent should be notified of a non-custodial parent's request for student information or for contact with the student at the school. If the school is unsure as to the legal entitlement of the non-custodial parent, or if there is serious conflict between the parents with respect to the request, obtain advice from the school district's information and privacy coordinator.

PROVIDING RECORDS WITHIN ROCKY MOUNTAIN SCHOOL DISTRICT (SD6) AND TO OTHER SCHOOL DISTRICTS

- When a student transfers to another school within SD6, the official student file and designation file are sent to that school upon receipt of the appropriate request for records.
- In the case of transfer to other public schools in British Columbia, the official student file will be transferred upon receipt of a written request from the principal of the receiving school; however, the designation file is never sent out of district. Upon receipt of the appropriate request for records, the school will send a copy of the most recent IEP, Behaviour Support Plan, Employee Safety Plan, copies of SD6 generated assessments and copies of third party documents (copies of copies) can be provided to the parent upon request.
- In the case of a student transferring to an independent school or an educational institution outside of British Columbia, a **copy** only of the official student file will be transferred upon receipt of a written request from the principal of the receiving school. The original official student file is to be maintained at the school and the designation file is never sent out of district. Upon receipt of the appropriate request for records, the school will send a copy of the most recent IEP, Behaviour Support Plan, and/or copies of SD6 generated assessments. Copies of third party documents (copies of copies) can be provided to the parent upon request.
- No records are to be provided to 'schools' that are not public schools or independent schools, as defined in the *Independent Schools Act* and in British Columbia, listed in the Ministry document Public and Independent Schools Book.

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

ADOPTED: DATE
Amended:



DISTRICT PRACTICE 2950.7

STUDENT'S PERSONAL RECORD

APPENDIX A

PLEASE NOTE:

Prior to a student's transfer, the principal must review the official student file to ensure that extraneous material is removed and that only material necessary to enable the receiving school to provide an appropriate educational program, including all content requirements of the Ministry of Education and Child Care, is included. (Note that the *Freedom of Information and Protection of Privacy Act* requires that any document used to make a decision that directly affects a student must be retained for one year.) Letters of suspension should remain in the student's file.

REMOVAL OR CORRECTION OF STUDENT RECORDS

- As permitted in Section 29 of the *Freedom of Information and Protection of Privacy Act*, students, parents or guardians may request the district to correct or remove entries in a student record. Such a request must be made in writing, either on forms provided or in a letter.
- The Principal, upon receiving such a request, should make a recommendation to the Privacy Officer, who may consult with the Superintendent/CEO before making a final decision.
- If the district denies the request, the applicant shall be informed of the right to appeal to the Commissioner of Information and Privacy.

RETENTION AND DESTRUCTION OF STUDENT RECORDS

- As long as a student is enrolled in a school in the district, the official student file and designation file remain at the student's current school.
- One year after a student graduates, the school may dispose of the student's official student file and designation file. The Permanent Record Card and Transcript of Grades must be kept permanently.
- If a student withdraws from school, the student's official file and designation file should be kept until at least one year after when the student would have normally graduated. The Permanent Record Card and Transcript of Grades (if there is one) must be kept permanently.

SECURITY OF STUDENT RECORDS

All employees working with students records must ensure the security and confidentiality of those records, including security of access to records.

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

ADOPTED: DATE
Amended:



Student Name:		Date of Birth:
School:	Grade:	Teacher:

I hereby authorize Rocky Mountain School District No. 6 to:

Initial	Obtain information and/or records from Name of Agency or Organization:
Initial	Release information and/or records to Name of Agency or Organization:
Initial	Discuss information pertinent to student programming with Name of Agency or Organization:

All information will be held or disclosed on a strictly confidential basis. I understand why I have been asked to disclose this information and am aware of the benefits of consenting or refusing to consent this information.

This consent will expire one (1) year after the date of my signature below, or on the following earlier date, condition, or event _____

 Name and Relationship of Consenting Person

 Signature of Consenting Person

 Date



POLICY 4106

CONFIDENTIALITY AND CONFLICT OF INTEREST

POLICY

Confidentiality, all employees, employees of other agencies working on a school site, or volunteers shall keep confidential, personal information regarding staff, students, families, district operations, or Board business unless permitted under legislation.

1. It is essential that employees recognize their responsibility to ensure confidential information, received as a result of employment with the district, remains confidential. Confidential information is not divulged to anyone other than individuals authorized to receive such information. Disclosure of confidential information may put employees in a position of conflict of School District No. 6 (Rocky Mountain) policies and practices or may be a breach of the public's expectation of privacy as described in legislation.

A breach of confidentiality could result in the discipline of an employee, refusal of services from an outside agency, or refusal to allow access for a volunteer to students, school grounds, school buildings or school activities.

Policy 4106 is supported through other provincial ethics documents, such as, the British Columbia Teachers' Federation Code of Ethics which states:

The member respects the confidential nature of information concerning students and may give it only to authorized persons or agencies directly concerned with their welfare. The member follows legal requirements in reporting child protection issues.

And the British Columbia Teachers' Council Standards for Educators which states:

Educators act ethically and maintain the integrity, credibility, and reputation of the profession.

The Canadian Union of Public Employees describes the roles and responsibilities of Education Assistants and Youth Care Workers:

Follow the guidelines established by the school or district to protect the safety and well-being of children and youth

DISTRICT PRACTICE <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

ADOPTED: DATE
Amended:



POLICY 4106

CONFIDENTIALITY AND CONFLICT OF INTEREST

Conflict of interest is a delicate one that must be handled with the utmost care and consideration for employees while adhering to an unwavering commitment to high standards of employee conduct including but not limited to the following:

2. District employees have a duty of loyalty to the district as their employer. This duty requires employees to provide services to the best of their ability regardless of their own personal opinion of Board direction or policy. Honesty and integrity of district employees is above reproach and coupled with impartiality in the conduct of their duties. The actions and conduct of employees must be such as to maintain a high public trust and confidence in the district.

The intent of this policy is not intended to conflict with authentic whistleblower cases as contemplated in policy 2800.

DISTRICT PRACTICE <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

ADOPTED: DATE
Amended:



DISTRICT PRACTICE 4106
CONFIDENTIALITY AND CONFLICT OF INTEREST

DISTRICT PRACTICE:

In alignment-accordance with policy 4106, school principals and business managers within the district will review the expectations of policy 4106 with:

1. Staff at the beginning of each school year.
2. New staff at their site based orientation.
3. Volunteers during their orientation.
4. Contractors during their orientation to the work site.

For all contractors, expectations of confidentiality will be included in the contract for services.

For all volunteers, the expectations of confidentiality will be printed on the volunteer information form.

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

ADOPTED: DATE
Amended:



POLICY 8600 FIELD TRIPS

BACKGROUND

The District is bound by legislation and policy to ensure a safe and healthy work environment.

In accordance with the *Workers Compensation Act*, it is the duty of the District, as the employer, to ensure the health and safety of all workers (<https://www.worksafefbc.com/en/law-policy/occupational-health-safety/searchable-ohs-regulation/workers-compensation-act/part-2-occupational-health-and-safety#SectionNumber:Part2Div4Sec21>)

Policy 10000, Occupational Health and Safety, states,

The Board of Education (“Board”) is committed to providing a safe and healthy environment for its workers. To achieve this, our District has established and will maintain an occupational health and safety program designed to prevent injuries and disease. It is also a belief of the Board that the focus on health and safety will also benefit students and the general public by providing a safe and healthy environment for all.

Under the *Workers Compensation Act*, any field trip location is considered the “workplace”. Workplace is defined as “any place where a worker is or is likely to be engaged in any work and includes any vessel, vehicle or mobile equipment used by a worker in work” (*Workers Compensation Act* Part 2 Division 1 s. 13).

Given that field trip locations are workplaces, the employer, supervisors, and workers must be made aware of all known or reasonably foreseeable health and safety hazards to which they are likely to be exposed. The field trip proposal form identifies potential health and safety hazards for staff and students, and provides assurance to staff and families that all reasonable foreseeable hazards have been assessed and risks have been mitigated.

This policy, district practice, and accompanying forms demonstrates [due diligence](#).

POLICY:

The Board of Education “Board” affirms the educational value of well-planned and supervised outdoor classroom activities, curricular, and extra-curricular field trips. The primary purpose of these trips should be to enhance the educational experiences of the participants. These experiences enrich the

REFERENCES: [Youth Safe Outdoors](#)

DISTRICT PRACTICE 8600 FIELD TRIPS

FORM 8600.1 ANNUAL PARENT GUARDIAN INFORMED CONSENT FOR OUTDOOR CLASSROOM ACTIVITIES

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

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

FORM 8600.4 PROPOSAL FOR LCOAL LOW RISK OFF-SITE ACTIVITIES

FORM 8600.5 HIGHER CARE OUTDOOR AND AQUATIC ACTIVITIES, AND TRAVEL EXCURSIONS PROPOSAL

ADOPTED: February 1999

Amended: June 2003, February 2005, October 2008, June 2011, June 2013, November 2013, December 2017, October 11, 2022



POLICY 8600 FIELD TRIPS

curriculum and provide opportunities for young people to develop their academic, intellectual, social and physical capabilities. Such trips will supplement the curricular and extra-curricular programs in schools.

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

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

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

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

FIELD TRIP COMMITTEE OF THE BOARD

The Field Trip Committee is made up of one trustee from each community. The committee meets once per month to review higher risk field trip applications and applications for travel excursions (international travel).

The field trip committee is committed to supporting student experiences outside of the classroom. The review process is rigorous to always ensure student and staff safety in all locations.

REFERENCES: [Youth Safe Outdoors](#)

DISTRICT PRACTICE 8600 FIELD TRIPS

FORM 8600.1 ANNUAL PARENT GUARDIAN INFORMED CONSENT FOR OUTDOOR CLASSROOM ACTIVITIES

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

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

FORM 8600.4 PROPOSAL FOR LOCAL LOW RISK OFF-SITE ACTIVITIES

FORM 8600.5 HIGHER CARE OUTDOOR AND AQUATIC ACTIVITIES, AND TRAVEL EXCURSIONS PROPOSAL

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Amended: June 2003, February 2005, October 2008, June 2011, June 2013, November 2013, December 2017, October 11, 2022



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DEFINITIONS

OUTDOOR CLASSROOM ACTIVITIES

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

BACKCOUNTRY

Semi-remote to remote location out of the community (e.g. river, wilderness lake, complex terrain with multiple junctions, long steep climbs/descents, rough trail terrain) with limited or no cell phone service or bus radio service; lack of clear boundaries for activity, potentially far from support services, buildings and/or vehicles not immediately accessible; more than 30 minutes from a facility with available physician and lifesaving measures and/or more than 30 minutes from emergency support services (e.g., EMS, Search and Rescue, first responders) arriving on site.

FIELD TRIP

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

Low risk field trip

- The trip shall not involve any special safety considerations (e.g. does not include skiing, mountain biking, open water activities, outdoor rock or ice climbing, or back country activities).
- Granting final approval for low risk field trips shall be the responsibility of the principal unless supervision ratios are less than the guidelines provided below.
- The principal of each school shall formulate procedures for approval and supervision of low risk field trips.
- In all cases, such approval must be obtained prior to the commencement of detailed planning or

REFERENCES: [Youth Safe Outdoors](#)

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fundraising.

- Once the principal approves the low risk field trip, the plans need to be forwarded to the District Administration Building. No further approvals are required.
- Low risk field trip information will be consolidated into a report to the Board of Education in the following September.

Examples of low risk field trips

- See Appendix A

Higher care field trip

- Higher care field trips require special safety considerations (e.g. skiing, mountain biking, open water activities, outdoor rock or ice climbing, or back country activities).
- Higher care field trips that require special safety considerations require the teacher/leader and/or a third party provider to be certified in the activity (e.g. taking students rock climbing require the teacher/leader to be ACMG certified or hire a certified professional and provide their certification. Evidence of certification is not required for well-established third party business vendors).
- Once the principal approves the higher care field trip, the plans need to be forwarded to the District Administration Building for Superintendent review and approval. Final approval resides with the Field Trip Committee, a committee of the Board of Education.
- Once final approval is received by the Field Trip Committee, the approved package will be sent back to the school.
- Higher care field trip information will be consolidated into a report to the Board of Education in the following September.

Examples of Higher Risk Field Trips

- See Appendix B

NOTE: Downhill skiing is considered a higher risk trip and as such the district will offer this activity beginning at grade 4.

REFERENCES: [Youth Safe Outdoors](#)

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TRAVEL EXCURSIONS

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

Lower [risk-care](#) travel excursions

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

Examples of lower care travel excursions

- One night overnight for a sport tournament

Higher care travel excursions

[Higher care travel excursions may include one or all of the bullets below:](#)

- The destination for these trips is beyond British Columbia and Alberta or-
- The trip is within BC and in excess of two(2) days (i.e. two overnight) in duration; or
- The trip may involve special safety considerations (e.g. skiing, mountain biking, open water activities, outdoor rock or ice climbing, or back country activities or international travel, etc.).
- Whenever possible such trips should be planned around holidays in order to minimize the number of instructional days lost.
- Higher care travel excursions that require special safety considerations require the teacher/leader and/or a third party provider to be certified in the activity. (e.g. taking students rock climbing

REFERENCES: [Youth Safe Outdoors](#)

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- require the teacher/leader to be ACMG certified or hire a third party provider with certification).
- The Field Trip committee may grant up to a total of five (5) Teacher-on-Call days for a higher care trip. Trips requiring more than five (5) Teacher-on-Call days need to be forwarded to the Board by the Field Trip Committee.
- For trips outside Canada, parents are required to ensure medical coverage and a passport for their child, and will be required to sign a consent and waiver form which is recommended by the Schools Protection Program.
- Under certain circumstances where it is impossible to foresee higher care trips special consideration will be given without the usual two (2) month notice.
- Once the principal approves the higher care travel excursion, the plans need to be forwarded to the District Administration Building for Superintendent review and approval. Final approval resides with the Field Trip Committee.
- Once final approval is received by the Field Trip Committee, the approved package will be sent back to the school.
- This information will be consolidated into a report to the Board of Education in the following September.

Examples of higher care travel excursions

- Two or more overnights for a sport tournament
- Group touring post secondary facilities for two or more nights
- Provincials for two or more nights
-

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

GENERAL CONSIDERATIONS:

School District No. 6 (Rocky Mountain) is located in the Columbia Valley which offers teachers and students an environment rich with learning opportunities. The area boasts many lakes, rivers, ski hills, hiking and biking and trails to explore. Many of these locations are without cellular service which makes these areas higher risk. The Board of Education supports outdoor learning opportunities but puts student safety at the centre of all decision making.

There are three types of field trips:

REFERENCES: [Youth Safe Outdoors](#)

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Curricular field trips are trips that are directed towards students achieving specific learning outcomes for which students are assessed. (Examples of field trips are that are connected to curricular outcomes such as science and math and involve the entire class and are during the school day). Fees are not charged for curricular field trips.

Co-curricular activities supplement the instructional program normally occurring during school time. (Examples of this type of involvement include an extension of classroom activities, activity days and special events such as skiing).

Extra-curricular activities are those activities normally held outside of school time. (Inter-school sport activities, club and cultural travel are examples of this type of student participation). Fees are charged for these trips

- Student participation in a field trip which involves extra-curricular or co-curricular activities is optional and there may be a charge to cover the costs of transportation, accommodation, meals, entrance fees and equipment rentals. However, a field trip shall not be considered optional if it is required for students to complete specified learning outcomes or assessment requirements for a course.
- An alternative delivery for the required learning outcomes could be managed by the parent after discussion with the principal.
- In the case of optional field trips, alternate activities shall be provided to students who choose not to participate in the field trip. Students attending an optional field trip are not to be charged for the cost of providing a teacher on call for the students who choose not to participate in the field trip. Furthermore, the principal shall facilitate the inclusion of students who might otherwise be excluded due to financial hardship.
- Extended or out of province field trips shall normally be scheduled during vacation breaks in the school year. School field trips need to be managed to minimize the disruption to student learning of those on the trip and for the students at the school level.

When planning outdoor classroom activities, a field trip or travel excursion, the field trip/travel excursion leader will carefully consider the implications for student safety and the requirements for student conduct.

REFERENCES: [Youth Safe Outdoors](#)

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**DISTRICT PRACTICE 8600
FIELD TRIPS**

Should a teacher determine that, in considering the responsibility for safety for all students, a student’s conduct may jeopardize personal safety or the safety of others, the teacher will, as soon as possible:

- Communicate with the principal, the student’s parents, and, as appropriate, may consult with the School-Based Team or other staff involved in the student’s program ~~other staff involved in the student’s program.~~
- ~~Work with the parents, principal, colleagues, and, where appropriate, the student, to develop an appropriate plan which could include, but not be limited to:~~
 - ~~development of a behaviour plan to assist the student to change behaviour to permit the student to participate in the field trip;~~
 - ~~adjusted/supported participation in the field trip, or~~
 - ~~the development of an appropriate educational alternative to the field trip.~~
- ~~Ability of an individual student to pay his/her share of the cost must not be a factor in determining participation in curricular field trips.~~
- School rules will be adhered to on all outdoor classroom activities, field trips and travel excursions.
 - The field trip/travel excursion leader is responsible for the arrangement and supervision of the travel. The principal must ensure that the transportation of pupils is in accordance with Board policy and district practice; and to ensure that any special requirements connected with the trip are met.
- Collect volunteer emergency information prior to field trip or travel excursion

The decision to proceed with/not proceed with a field trip is at the discretion of the field trip organizer. This is to be respected by our school communities and the Board of Education will support that decision.

SUPERVISION RATIOS:

The table below be used as a general guideline to help teacher/leader to student ratios.

Total points	Overall Trip Risk Rating	Suggested Minimum Ratio		
	Outdoor classroom activities	At the discretion of the principal		
<10*	Low Risk*	Ages 5-8 (1:6)*	Ages 9-12 (1:10)*	Age 13+ (1:15)*

REFERENCES: [Youth Safe Outdoors](#)

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11-20	Moderate Risk	Ages 5-8 (1:5) Ages 9-12 (1:8) Age 13+ (1:10)
21-30	Higher Care	Ages 5-8 (Excessive risk) Ages 9-12 (1:6) Age 13+ (1:8)
>30	Excessive for a school program	Reduce risk factors or cancel

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

NOTE: Education Assistants who provide assigned and specific support for one student work directly with students with diverse abilities are NOT counted as additional adults considered in the supervision ratios.

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

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

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

TRANSPORTATION:

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

REFERENCES: [Youth Safe Outdoors](#)

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FORMS

OUTDOOR CLASSROOM ACTIVITY

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

LOW RISK FIELD TRIPS

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

HIGHER CARE FIELD TRIPS

- 1) Complete Form 8600.5, Proposal for Higher Care Outdoor and Open Water Activities and Travel Excursions
- 2) Complete Risk Assessment and Supervision Ratio Calculation Tool.
- 3) Complete a Risk Management Plan (Provide an itinerary card if involved in backcountry or water based travel (e.g. canoe excursions with map attached.)
- 4) Complete teacher/leaders readiness form for higher care activities if you are instructing and leading activity OR/ provide contractor information including certifications/licensing.
- 5) Complete Parent/Guardian consent, permission form, and waiver for children participating in a higher care activity.
- 6) Complete Volunteer Application, Consent, Permission form and waiver, and Health Form for higher care activities.
- 7) Complete Checklist for Higher Care Activities.

REFERENCES: [Youth Safe Outdoors](#)

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- 8) Email the checklist with proposal, detailed trip plan, risk management plan, teacher/leader readiness form, volunteer forms to the District Administration Building for review no later than two months prior to the planned event.
- 9) The package will be sent to the Superintendent for review and approval. Final approval resides with the Field Trip committee.
- 10) Once approved, the approved field trip will be sent back to the school. Information will be collated into a report to the Board of Education in the following September

LOW RISK/HIGHER CARE TRAVEL EXCURSIONS

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

NOTE: Low risk travel excursions only require principal approval.

REFERENCES: [Youth Safe Outdoors](#)

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FIELD TRIPS APPENDIX A – Examples
of common lower care field trips and
supervision ratios

This is not an exhaustive list of field trips but it is intended to provide quick information for field trip organizers. It is up to teachers and principals to determine how best to meet their curricular objectives.

Student Grade	Number of Supervisors to Students
K – 3	1:6 / 2:12
4 – 7	1:10 / 2:20
8 – 12	1:15 / 2:30

- Playgrounds
- Short off-site walks
- Walking/sightseeing
- Educational site/Attraction visits (e.g., museums, art galleries, zoos, botanical gardens, science centres, aquariums, observations, planetariums, and other similar centres)
- Cultural and performing arts
- Sport event outings
- Industry visits
- Farm visits
- Neighbourhood/park/highway clean-ups
- Special events
- Sports and games
- Day hiking (simple terrain, local, within cell phone range, minimal fitness required, clear boundaries, close to emergency services – less than 20 minutes from EMS arrival on-site)

REFERENCES: [Youth Safe Outdoors](#)

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FIELD TRIPS APPENDIX A – Examples of common lower care field trips and supervision ratios

- Orienteering
- Cross country running
- Cycling (simple terrain, local, within cell phone range, minimal fitness required, clear boundaries, close to emergency services – less than 20 minutes from EMS arrival on –site)
- Small wheel activities (i.e. inline skating, roller skating, scootering, skateboarding, longboarding, roller skiing, heelies)
- Wide games (small to large group game activities that involve moving [generally running] through a semi-natural to natural environment)
- Initiative tasks/Trust activities
- Camping (near buildings and/or vehicles)
- Local camping pitching camp in the schoolyard or at a local park or other well supported local site.
- Residential camping –staying at a camp/outdoor centre with dorm/cabin/wall tent or other permanent or semi-permanent accommodations.
- Front country camping – staying in a relatively nearby established public or private campground, with vehicle support on-site-less than 20 minutes from EMS arrival on-site.
- Mountain biking/Fat Biking/BMX Biking (simple terrain, local, within cell phone range, minimal fitness required, clear boundaries, close to emergency services – less than 20 minutes from EMS arrival on-site)
- Ropes Courses / Challenge Courses
- Bouldering
- Artificial Wall Climbing (Indoor or Outdoor)
- Horseback Riding (simple terrain, local, within cell phone range, minimal fitness required, clear boundaries, close to emergency services – less than 20 minutes from EMS arrival on-site)

REFERENCES: [Youth Safe Outdoors](#)

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FIELD TRIPS APPENDIX A – Examples of common lower care field trips and supervision ratios

- Wilderness steambaths
- Aquatics (i.e swimming pool with certified lifeguards, hotel pool with appropriate adult supervision)
- Tobogganing/sledding/tubing
- Ice skating
- Cross country skiing (simple terrain, local, within cell phone range, minimal fitness required, clear boundaries, close to emergency services – less than 20 minutes from EMS arrival on-site)
- Snowshoeing (simple terrain, local, within cell phone range, minimal fitness required, clear boundaries, close to emergency services – less than 20 minutes from EMS arrival on-site)
- Ice fishing

REFERENCES: [Youth Safe Outdoors](#)

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FORM 8600.5 HIGHER CARE OUTDOOR AND AQUATIC ACTIVITIES, AND TRAVEL EXCURSIONS PROPOSAL

ADOPTED: February 1999

Amended: June 2003, February 2005, October 2008, June 2011, June 2013, November 2013, December 2017, October 11, 2022



DISTRICT PRACTICE 8600

FIELD TRIPS APPENDIX B – Examples of common higher care field trips and supervision ratios

This is not an exhaustive list of field trips but it is intended to provide quick information for field trip organizers. It is up to teachers and principals to determine how best to meet their curricular objectives.

Student Grade	Number of Supervisors to Students
K – 3*	Excessive Risk
4 – 7	1:6/ 2:12
8 – 12	1:8 / 2:16

- Travel excursion is two or more nights away from home community.
- Day hiking (complex terrain, multiple junctions, long steep climbs/descents, rough terrain, semi- remote or remote location, limited or no cell phone range, significant fitness required, lack of clear boundaries, not close to emergency services – more than 20 minutes from EMS arrival on-site)
- Camping (more that .5km from buildings or vehicles; not close to emergency services – more than 20 minutes from EMS arrival on-site)
- Mountain biking/Fat Biking/BMX Biking (complex terrain, multiple junctions, steep rough terrain, semi- remote or remote location, limited or no cell phone range, significant fitness required, lack of clear boundaries, not close to emergency services – more than 20 minutes from EMS arrival on-site, certification required)
- Rock Climbing (Outdoor: top rope, fixed face, certification required)
- Rappelling/abseiling

REFERENCES: [Youth Safe Outdoors](#)

DISTRICT PRACTICE 8600 FIELD TRIPS
 FORM 8600.1 ANNUAL PARENT GUARDIAN INFORMED CONSENT FOR OUTDOOR CLASSROOM ACTIVITIES
 FORM 8600.2 PARENT GUARDIAN INFORMED CONSENT AND ACKNOWLEDGEMENT OF RISK FOR LOW RISK FIELD TRIPS
 FORM 8600.3 PARENT GUARDIAN INFORMED CONSENT AND ACKNOWLEDGEMENT OF RISK FOR HIGHER CARE OUTDOOR, OPEN WATER ACTIVITIES, AND TRAVEL EXCURSIONS
 FORM 8600.4 PROPOSAL FOR LCOAL LOW RISK OFF-SITE ACTIVITIES
 FORM 8600.5 HIGHER CARE OUTDOOR AND AQUATIC ACTIVITIES, AND TRAVEL EXCURSIONS PROPOSAL

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- Horseback Riding (distant from buildings or vehicles, multiple junctions, steep ups and downs, significant water crossings or other hazards, more than 20 minutes from EMS arrival on-site)
- Aquatics (i.e swimming in lake area with no lifeguards, lack of clear boundaries, more than 20 minutes from EMS arrival on-site)
- Canoeing/kayaking/multiple paddler craft/rafting/rowing/sailing/paddleboarding/ snorkeling (substantial body of water, semi-remote to remote location, lack of clear boundaries, more than 20 minutes from EMS arrival on-site, certification required)
- Cross country skiing (including Nordic Centers - complex terrain, multiple junctions, long steep climbs/descents, rough terrain, semi- remote or remote location, limited or no cell phone range, significant fitness required, lack of clear boundaries, not close to emergency services – more than 20 minutes from EMS arrival on-site)
- Snowshoeing (including Nordic Centers - complex terrain, multiple junctions, long steep climbs/descents, rough terrain, semi- remote or remote location, limited or no cell phone range, significant fitness required, lack of clear boundaries, not close to emergency services – more than 20 minutes from EMS arrival on-site)
- Winter camping
- Alpine (Downhill) Skiing / Snowboarding (Grades 4+)

REFERENCES: [Youth Safe Outdoors](#)

DISTRICT PRACTICE 8600 FIELD TRIPS

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

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

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FIELD TRIPS APPENDIX B – Examples of common higher care field trips and supervision ratios

Commonly visited locations that require higher care field trip approvals:

Any location that is 30 minutes or more from emergency response services being on-site

All ski resorts

All Nordic centres

All open bodies of water (lakes and rivers)

All outdoor climbing areas

All National Parks

Nipika Mountain Resort

Columbia Outdoor School and Blue Lake Camp

*Note – Excessive risk activities require field trip organizers to critically assess the activity and determine if there are options to mitigate the risks to a point that minimizes risk to students. This may include increasing supervision, changing a location, specialized training, certified instructors, equipment, or not proceeding with the field trip etc.

REFERENCES: [Youth Safe Outdoors](#)

DISTRICT PRACTICE 8600 FIELD TRIPS

FORM 8600.1 ANNUAL PARENT GUARDIAN INFORMED CONSENT FOR OUTDOOR CLASSROOM ACTIVITIES

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HIGHER CARE FIELD TRIP OR TRAVEL EXCURSION INFORMATION			
<i>Name of trip AND destination(s)</i> Canoeing/Kayaking on open body of water/semi-remote location (ex. Columbia River near Invermere/Radium)			
<i>Departure date (yyyy/mm/dd)</i>	<i>Departure time</i>	<i>Return date (yyyy/mm/dd)</i>	<i>Return time</i>
<i>Grade</i>	<i># of students</i>		
Educational Value			
<i>Purpose of trip – Curricular connections, competencies, and content</i>		<i>Student preparation (i.e. re: knowledge, skills, attitudes, fitness)</i>	
<i>Activity(ies) that will occur</i>		<i>Follow-up activity(ies) that will occur</i>	
Equal access for all students: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> See attached			
Evaluation			
<i>Criteria for success of off-site experience</i>			
<i>Process to determine success</i>			
Approval			
<i>Name of Lead Teacher (please print)</i>		<i>Date (yyyy/mm/dd)</i>	<i>Signature</i>
<i>Name of Administrator (please print)</i>		<i>Date (yyyy/mm/dd)</i>	<i>Signature</i>
<i>Superintendent of Schools (to be sent for approval no later than two months before planned activity)</i>		<i>Date (yyyy/mm/dd)</i>	<i>Signature</i>
<i>Trustee Committee (DAB to include correspondence)</i>			



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CONTACT INFORMATION			
Supervisors' Names (please indicate if they are Staff (S), Volunteer (V), Other (O))	Role/Responsibilities/Duties	Capacities (relevant knowledge, skills, fitness and experience?)	Contact information C – cell A – alternate # E - email
<i>Lead teacher/organizer Please attach relevant training and certification to form</i>			(C) (A) (E)
<i>Principal (participating in activity?)</i>			(C) (A) (E)
<i>Other Supervisor</i>			(C) (A) (E)
<i>Other Supervisor</i>			(C) (A) (E)
<i>Assistants/Volunteers</i>			
<i>Assistants/Volunteers</i>			
<i>Name of service provider (SP) (if applicable)</i>	<i>SP contact person</i>	<i>SP phone</i>	
<i>Total number of supervisors</i>			
Supervision Plan and Site Assessment.			
<i>Briefly describe the supervision processes and site assessment to be used: e.g., large or small group setting(s); lead/sweep; head counts; buddy system; level of supervision (constant visual, on-site, in the area); other elements of supervision plan as relevant. Please list features of the site, such as, availability of communication, distance and time from emergency service, emergency access, site risks, etc.</i>			
Volunteer Plan (If relevant)			
<i>Process to identify, screen if/as appropriate</i> <input type="checkbox"/> Criminal Records Check <input type="checkbox"/> Child Protection Training			
<i>Volunteer briefing process re: their roles and responsibilities (e.g. briefing to be conducted when, where, how, by whom)</i>			



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Communications Plan			
Detail schedule of routine check-ins			<i>Initials</i>
What method of communication			<i>Initials</i>
Who to be contacted			<i>Initials</i>
Detail contingency plan if check-in missed			<i>Initials</i>
Yes No Other staff, supervisors, volunteers briefed re: logistics, roles/responsibilities/duties, expectations, communications, safety plan and emergency plan?			
Transportation Plan <i>(Check all that apply)</i>			
Method		Driver	
<input type="checkbox"/>	Walking	<input type="checkbox"/>	Professional driver
<input type="checkbox"/>	Board-owned bus/van	<input type="checkbox"/>	Volunteer driver (staff/other supervisor)
<input type="checkbox"/>	Public Transport	<input type="checkbox"/>	Other (specify)
<input type="checkbox"/>	Charter bus	<input type="checkbox"/>	
<input type="checkbox"/>	Transport not provided; participants responsible for own		
<input type="checkbox"/>	Other (by service provider)		
Driver(s) aware of route and safety expectations?			
Volunteer driver information			
Driver name	Vehicle (Make/Model)	License Plate #	Vehicle inspection completed
Other modes of transportation (public transit, planes, trains, ferry, boats etc.)			



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Accommodation Arrangements			
Date of Arrival <i>(yyyy/mm/dd)</i>	Location (City/Town/ approx. land coordinates)	Name of Accommodation	Phone number
Budget			
Expenses		Source(s) of funding and amounts	
Transportation:		School budget:	
Food/Meals:		Fundraising (specify)	
Accommodations:		Fee/Student:	
Service Providers:		Other (specify):	
Fees/Licenses:		Other (specify):	
Other (specify)		Other (specify)	
<i>Total cost and estimates for major budget items (e.g. food, gas, etc.)</i>			
Emergency Plan			
First Aid kit(s) (stocked and carried/accessible): <input type="checkbox"/> Yes <input type="checkbox"/> No			
Emergency communications equipment carried and/or accessible (check any and all that apply): <input type="checkbox"/> Telephone <input type="checkbox"/> Cell phone <input type="checkbox"/> Service Provider Responsibility <input type="checkbox"/> None <input type="checkbox"/> Other (specify):			
<i>Contacts and numbers, if relevant</i>			
<i>Name of Primary First Aider, if relevant</i>		<i>Certification(s) Held, if any</i>	
<i>Name of school contact available 24/7</i>	<i>Home</i>	<i>Work</i>	<i>Cell</i>
Procedure if a participant is ill or has a non-life-threatening injury:			



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Emergency Contacts		
Types of Emergency Service	Agency	Phone Number
Search and Rescue	Columbia Valley Search and Rescue	9-1-1
Medical	Invermere & District Hospital	9-1-1 / 250-342-9201
Fire	Radium Hot Springs Volunteer Fire Department	9-1-1 / 250-347-6455
	Invermere Fire Department	9-1-1 / 250-342-3200
Police	RCMP	9-1-1
Local Police – non emergency phone number		1-250-342-9292
Names and locations of nearest medical facilities (<i>Distinguish where there are changes at different points along the trip</i>) Invermere & District Hospital 850 10 th Avenue Invermere, BC V0A 1K0		
Safety Guidelines		
I am familiar with relevant board policies, district procedures and the <i>YouthSafe Outdoors: Safety First! Guidelines for BC School Off-site Experiences</i> : <input type="checkbox"/> Yes <input type="checkbox"/> No		
Student or staff illness plan		
Student illness plan:		
Staff illness plan:		
Attachments Checklist (<i>Check all that apply and attach to this form</i>)		
<i>Completed Checklist for Higher Care Outdoor and Open Water Activities, and Travel Excursions (included in proposal)</i>	<i>Volunteer Driver Application form (to be completed, if applicable)</i>	
<i>Risk Management Plan including average weather forecast (included in proposal)</i>	<i>Service Provider Proposal, Agreement and/or Contract (to be completed, if applicable)</i>	
<i>Risk assessment and supervision ratio calculation tool (included in proposal)</i>	<i>Attach bus manifest</i>	
<i>Itinerary Card for backcountry and open water activities (included in proposal)</i>	<i>Other (i.e. Teacher/Leader training and certifications):</i>	

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<i>A copy of form 8600.3 of the Parental/Guardian Consent, Acknowledgement of Risk and Limited Waiver for Higher Care Activities/Travel Excursions</i>		
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		CHECKLIST FOR HIGHER CARE OFF-SITE ACTIVITIES			
	Y = Met	X = Not Met	? = Need More Information	NA = Not Applicable	
Met	Criteria				
	Administrative process respected (e.g. proposal submitted to District Administration Building no later than two months before event unless it is for activities such as a championship and planning could not be made in advance)				
	Accessibility/eligibility policy addressed (e.g., equal access, voluntary participation,)				
	Educational and/or other value of the activity is evident (e.g., goals, objectives)				
	Activity/trip is appropriate for the students (e.g. age, preparation, and follow-up)				
	Duration of the activity/trip is appropriate and can be accommodated in the organization calendar				
	Destination or route assessed and appropriate (through pre-visit and/or other data collection)				
	Itinerary and activities are outlined and fit the objectives				
	The group appears adequately prepared for activity (e.g., knowledge, skills, attitudes, fitness, clothing, equipment)				
	Program and activity are sanctioned by the board				
	Parent/guardian information meeting date is planned, if one is appropriate for the trip (e.g. multi-day travel excursions)				
	The location/facility is assessed and appropriate for the students (e.g., sufficiently clean; hazards removed or identified to students)				
	Parent/guardian acknowledgement of risk and consent collected				
	Relevant student health and medical information, and emergency contacts secured				
	Budget and financial arrangements appropriate (e.g. financial accessibility, sources of funding, payment schedule)				
	Transportation arrangements acceptable (type of vehicle and type of driver)				
	Number of supervisors and supervision plan are appropriate for group activities and sites/areas				
	Ensure volunteers have completed CRCs and child protection training				
	Plan to ensure all students are clear re: rules, behavioural expectations and consequences				
	If overnighing, accommodation arrangements are acceptable (safety, hygiene, security)				
	Leadership is competent to instruct/lead the particular group in the identified activity(ies) and environment(s)				
	Plan in place to brief supervisors re: trip purpose, logistics, roles/responsibilities, safety plan, emergency plan, etc.				
	Risk Management Plan is in place (i.e. procedures for managing the key inherent risks of the activities, environments, and students).				
	Emergency Plan is in place to deal with injured/ill/lost/stranded student(s) or other members of the group (e.g., training, kits, communications equipment, back-up transportation, Emergency Services contacts)				
	Confirmation of the presence of appropriate alternative contingency plan(s) if the trip/part of the trip can't happen				
	Destination contact and phone number, e.g., outdoor centre, camp, local authority(ies)				
	Additional insurance needs addressed, if relevant (e.g., out-of-province medical, hospital care)				
	List of documents leader will carry (e.g., trip plan, permits, passenger lists, medical conditions and emergency contacts of students).				
	Principal or designate to receive copy of finalized trip plan, signed consent forms, passenger lists and other relevant documents (send to District Administration Building)				
	An appropriate plan in place to evaluate the activity/trip (e.g., criteria for success, process to evaluate)				
<i>Comments</i>					

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Risk assessment and supervision ratio calculation tool Hazards	Risks (likely or probability of exposure to the hazard – low, medium, high)	Mitigation Strategies	Plan/Notes
Becoming lost or separated from the group or the group becoming split up	Low	Canoe/kayak as a group; Lead and sweep Head count	See Supervision Plan and Site Assessment on page 2.
Injuries related to slips, trips, and/or falls	Moderate	Proper footwear Identifying slip/trip/fall hazards	
Hypothermia due to remaining in cool/cold water too long or due to insufficient clothing;	Low	Assess temperature on field trip day. Cancel if too cold or raining. Appropriate clothing	
Injuries related to lifting, carrying, walking with, or putting down the craft and/or packs;	Low	Training on how to lift and carry water craft	
Weather changes creating adverse conditions (e.g., cold, wind, precipitation)	Low	Assess temperature on field trip day. Cancel if weather is unstable.	
Complications of an injury/illness due to remoteness and time to emergency services.	High	Staff and volunteers have first aid training. Itinerary card for backcountry and open water activities is completed.	Varies due to location
Injuries related to capsize of craft or falling out of craft (e.g., due to hazards such as high or low water levels, strong currents, cross currents, weirs, shoals, dead heads, rocky shorelines or other factors)	Moderate	Monitor weather – if wind picks up, head to shore Discourage horseplay	
Drowning or near drowning	Low	Assess student swim skills Wearing approved personal floatation devices	

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Average Weather Forecast (Invermere)

Average low/high temperature	May (6/17) June (10/21) September (7/19) October (2/11)
Average wind speed/direction	May 5.9 km/hr June 5.7 km/hr September 5.5 km/hr October 5.6 km/hr
Average precipitation type/amount	Rainfall May 43mm June 61mm September 33mm October 24mm
<i>Site/area investigation (from pre-visit, guidebooks, talking to local authorities, etc.). Comment on results of investigation (e.g. suitability for group and objectives)</i>	
<i>Winter road conditions report (provide average information from DriveBC or other reliable source if available):</i>	
<i>Other local conditions report (e.g. from Parks office or other reliable source. May include snow report, water levels, wildlife warnings, etc. as relevant)</i>	



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ITINERARY CARD FOR BACKCOUNTRY AND OPEN WATER ACTIVITIES

Day No.	Of Number of Days	Objective								Date (yyyy/mm/dd)
Location (Place Name, Camp #)	GPS Coordinates, Grid Reference, or Key Landmarks		Grid (Map) Bearing	Horizontal Distance	Height		Start Time	Program Activity	Known Hazards	Safety Procedures for These Hazards
	From	To			Gained	Lost				
Totals	Grid Reference refers to 6-digit location reference # (easterly, northerly)		Remember declination for field bearing	To nearest tenth of a kilometer	In meters or feet (specify)	In meters or feet (specify)			Keywords/ Phrases to cue unique hazards	Key words/phrases to cue unique procedures detailed in Risk Management Plan
Environmental Forecast for the day			(Enter data or note N/A if not applicable)				Alternative Routes/Plans			
Temperature (low/high)										
Wind speed/direction (from)										
Clouds (type/% coverage)										
Precipitation (type/amount)										
Time of dusk										
Water level (low, medium, high)										
Snow conditions (depth of base in cm/depth new in cm/avalanche hazard rating)										

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**FORM 8600.3
 PARENT/GUARDIAN INFORMED CONSENT AND
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NOTE: It is assumed that students attending a field trip will travel both directions on the bus. If you require alternate travel arrangements for your child, please notify your child’s teacher and/or the Field Trip Supervisor prior to the event in writing (on permission form, as a separate letter, or by email) at least 24 hours prior to the trip. If consent is not received, students will not be released to parents or other family members.

To the Parent(s)/Guardian(s) of (name of student)	
<i>Name of Teacher(s), Grade, School</i>	
Please read the contents of this <i>Consent and Acknowledgement of Risk</i> form. Clarify any questions or concerns with the Lead Teacher BEFORE signing it.	
If this form is not signed and returned to the school by (INSERT DATE HERE) your child will not be allowed to attend.	
Program/Activity Information	
<i>Destination/activity/series of off-site activities</i>	<i>Date(s) (yyyy/mm/dd)</i>
<i>Curricular Connections</i>	
<i>Itinerary/activities</i>	
<i>Method of transportation</i>	
<i>Lead teacher</i>	<i>Total Number of Supervisors Planned</i>
<i>Supervisory arrangements</i>	
<i>Extra-curricular cost to the student</i>	
<i>What to bring</i>	
<p><i>Students who take regular prescriptions or require access to an Epi-Pen or an inhaler need to bring those medications with them. Please indicate medications taken by student on this form and advise the lead teacher where the medication is kept in the event of a medical emergency.</i></p>	

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

Board Responsibilities

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

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

Potential Known Risks

Potential known risks include the following

Additional Comments/Requirements

Consent and Acknowledgement of Risk

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

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exclusion from further participation, or that I be contacted to have them picked up, unless I have specified other transport arrangements. I will be responsible for any costs associated.

10. I acknowledge that it is my duty to advise the lead teacher of any medical/health concerns of my child/ward that may affect their participation.

11. I acknowledge that the board may choose to cancel the trip if travel conditions are deemed unsafe (e.g., weather, health advisory). I accept that the board will not be liable for any costs associated with such a cancellation for extra-curricular trips.

12. I consent that the board, through its employees, agents and officers, may secure such emergency medical services and advice as they deem necessary for my child's immediate health and safety, and that I shall be financially responsible for such services and advice.

13. Accidents can happen. They can be the result of the nature of the activity and can occur with or without any fault on either the part of the student or the school board, or its employees, or agents, or the facility where the activity is taking place. In permitting my child/ward to attend this trip, I am not relying on any oral or written representation or statements made by the School Board and its servants, agents, employees, or authorized volunteers, to induce me to permit my child to take the trip, other than those set out in this document.

<i>Student Name</i>	<i>Birth date (yyyy/mm/dd)</i>		
has my permission to participate.			
<i>Date (yyyy/mm/dd)</i>	<i>Parent/Guardian Name</i>	<i>Signature</i>	
If there is an issue or emergency <u>while on the field trip</u>, please list the names and contact numbers of who we should call			
<i>Name</i>	<i>Relationship</i>	<i>Primary phone number</i>	<i>Secondary phone number</i>
<i>Name</i>	<i>Relationship</i>	<i>Primary phone number</i>	<i>Secondary phone number</i>
<i>Name</i>	<i>Relationship</i>	<i>Primary phone number</i>	<i>Secondary phone number</i>
Off-Site Experience Emergency Medical Information <i>(Write below or attach a separate page if more space is needed)</i>			
<i>BC Medical Services Plan Personal Health No.</i>			
<i>Allergies (e.g., specific drugs, certain foods, insect stings, hay fever) Specify</i>			
<i>Reaction(s) to above?</i>			
<i>Carries Epi pen? <input type="checkbox"/> Yes <input type="checkbox"/> No</i>		<i>Carries Ana Kit? <input type="checkbox"/> Yes <input type="checkbox"/> No</i>	
<i>Medical/physical conditions that may affect participation in the stated program/activity (e.g., recent illness or injury, recent hospitalization or surgery, chronic conditions, phobias, etc.). Be specific.</i>			
<i>Specify the condition(s) and requirements for program modification or specific activities your child should not participate in</i>			



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

Other Health/Medical/Dietary Concerns

Parental Responsibility in the Event of Student Illness

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

Definition of seriously ill or injured: A student cannot participate in the planned activities (e.x. highly contagious, vomiting, high fever, diarrhea, and/or it is recommended that they do not participate or travel by a medical professional. This does not include minor colds, upset stomachs, headaches, low grade fever, sprains/strains).

<i>Name of person to contacted in the event of student illness</i>	<i>Phone number</i>
--	---------------------

Signature of Parent/Guardian

Parental/Guardian Limited Waiver of Liability

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

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

Date (yyyy/mm/dd)

Signature of Parent/Guardian

Printed Name of Parent/Guardian

Address of Parent/Guardian

Signature of other custodianParent/Guardian (if required)

Printed Name of other custodianParent/Guardian (if required)

Address of other custodianParent/Guardian (if required)

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



POLICY NO. 13.0

FEES AND REFUNDS

POLICY:

Fees associated to the District’s Rocky Mountain JUSTB4 Program (“JUSTB4 Program”) are due during the first week of the month of service. One month’s written notice is required to withdraw your child from the JUSTB4 Program which must be received by the first day of the month of service. Families are required to pay a non-refundable registration fee of \$30 for the child’s application to be processed.

PROCEDURES:

- JUSTB4 operates on the District’s school calendar with the first day of programming to commence on September 11, 2023 and the last day concluding on June 27, 2024. Monthly fees are pro-rated for the year based on the number of days in session throughout the school year. Therefore, the monthly fee remains consistent regardless of school closures such as professional development days, winter break, and spring break.
- Refunds will not be issued due to illness or other absences during days in session.
- JUSTB4 participates in the Child Care Fee Reduction Initiative (CCFRI) and the fees reflect the CCFRI \$95/month fee reduction.
- Families who meet the criteria for additional subsidy through the Affordable Child Care Benefit (ACCB) offered by the Ministry of Children and Family Development (MCFD) must apply for this benefit prior to September. Families who qualify for the ACCB will be required to pay the remainder of the fee not covered by MCFD and are responsible for continuing with the ACCB renewal process.
- Families have the option of paying fees through electronic payment via major credit card or direct debit, and cheque. NSF cheques will incur a processing fee of \$45.00.
- If fees are not paid during the first week of the month, the following will occur:
 - One week late – informal reminder.
 - Two weeks late – a phone call will be made to discuss payment.
 - Three weeks late – a letter will be provided and a copy will remain in your child’s file
 - Four weeks late – withdrawal from the JUSTB4 program.

Monthly Fees BEFORE CCFRI	CCFRI Reduction For All Families Per Month	Monthly Fees for Families	Breakdown of Cost per Day
\$300	\$95	\$205	\$11.45

*****Monthly fees MAY be further reduced if families qualify and apply for the Affordable Child Care Benefit before September.***



DATE: June 13, 2023

TO: Board of Trustees

FROM: Karen Shipka, Superintendent of Schools

SUBJECT: 2024-25 Five-Year Capital Plan Submission – Major and Minor Capital Program

ORIGINATOR: Alan Rice, Secretary Treasurer, Al Ure, Director of Operations

REFERENCE: 5 Year Capital Plan 2024/25 Summary

ISSUE

This report informs the Board of Trustees regarding the Ministry of Education Capital Plan requirements.

BACKGROUND

The School Act provides that the Minister of Education may require a Board of Education to prepare and submit a capital plan. Five year Capital Plans have been established as the appropriate time period for Government capital planning purposes. The Ministry of Education utilizes a web-based Capital Asset Planning System (CAPS) which school districts must use for their annual Five-Year Capital Plan Submissions. The CAPS enables the Ministry to issue separate “Call for Submissions” for Major Capital programs and Minor Capital programs, with different capital project request submission deadlines. The deadlines this year are as follows:

- Major Capital Programs (SMP, EXP, REP, RDP) – June 30, 2023
- Minor Capital Programs (SEP, CNCP, PEP, BUS) – September 30, 2023

CURRENT SITUATION

The Board of Education Capital Committee met June 5th to discuss capital planning for the Major and Minor Capital Program. Recommended projects for the Five Year Major and Minor Capital Program were discussed. These projects and their relative construction budgets are listed on the appendix.

RECOMMENDATION

The Board of Education Capital Committee recommends that The Board of Education approve the 2024/25 Five Year Capital Plan – Major and Minor Capital Program submission.

POSSIBLE MOTION

That the Board of Education approve the 2024/25 - 5 Year Capital Plan for Major and Minor Capital as presented.



School District No. 6 (Rocky Mountain)

2024/25 - Five Year Capital Plan Summary - Minor Capital Program

School	Project Description	Funding Program	Program Priority	Year One (Summer 2024)	Year Two (Summer 2025)	Year Three (Summer 2026)	Year Four (Summer 2027)	Year Five (Summer 2028)
	School Enhancement Program							
Selkirk Secondary School	Hallway Upgrade - Replace Flooring and Ceiling In Hallways	SEP	1	\$490,000				
David Thompson Secondary School	HVAC Upgrade - Heat Pumps Lifecycle Replacement	SEP	2	\$600,000	\$600,000	\$600,000		
Selkirk Secondary School	HVAC Upgrade - Replace Air Handling Units and Upgrades to Hot Water Heating System	SEP	3	\$1,200,000	\$1,200,000	\$1,200,000		
Edgewater Elementary School	Accessible Entrance Upgrade and Foundation Wall Waterproofing	SEP	4	\$700,000				
	Carbon Neutral Capital Funding							
Lindsay Park Elementary School	LED Lighting Upgrade - Energy Efficiency Upgrade	CNCP	1	\$140,000				
Martin Morigeau	LED Lighting Upgrade - Energy Efficiency Upgrade	CNCP	2	\$120,000				
Edgewater Elementary School	LED Lighting Upgrade - Energy Efficiency Upgrade	CNCP	3	\$155,000				
	Bus Replacement Program							
2010 70P School Bus 9061A	Life Cycle Replacement of School Bus (Kimberley)	BUS	1	Capital Allowance				
2012 70P School Bus 0060A	Life Cycle Replacement of School Bus (Kimberley)	BUS	2	Capital Allowance				
2013 70P School Bus 0061A	Life Cycle Replacement of School Bus (Kimberley)	BUS	3	Capital Allowance				
2012 70P School Bus 0063A	Life Cycle Replacement of School Bus (Golden)	BUS	4	Capital Allowance				
2013 76p School Bus 1061A	Life Cycle Replacement of School Bus (Invermere)	BUS	5	Capital Allowance				
2013 76p School Bus 1060A	Life Cycle Replacement of School Bus (Invermere)	BUS	6	Capital Allowance				

PUBLIC BOARD MEETING

DATE: June 13, 2023
TO: Board of Trustees
FROM: Alan Rice, Secretary Treasurer
SUBJECT: Annual Budget – June 30, 2024
ORIGINATOR: Alan Rice, Secretary Treasurer
REFERENCE: 23-24_annual_budget_v12 (Draft)



ISSUE

In accordance with section 111 of the School Act the Minister is requiring Annual Budgets to be prepared, adopted by bylaw and submitted by June 30, 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, each year the Board must adopt an annual budget for that fiscal year.

CURRENT SITUATION

As a part of the 2023/24 collaborative budget process, we met with all principals and senior management to review staffing and discretionary spending. We have reviewed estimated enrollment from standard schools. 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 90.4% of its operating revenue from provincial Ministry of Education and Childcare (MOECC) and other grants, 7.9% from tuition, 0.5% from prior year appropriated surplus, and 1.2% from other sources. The proposed operating budget for 2023/24 is allocated to be spent on salaries and benefits 82.26%; services and supplies 7.58%; student transportation, PD and travel, rentals and leases, dues and fees and insurance 8.14%; and utilities 2.02%.

Mr. Rice presented the Annual Budget in detail to the Finance and Audit committee on June 8th. The recommendation from the Finance and Audit Committee is to approve all three readings.



PUBLIC BOARD MEETING

The statements and scheduled included in the annual budget are:

- Statement 2 – Revenue and Expense (original signatures required once finalized)
- Statement 4 – Change in Net Financial Assets (Debt)
- 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 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 2023-2024 Annual Budget Bylaw for fiscal year 2023-2024.

KEY MESSAGES

The Board has approved a balanced budget for the 2023-24 school year.



Annual Budget

School District No. 06 (Rocky Mountain)

June 30, 2024

School District No. 06 (Rocky Mountain)

June 30, 2024

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

ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 06 (ROCKY MOUNTAIN) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2023/2024 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 Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 06 (Rocky Mountain) Annual Budget Bylaw for fiscal year 2023/2024.
3. The attached Statement 2 showing the estimated revenue and expense for the 2023/2024 fiscal year and the total budget bylaw amount of \$63,871,510 for the 2023/2024 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2023/2024.

READ A FIRST TIME THE 13th DAY OF JUNE, 2023;

READ A SECOND TIME THE 13th DAY OF JUNE, 2023;

READ A THIRD TIME, PASSED AND ADOPTED THE 13th DAY OF JUNE, 2023;

(Corporate Seal)

Chairperson of the Board

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 06 (Rocky Mountain) Annual Budget Bylaw 2023/2024, adopted by the Board the 13th DAY OF JUNE, 2023.

Secretary Treasurer

School District No. 06 (Rocky Mountain)

Statement 2

Annual Budget - Revenue and Expense

Year Ended June 30, 2024

	2024 Annual Budget	2023 Amended Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	3,466.058	3,509.250
Adult	2.000	2.000
Total Ministry Operating Grant Funded FTE's	3,468.058	3,511.250
Revenues	\$	\$
Provincial Grants		
Ministry of Education and Child Care	52,669,630	50,584,388
Tuition	4,081,037	4,011,735
Other Revenue	1,194,136	1,157,936
Rentals and Leases	100,000	64,119
Investment Income	334,500	288,700
Amortization of Deferred Capital Revenue	2,008,688	1,983,011
Total Revenue	60,387,991	58,089,889
Expenses		
Instruction	47,176,343	45,272,185
District Administration	2,210,753	2,060,818
Operations and Maintenance	10,076,399	9,393,493
Transportation and Housing	2,458,580	2,415,445
Debt Services	32,000	19,400
Total Expense	61,954,075	59,161,341
Net Revenue (Expense)	(1,566,084)	(1,071,452)
Budgeted Allocation (Retirement) of Surplus (Deficit)	235,763	623,825
Budgeted Surplus (Deficit), for the year	(1,330,321)	(447,627)
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(1,330,321)	(447,627)
Budgeted Surplus (Deficit), for the year	(1,330,321)	(447,627)

School District No. 06 (Rocky Mountain)

Annual Budget - Revenue and Expense

Year Ended June 30, 2024

	2024 Annual Budget	2023 Amended Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	52,048,304	49,710,054
Special Purpose Funds - Total Expense	6,352,586	6,289,996
Special Purpose Funds - Tangible Capital Assets Purchased	184,176	356,453
Capital Fund - Total Expense	3,553,185	3,161,291
Capital Fund - Tangible Capital Assets Purchased from Local Capital	1,733,259	782,866
Total Budget Bylaw Amount	63,871,510	60,300,660

Approved by the Board

Signature _____ Date _____
Signature _____ Date _____
Signature _____ Date _____

DRAFT

School District No. 06 (Rocky Mountain)

Statement 4

Annual Budget - Changes in Net Financial Assets (Debt)

Year Ended June 30, 2024

	2024 Annual Budget	2023 Amended Annual Budget
	\$	\$
Surplus (Deficit) for the year	(1,566,084)	(1,071,452)
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(184,176)	(356,453)
From Local Capital	(1,733,259)	(782,866)
From Deferred Capital Revenue	(8,420,700)	(3,582,394)
Assets acquired by lease	(50,000)	(160,000)
Total Acquisition of Tangible Capital Assets	(10,388,135)	(4,881,713)
Amortization of Tangible Capital Assets	3,521,185	3,141,891
Total Effect of change in Tangible Capital Assets	(6,866,950)	(1,739,822)
Acquisitions of Prepaid Expenses	(50,000)	(50,000)
Use of Prepaid Expenses	50,000	50,000
	-	-
(Increase) Decrease in Net Financial Assets (Debt)	(8,433,034)	(2,811,274)

School District No. 06 (Rocky Mountain)

Annual Budget - Operating Revenue and Expense

Year Ended June 30, 2024

	2024	2023 Amended
	Annual Budget	Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	47,115,368	44,907,439
Tuition	4,081,037	4,011,735
Other Revenue	216,136	192,936
Rentals and Leases	100,000	64,119
Investment Income	300,000	240,000
Total Revenue	51,812,541	49,416,229
Expenses		
Instruction	40,847,924	39,030,224
District Administration	2,203,253	2,053,318
Operations and Maintenance	6,829,274	6,534,351
Transportation and Housing	2,167,853	2,092,161
Total Expense	52,048,304	49,710,054
Net Revenue (Expense)	(235,763)	(293,825)
Budgeted Prior Year Surplus Appropriation	235,763	623,825
Net Transfers (to) from other funds		
Other		(330,000)
Total Net Transfers	-	(330,000)
Budgeted Surplus (Deficit), for the year	-	-

School District No. 06 (Rocky Mountain)

Schedule 2A

Annual Budget - Schedule of Operating Revenue by Source

Year Ended June 30, 2024

	2024 Annual Budget	2023 Amended Annual Budget
	\$	\$
Provincial Grants - Ministry of Education and Child Care		
Operating Grant, Ministry of Education and Child Care	45,436,597	42,739,200
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	45,759
FSA Scorer Grant	8,187	8,187
Early Learning Framework (ELF) Implementation		514
Labour Settlement Funding	748,359	1,645,493
Projected enrolment increase	408,180	
Total Provincial Grants - Ministry of Education and Child Care	47,115,368	44,907,439
Tuition		
International and Out of Province Students	4,081,037	4,011,735
Total Tuition	4,081,037	4,011,735
Other Revenues		
Funding from First Nations	108,936	108,936
Miscellaneous		
Artists in Education	7,200	7,200
Donations	20,000	9,000
Other	80,000	67,800
Total Other Revenue	216,136	192,936
Rentals and Leases	100,000	64,119
Investment Income	300,000	240,000
Total Operating Revenue	51,812,541	49,416,229

School District No. 06 (Rocky Mountain)

Schedule 2B

Annual Budget - Schedule of Operating Expense by Object

Year Ended June 30, 2024

	2024 Annual Budget	2023 Amended Annual Budget
	\$	\$
Salaries		
Teachers	16,309,229	15,511,926
Principals and Vice Principals	3,883,261	3,640,230
Educational Assistants	3,450,851	3,423,895
Support Staff	4,598,148	4,314,549
Other Professionals	4,599,635	4,359,551
Substitutes	1,898,792	1,847,743
Total Salaries	34,739,916	33,097,894
Employee Benefits	8,106,395	7,843,803
Total Salaries and Benefits	42,846,311	40,941,697
Services and Supplies		
Services	1,463,496	1,503,805
Student Transportation	487,400	502,395
Professional Development and Travel	907,546	868,611
Rentals and Leases	19,200	82,000
Dues and Fees	2,669,742	2,479,698
Insurance	155,500	147,500
Supplies	2,446,409	2,241,648
Utilities	1,052,700	942,700
Total Services and Supplies	9,201,993	8,768,357
Total Operating Expense	52,048,304	49,710,054

School District No. 06 (Rocky Mountain)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2024

	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	14,828,860	873,598	246,233	629,468	320,771	1,455,727	18,354,657
1.03 Career Programs							-
1.07 Library Services	108,692			124,331		2,000	235,023
1.08 Counselling	442,911						442,911
1.10 Special Education	917,054	134,186	3,195,010	16,939	614,461	204,775	5,082,425
1.20 Early Learning and Child Care	11,712						11,712
1.30 English Language Learning							-
1.31 Indigenous Education		134,186	9,608		819,907	3,790	967,491
1.41 School Administration		2,733,438		355,510		28,000	3,116,948
1.61 Continuing Education		7,853					7,853
1.62 International and Out of Province Students				50,891	616,531		667,422
Total Function 1	16,309,229	3,883,261	3,450,851	1,177,139	2,371,670	1,694,292	28,886,442
4 District Administration							
4.11 Educational Administration					294,875		294,875
4.40 School District Governance					142,702		142,702
4.41 Business Administration					955,606		955,606
Total Function 4	-	-	-	-	1,393,183	-	1,393,183
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration					240,488	2,000	242,488
5.50 Maintenance Operations				2,518,202	368,195	127,500	3,013,897
5.52 Maintenance of Grounds				89,762		15,000	104,762
5.56 Utilities							-
Total Function 5	-	-	-	2,607,964	608,683	144,500	3,361,147
7 Transportation and Housing							
7.41 Transportation and Housing Administration					101,891		101,891
7.70 Student Transportation				813,045	124,208	60,000	997,253
Total Function 7	-	-	-	813,045	226,099	60,000	1,099,144
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	16,309,229	3,883,261	3,450,851	4,598,148	4,599,635	1,898,792	34,739,916

School District No. 06 (Rocky Mountain)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2024

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2024 Annual Budget	2023 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	18,354,657	4,248,645	22,603,302	1,775,279	24,378,581	23,416,866
1.03 Career Programs	-		-	1,000	1,000	500
1.07 Library Services	235,023	59,901	294,924	107,510	402,434	475,068
1.08 Counselling	442,911	101,271	544,182	7,100	551,282	352,813
1.10 Special Education	5,082,425	1,331,875	6,414,300	181,510	6,595,810	6,374,009
1.20 Early Learning and Child Care	11,712	2,678	14,390		14,390	
1.30 English Language Learning	-		-		-	9,947
1.31 Indigenous Education	967,491	246,739	1,214,230	172,028	1,386,258	1,320,734
1.41 School Administration	3,116,948	653,492	3,770,440	111,923	3,882,363	3,608,872
1.61 Continuing Education	7,853	1,563	9,416		9,416	8,849
1.62 International and Out of Province Students	667,422	95,583	763,005	2,863,385	3,626,390	3,462,566
Total Function 1	28,886,442	6,741,747	35,628,189	5,219,735	40,847,924	39,030,224
4 District Administration						
4.11 Educational Administration	294,875	64,734	359,609	49,050	408,659	351,913
4.40 School District Governance	142,702	7,500	150,202	110,140	260,342	261,590
4.41 Business Administration	955,606	198,099	1,153,705	380,547	1,534,252	1,439,815
Total Function 4	1,393,183	270,333	1,663,516	539,737	2,203,253	2,053,318
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	242,488	57,633	300,121	170,210	470,331	484,324
5.50 Maintenance Operations	3,013,897	740,203	3,754,100	1,071,803	4,825,903	4,619,441
5.52 Maintenance of Grounds	104,762	25,958	130,720	169,500	300,220	307,766
5.56 Utilities	-		-	1,232,820	1,232,820	1,122,820
Total Function 5	3,361,147	823,794	4,184,941	2,644,333	6,829,274	6,534,351
7 Transportation and Housing						
7.41 Transportation and Housing Administration	101,891	22,555	124,446	15,630	140,076	134,896
7.70 Student Transportation	997,253	247,966	1,245,219	782,558	2,027,777	1,957,265
Total Function 7	1,099,144	270,521	1,369,665	798,188	2,167,853	2,092,161
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	34,739,916	8,106,395	42,846,311	9,201,993	52,048,304	49,710,054

School District No. 06 (Rocky Mountain)

Annual Budget - Special Purpose Revenue and Expense

Year Ended June 30, 2024

	2024	2023 Amended
	Annual Budget	Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	5,554,262	5,676,949
Other Revenue	978,000	965,000
Investment Income	4,500	4,500
Total Revenue	6,536,762	6,646,449
Expenses		
Instruction	6,328,419	6,241,961
District Administration	7,500	7,500
Operations and Maintenance	16,667	16,667
Transportation and Housing		23,868
Total Expense	6,352,586	6,289,996
Net Revenue (Expense)	184,176	356,453
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(184,176)	(356,453)
Total Net Transfers	(184,176)	(356,453)
Budgeted Surplus (Deficit), for the year	-	-

School District No. 06 (Rocky Mountain)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2024

	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	-	-	18,731	80,000	975,000	20,000	5,000		
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	195,843	171,984				96,000	22,050	87,476	434,293
Other				5,000	970,000				
Investment Income				2,500	2,000				
	195,843	171,984	-	7,500	972,000	96,000	22,050	87,476	434,293
Less: Allocated to Revenue	195,843	171,984	5,000	7,500	975,000	116,000	27,050	87,476	434,293
Deferred Revenue, end of year	-	-	13,731	80,000	972,000	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	195,843	171,984	5,000			116,000	27,050	87,476	434,293
Other Revenue				5,000	973,000				
Investment Income				2,500	2,000				
	195,843	171,984	5,000	7,500	975,000	116,000	27,050	87,476	434,293
Expenses									
Salaries									
Teachers								63,805	119,247
Educational Assistants		139,307							51,379
Other Professionals							15,000		198,578
Substitutes							5,800		
	-	139,307	-	-	-	-	20,800	63,805	369,204
Employee Benefits		32,677					6,250	17,315	59,589
Services and Supplies	16,667			7,500	975,000	116,000	-	6,356	5,500
	16,667	171,984	-	7,500	975,000	116,000	27,050	87,476	434,293
Net Revenue (Expense) before Interfund Transfers	179,176	-	5,000	-	-	-	-	-	-
Interfund Transfers									
Tangible Capital Assets Purchased	(179,176)		(5,000)						
	(179,176)	-	(5,000)	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 06 (Rocky Mountain)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2024

	Classroom Enhancement Fund - Overhead	Classroom Enhancement Fund - Staffing	ECL Early Care & Learning	Feeding Futures Fund	TOTAL
	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year					1,098,731
Add: Restricted Grants					
Provincial Grants - Ministry of Education and Child Care	211,745	3,654,101	175,000	475,770	5,524,262
Other					975,000
Investment Income					4,500
	<u>211,745</u>	<u>3,654,101</u>	<u>175,000</u>	<u>475,770</u>	6,503,762
Less: Allocated to Revenue	211,745	3,654,101	175,000	475,770	6,536,762
Deferred Revenue, end of year	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	1,065,731
Revenues					
Provincial Grants - Ministry of Education and Child Care	211,745	3,654,101	175,000	475,770	5,554,262
Other Revenue					978,000
Investment Income					4,500
	<u>211,745</u>	<u>3,654,101</u>	<u>175,000</u>	<u>475,770</u>	6,536,762
Expenses					
Salaries					
Teachers		3,000,927			3,183,979
Educational Assistants					190,686
Other Professionals	53,625		144,000	77,075	488,278
Substitutes	107,921				113,721
	<u>161,546</u>	<u>3,000,927</u>	<u>144,000</u>	<u>77,075</u>	3,976,664
Employee Benefits	30,199	653,174	31,000	18,079	848,283
Services and Supplies	20,000			380,616	1,527,639
	<u>211,745</u>	<u>3,654,101</u>	<u>175,000</u>	<u>475,770</u>	6,352,586
Net Revenue (Expense) before Interfund Transfers	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	184,176
Interfund Transfers					
Tangible Capital Assets Purchased					(184,176)
	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	(184,176)
Net Revenue (Expense)	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>

School District No. 06 (Rocky Mountain)

Annual Budget - Capital Revenue and Expense

Year Ended June 30, 2024

	2024 Annual Budget			2023 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Investment Income		30,000	30,000	44,200
Amortization of Deferred Capital Revenue	2,008,688		2,008,688	1,983,011
Total Revenue	2,008,688	30,000	2,038,688	2,027,211
Expenses				
Amortization of Tangible Capital Assets				
Operations and Maintenance	3,230,458		3,230,458	2,842,475
Transportation and Housing	290,727		290,727	299,416
Debt Services				
Capital Lease Interest		32,000	32,000	19,400
Total Expense	3,521,185	32,000	3,553,185	3,161,291
Net Revenue (Expense)	(1,512,497)	(2,000)	(1,514,497)	(1,134,080)
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	184,176		184,176	356,453
Capital Lease Payment			-	330,000
Total Net Transfers	184,176	-	184,176	686,453
Other Adjustments to Fund Balances				
Tangible Capital Assets Purchased from Local Capital	1,733,259	(1,733,259)	-	
Principal Payment				
Capital Lease	268,000	(268,000)	-	
Total Other Adjustments to Fund Balances	2,001,259	(2,001,259)	-	
Budgeted Surplus (Deficit), for the year	672,938	(2,003,259)	(1,330,321)	(447,627)

DATE: June 13, 2023
TO: Board of Trustees
FROM: Alan Rice, Secretary Treasurer
SUBJECT: Budget Utilization Summary – May 31, 2023
ORIGINATOR: Alan Rice
REFERENCE: Budget Utilization Summary – May 31, 2023



PUBLIC BOARD MEETING

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 \$2,169,000 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 lower than budgeted with a variance of 1.13% below estimated for the current year.

Administration: increase of approximately \$118,000 from prior year which is attributable to increases to salary and retroactive pay, dues, fee and professional services. Actual amounts are consistent with budgeted with a variance of 0.21% above estimated.

Operations and Maintenance: increase of approximately \$319,000 from prior year. Primarily attributable to supplies, equipment and services. Actual amounts are lower than budgeted with a variance of 3.22% below estimated. June will see a number of annual maintenance and projects to be completed.

Transportation and Housing: increase of approximately \$101,000 from prior year. Attributable to supplies. Actual amounts are 5.50% below estimated. Maintenance on busses fluctuates throughout the year and depends on emergent issues.



PUBLIC BOARD MEETING

CONCLUSION

Expenditures to date are below budget by 1.53% and greater than the prior year by \$2,706,000 for the same timeframe. The operating variance of actual to budget for year-to-date is considered reasonable.

RECOMMENDATION

Continue to monitor on a monthly basis.

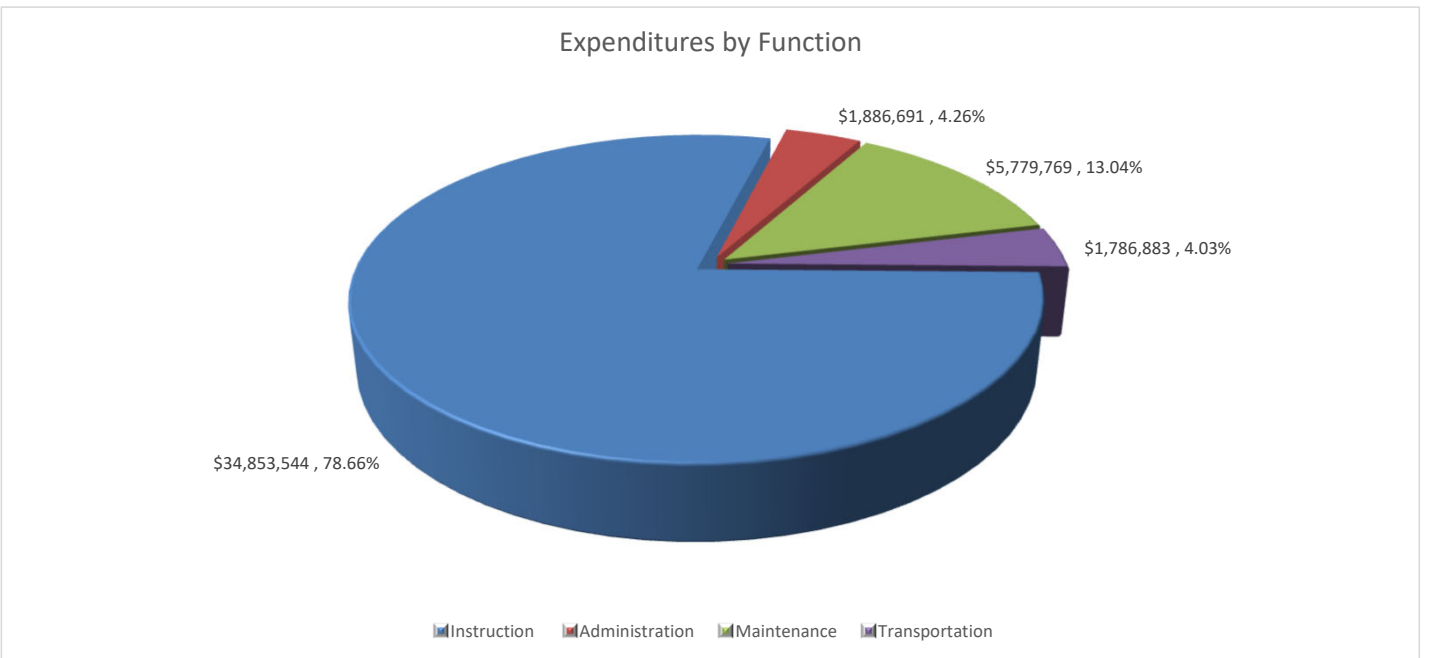
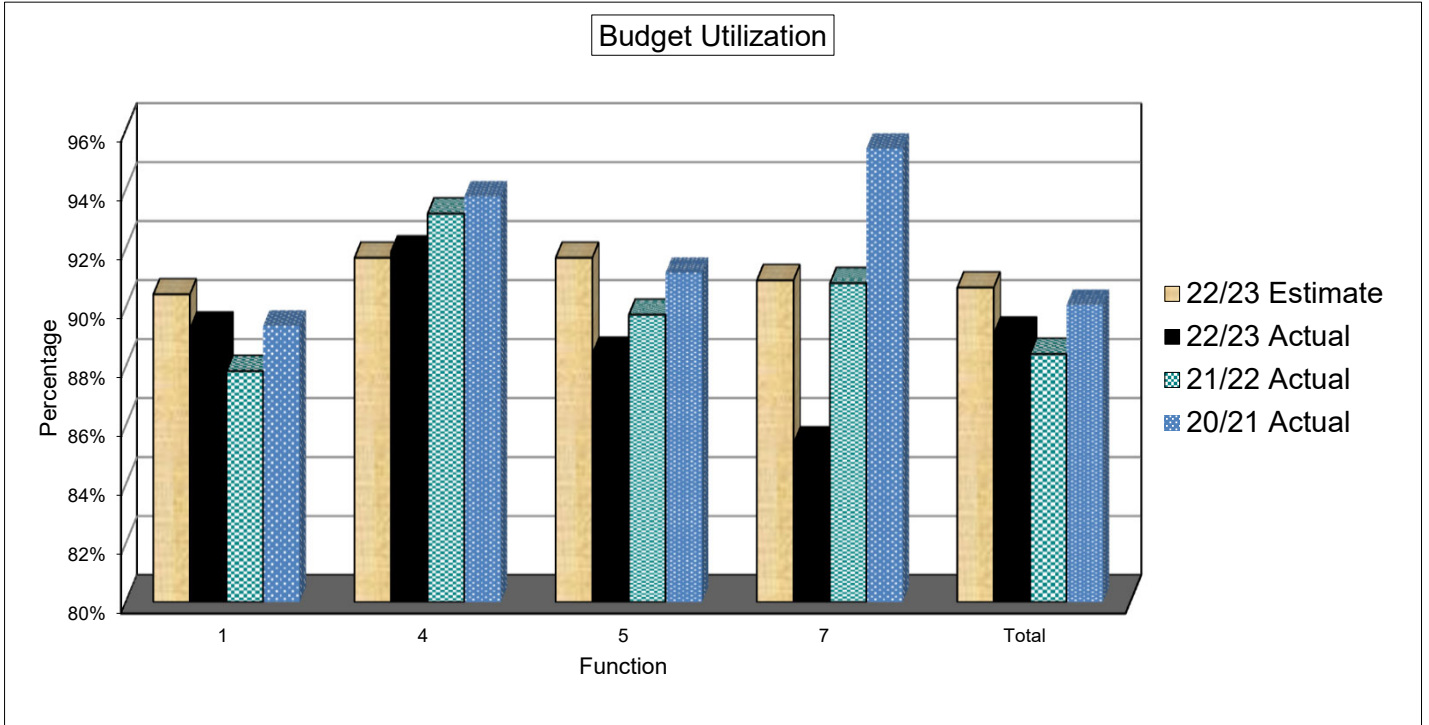
STRATEGIC ALIGNMNET

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

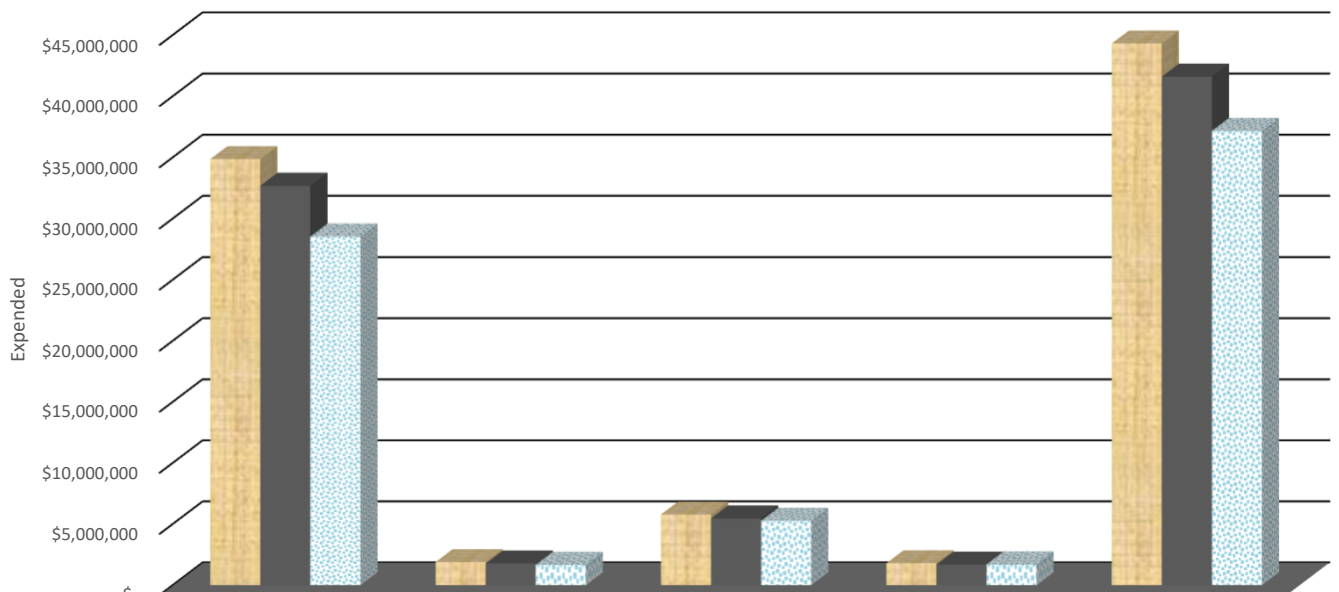


ROCKY MOUNTAIN SCHOOL DISTRICT No. 6
BUDGET UTILIZATION SUMMARY
5/31/2023

<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	\$ 39,030,224	\$ 34,853,544	89.30%	90.43%	87.83%
Administration	4	12	\$ 2,053,318	\$ 1,886,691	91.88%	91.67%	93.17%
Maintenance	5	12	\$ 6,534,351	\$ 5,779,769	88.45%	91.67%	89.74%
Transportation	7	11	\$ 2,092,161	\$ 1,786,883	85.41%	90.91%	90.81%
Total			\$ 49,710,054	\$ 44,306,887	89.13%	90.66%	88.41%



3 Year Actual Expenditure Comparison



	1	4	5	7	Total
2022/23 Actual	\$34,853,544	\$1,886,691	\$5,779,769	\$1,786,883	\$44,306,887
2021/22 Actual	\$32,684,701	\$1,768,643	\$5,460,830	\$1,686,355	\$41,600,529
2020/21 Actual	\$28,531,776	\$1,671,334	\$5,267,125	\$1,694,671	\$37,164,906

PUBLIC BOARD MEETING

DATE: June 5, 2023
TO: Board of Trustees
FROM: Karen Shipka, Superintendent of Schools
SUBJECT: Accessibility Act
ORIGINATOR: Sharon Collin, Director of Instruction
REFERENCE: [Accessible British Columbia Act](#)



ISSUE

That the Board of Education receive a report on the requirements of the *Accessible British Columbia Act* specific to the organization.

BACKGROUND

In April 2022 the *Accessible British Columbia Regulation* required that all prescribed organizations within the education sector create an Accessibility Committee and Accessibility Plan to be approved by September, 2023.

The Accessibility Plan will outline how the district will find and remove barriers to accessibility for those with a disability.

CURRENT SITUATION

On May 18th district staff attended a webinar presented by the Province of British Columbia and the Disability Alliance of BC designed to provide guidance to school districts on meeting their legislative requirements.

The district is required to create an Accessibility Committee. This committee must meet the following criteria:

- At least half of the members must have a disability or represent a disability support group.
- At least one member must have an Indigenous background.
- The committee members must offer advice on an accessibility plan.

Continuing, the district must complete an Accessibility Plan which meets the following requirements:

- Outline how the organization will find and remove barriers to accessibility.
- Be publicly available
- Must be updated every 3 years.



PUBLIC BOARD MEETING

Lastly, the district is required to establish an ongoing feedback mechanism which provides means for the public to share accessibility barriers experienced with the organization. This feedback will be considered in future versions of the Accessibility Plan.

An invitation has been offered to all staff and members of the district school community to become members of the Accessibility Committee, with a deadline for application of June 15. The Committee will meet once in June, and create a plan following the guidance of BC Council of Administrators of Inclusive Education (BC CAISE) and the Disability Alliance of BC. The district website will provide a mechanism to receive feedback on the plan, as well as identify barriers experienced within the organization.

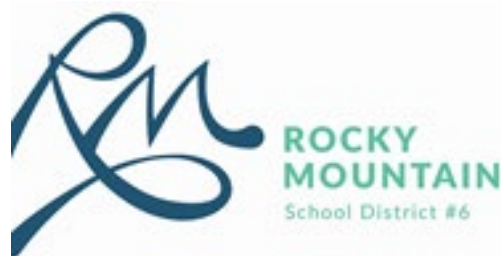
CONCLUSION

The Accessibility Plan for Rocky Mountain School District, in compliance with *Accessible British Columbia Regulation*, will be available in September 2023, with subsequent request for approval



PUBLIC BOARD MEETING

DATE: June 2, 2023
TO: Board of Trustees
FROM: Karen Shipka, Superintendent of Schools
SUBJECT: Sexual Orientation and Gender (SOGI)
ORIGINATOR: Sharon Collin, Director of Instruction
REFERENCE: [MOECC Partner Statement on Support for SOGI](#)
[MOECC SOGI Policy Guidelines](#)
[BC SOGI 1 2 3 Educator Network](#)
[erase discrimination, embrace inclusion \(MOECC\)](#)
[BC Teacher's Federation \(BCTF\) – SOGI](#)



ISSUE

That the Board of Education receive a report on instructional practice regarding sexual orientation and gender topics taught in District classrooms.

BACKGROUND

In 2016, the B.C. Human Rights Code was amended to ensure that gender identity and expression are protected for all individuals. B.C.'s K – 12 curriculum includes a focus on valuing diversity and respecting differences, as well as human rights and responses to discrimination. All staff endeavor to make all students feel valued and safe in their classroom, sending a message of acceptance to students from different family structures, cultures and the 2SLGBTQ+ community.

There is no "SOGI curriculum". However, throughout the K-12 curriculum students and teachers explore the topic of human rights and what it means to value diversity and respect differences.

CURRENT SITUATION

[Ministry of Education and Child Care Policy Guidelines](#) ask school districts to consider the following key components in creating SOGI inclusive communities:

- Common Language – all people are well-informed and equipped with appropriate and respectful language.
- Safety/Anti-Harassment – proactive measures to prevent harassment based on sexual orientation and gender.
- Self-Identification – students of all ages have the right to self-identification, which includes the name by which they wish to be addressed and the pronouns that correspond to their gender identity.



- Confidentiality – student will have the right to confidentiality of their self-identified sex, gender, and name.
- Dress Guidelines – students may express their gender identity through what they wear to school.
- Gender Integrated and Inclusive Activities – students should be able to join teams and groups that they feel correspond with their gender identity.
- Educator Training – staff will be provided with knowledge and tools to develop a broad understanding of SOGI.
- Inclusive Learning – classroom materials and teaching activities will offer positive images and accurate information about sexual and/or gender diversity.
- Facilities – individuals may choose to use washrooms and change rooms that match their gender identity.
- Inclusive Extra-Curricular Activities – students will be included and accommodated for in all extra-curricular activities.

Teachers in RMSD have been thoughtful and intentional in their inclusion of SOGI topics in classroom, and most have looked to guidance from the BC SOGI 1 2 3 Educator Network, as well as resources offered by BCTF to design instruction sensitively and confidently.

RMSD is an active member of the BC SOGI 1 2 3 Educator Network, collaborating with other educators. This network, supported by the MOECC, provides support and resources to our SOGI District Lead, as well as SOGI School Leads. Specifically, the BC SOGI Educator Network helps raise awareness in our schools by sharing, implementing, and developing SOGI-inclusive practices and initiatives.

The BC SOGI 1 2 3 network recognizes and promotes the developmentally appropriate teaching of SOGI topics, offering recommendations for teaching resources and lesson plans. For example, in kindergarten, for all students, seeing themselves reflected in their classroom directly affects their sense of belonging. In teaching about “*caring behaviours in groups and families*”, a Physical and Health Education Content Learning standard, the diversity of families will be acknowledged and celebrated. A grade K/1 lesson plan offered by the BC SOGI 1 2 3 network addresses the topic of family diversity. Concepts around sexual orientation and gender identity mature as children age, and topics such as identity, discrimination and social justice are taught across curriculum.

The K-12 graded learning resources curated by BC SOGI 1 2 3 that have been formally evaluated by the BC Educational Resource Acquisition Consortium (ERAC) as age-appropriate and aligned with the provincial curriculum.

British Columbia Teacher’s Federation (BCTF) currently includes 42 multi-grade lesson plans on SOGI topics, with a broad range of resources reflecting broader social justice issues. All lesson plans are authored by BC Teacher’s and evaluated for alignment with the provincial curriculum

KEY MESSAGES

There is no “SOGI curriculum”. Human rights and diversity are topics embedded throughout the K - 12 curriculum, and SOGI topics are included.

Educators in RMSD are encouraged to consider developmentally appropriate topics and learning resources when planning instruction.



DATE: June 13, 2023

TO: Board of Trustees

FROM: Karen Shipka, Superintendent of Schools

SUBJECT: Climbing Wall - JALES

ORIGINATOR: Al Rice, Secretary Treasurer; Al Ure, Director of Operations

REFERENCE: RMSD6 JALES Climbing Wall; ACMG Email June 1, 2023



ISSUE

That the climbing was at J. Alfred Laird Elementary School (“JALES”) has not been available for use to the public since community use was halted during COVID.

BACKGROUND

The climbing has historically been available for use by the District as well as general members of the public. Herb Weller is a certified instructor and has provided his services to the District during instruction and after school clubs. He has also organized events for the public (i.e., birthday parties, drop-in sessions) charging a nominal fee for this service. Mr. Weller has put countless hours of his personal time and money into maintaining the climbing wall and equipment as well as growing the sport within the community.

The District’s liability insurance provides coverage for school sanctioned events, which includes clubs, sports or other activities outside of regular school hours. The District requires proof of insurance for non-school sanctioned events for use by employees, other youth groups, community/non-profit groups or commercial users (District Practice 6000, 2.1). The majority of school use is for sporting activities or meetings.

CURRENT SITUATION

As part of the reopening of spaces for community use, the following were required to be completed:

- 1) Inspection of the wall: this took some time to coordinate and caused delays with respect to opening for school use. This has been completed and will be conducted on an annual basis.
- 2) Liability insurance for Mr. Weller: there were multiple communications between the Association of Canadian Mountain Guides (“ACMG”) and District staff to accommodate the requests of the insurance provider of ACMG. There is no concern regarding Mr. Weller’s involvement with school sanctioned events. Where the issue arises is for external bookings and drop-in activities.

A letter to ACMG, dated March 3, 2023, was provided confirming the liability for negligence related to the climbing wall at JALES. This letter was approved for release by the District’s insurance provider Schools Protection Plan. The District believes this adequately addresses liability that may result from the condition of the wall.



As referenced in the email dated June 1, 2023, ACMG's insurance provider was unable to provide liability insurance to Mr. Weller.

There have been a number of concerned community members regarding the inability to access the climbing wall for community use. The District has been responsive to the requests of ACMG and their insurance provider throughout the process.

FINANCIAL IMPLICATIONS

Insurance is a major component of risk mitigation of financial exposure to the District. If the Board were to allow community use of the climbing wall it could be under the following circumstances:

- 1) The District accepts the liability and financial losses (which are indeterminable) with respect to the non-school sanctioned use of the wall.
- 2) The District obtains an additional insurance policy for external users. There is no guarantee that insurance can be obtained. In addition, there would need to be an arrangement with Mr. Weller, whereby the District would be operating a climbing wall. There could be requests from other community users to provide insurance for their non-school sanctioned events.

RECOMMENDATION

The District requires insurance to be in place for all non-school sanctioned events which is a prudent risk mitigation approach and consistent throughout the Province.

The recommendation from management is to maintain this practice for the climbing wall at JALES. This would result in no community use of the climbing wall until such time as Mr. Weller could obtain insurance.





P.O. Box 430 Invermere, B.C., Canada, V0A 1K0

250-342-9243 • Fax 250-342-6966

Alan Rice | Secretary Treasurer | alan.rice@sd6.bc.ca

Al Ure | Director of Operations | al.ure@sd6.bc.ca

School District 6 Rocky Mountain is located on the traditional unceded shared territory of the Ktunaxa and Secwépmeč peoples and the chosen home of the Métis.

March 3, 2023

Mike Adolph
ACMG
Box 8341
Canmore, AB, T1W 2V1

Re: J. Alfred Laird Climbing Wall

Dear Mr. Adolph,

I am writing to you on behalf of School District 6 (Rocky Mountain) (the “District”) to bring to your attention an agreement that we have in place with Herb Weller regarding the use and upkeep of our climbing wall.

As you may know, Herb Weller is a user of our climbing wall facility and we have entered into an agreement with him that includes a clause regarding negligence and liability by the District. Specifically, the clause states:

Notwithstanding the requirements for insurance (if applicable), as set out, it is understood and agreed by the parties hereto that the User shall indemnify and shall hold harmless the Board of Education of School District No. 6 (Rocky Mountain), and its employees, servants, agents, and contractors, from any and all claims or expenses arising out of the use and/or occupation of the property belonging to the School District by the User and any of its officers, employees, servants, agents, contractors and volunteers except to the extent that such loss arises from the independent negligence of the School District.

We confirm that the District has entered into an agreement with Herb Weller and that the District completes regular inspections on the wall structure. As per above, the District is aware of the risk with respect to the negligence of the wall structure.

If you have any questions or require further information regarding this agreement, please do not hesitate to contact us. We look forward to working with you in the future to continue to provide a safe and enjoyable climbing experience for all.

Sincerely,

A handwritten signature in black ink, appearing to read 'Alan Rice'.

Alan Rice | Secretary Treasurer



Hi Alan,

Our insurance brokers Kaerus Gourp Risk Solutions, have finally heard back from our insurance underwriters Lloyds of London, and they have declined to extend coverage under the ACMG's group commercial general liability insurance policy (LIP) to Herb Weller's activities as a climbing gym instructor or supervisor at your climbing gym. The purpose of ACMG LIP is to provide liability insurance to our members within a specific scope of practice, primarily guiding clients outdoors in the hiking, rock and alpine climbing, and skiing disciplines.

The terms of the policy do not include indoor gym climbing instruction because the scope of practice of an ACMG Climbing Gym Instructor includes the requirement for institutional supervision normally provided by the climbing gym itself, and it is anticipated that the climbing gym would have liability insurance coverage for all of its staff. Although a community climbing gym such as the one located in your school with volunteer staff is a unique situation, unfortunately, our insurers are not willing to extend coverage under the ACMG LIP to an operation such as this.

I want to assure you it was not my intention to make the school district a scapegoat. My only intent was to try and provide the underwriters with enough information about what liability insurance coverage the school district was willing to extend to Mr. Weller to convince them to make this allowance and extend coverage to him under the ACMG LIP. Unfortunately, in the end, I was unsuccessful, and I want to apologize to Mr. Weller, Julie Beauchemin and the climbing community in Invermere for how long it took to come to this conclusion.

I have included our insurance broker's contact information below if you would like to inquire about liability insurance options for the climbing gym operations outside of the ACMG LIP and the school district's liability insurance.

Regards,
Kevin

Kevin D. Dumba
Executive Director (he/him)
Association of Canadian Mountain Guides
kevin.dumba@acmg.ca | www.acmg.ca



ACMG members live and work on all parts of this shared land. I live and work on the territories of the Blackfoot Confederacy: the Siksika, Kainai, and Piikani, the Tsuut'ina First Nation and the Stoney Nakoda consisting of the Wesley, Chiniki, and Bearspaw Nations, Treaty 7 Territory. This area is also shared with Metis Nation, Region 3.

Angela Dunlop MacKenzie, B.Sc
President



Suite 340, 600 Crowfoot Cres NW, Calgary, AB T3G 0B4
Mobile: 403.990.3810
Office: 587.943.3177
Toll Free: 1.844.753.0039 x201
Email: angelam@kaerusgroup.com
Website: www.kaerusgroup.com

From: [XMS Ministerial Registry Unit / Unité du registre ministériel XMS](#)
To: [Stacey Ursulescu](#)
Cc: [ROB.MORRISON@PARL.GC.CA](#); [educ.minister@gov.bc.ca](#); [MINISTER.MOTI@GOV.BC.CA](#); [doug.clovechok.MLA@leg.bc.ca](#)
Subject: Regarding the safety of children in your community and the potential obstructions that can occur at railway crossings
Date: Thursday, June 1, 2023 6:15:26 AM
Attachments: [ExternalExterne Letter of concern from School Board Trustees regarding CP marshalling yard in Golden BC.msg](#)

You don't often get email from xmsministerialregistryunit-uniteduregistreministeriel@tc.gc.ca. [Learn why this is important](#)

CAUTION: External email. DO NOT click links or open attachments unless you are confident about the source.

UNCLASSIFIED / NON CLASSIFIÉ

Dear Amber:

Thank you for your correspondence of April 18, 2023, to the Honourable Omar Alghabra, Minister of Transport, in which you shared your concerns regarding the safety of children in your community and the potential obstructions that can occur at railway crossings.

Transport Canada recognizes the disruption that railways can present for communities. Under the *Railway Safety Act*, the department is responsible for promoting, monitoring, and enforcing compliance with existing rules and regulations.

As you noted, under Regulation 97(2) of the Grade Crossings Regulations, trains are prohibited from blocking crossings for longer than five minutes if people or vehicles are waiting to cross. The intent of the regulations is to ensure that railway companies do not block crossings while conducting switching or other work activities under normal circumstances. Transport Canada Railway Safety Inspectors regularly conduct compliance monitoring at Kicking Horse Drive and will be conducting compliance monitoring activities at that location over this year. Please be assured that Transport Canada will not hesitate to take regulatory action, if appropriate.

I recommend that you raise this matter with your local municipal representatives and Canadian Pacific Kansas City (CPKC) railway, urging them to develop an agreement that would provide additional safety in the event of an unplanned blockage. Informing them in advance of any planned changes to school bus schedules or operations helps them to mitigate risks.

Transport Canada has contacted CPKC to share your concerns and will continue to monitor this crossing. Should there be any further issues at this crossing, please report them directly to the railway through its Public Safety Communication Centre at 1-800-716-9132 or its [Community Connect contact form](#).

With respect to snow removal on Kicking Horse Drive, this is a responsibility of the legal road authority. Transport Canada encourages the School District to work with

the road authority to develop a plan for safe and reliable road maintenance in the area.

Finally, I would like to draw your attention to Operation Lifesaver, a partnership initiative of the Railway Association of Canada and Transport Canada, which works with the rail industry, government, police, unions, public organizations, and community groups to prevent collisions at railway crossings and railway trespassing through public education. For additional resources or to arrange a presentation for your School District, please visit the [Operation Lifesaver website](#).

I hope this information is helpful. Thank you again for writing.

Sincerely,

François

Executive Correspondence Unit

Transport Canada / Government of Canada

c.c. Office of Rob Morrison, M.P.
Kootenay–Columbia

Office of the Honourable Rachna Singh, M.L.A.
Minister of Education and Child Care

Office of the Honourable Rob Fleming, M.L.A.
Minister of Transportation and Infrastructure

Office of Doug Clovechok, M.L.A.
Columbia River–Revelstoke

June 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6 Labour Relations Committee Virtual at 12:30	7	8	9	10
11	12	13 Board of Education Meeting, Alexander Park Elementary School 6:00 pm In-Camera 7:00 pm Regular	14	15	16	17
18	19	20	21	22	23	24
25	26	27 Policy Committee Virtual at 4:30	28 Field Trip Committee Virtual at 4:30	29 Last Day of School for Students	30 Administrative Day for Teachers	

July 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1 Canada Day
2	3 Observe Canada Day Cdn School Boards Association 2023 National Trustee Gathering on Indigenous Education and CSBA Congress, Banff	4 Cdn School Boards Association 2023 National Trustee Gathering on Indigenous Education and CSBA Congress, Banff	5 Cdn School Boards Association 2023 National Trustee Gathering on Indigenous Education and CSBA Congress, Banff	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 2023						
◀ July						September ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7 Civic Holiday	8	9	10	11	12
13	14	15	16	17	18	19
20	21 Principals, Vice Principals and Administrative Assistants return to school	22	23	24	25	26
27	28	29 Policy Committee Virtual at 4:30	30 Non-Instructional Day (Ministry Day) – No school for students Field Trip Committee Virtual at 4:30	31 Non-Instructional Day – No school for students		

September 2023						
◀ August						October ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4 Labour Day	5 First Day of School Labour Relations Committee Virtual 12:30 Capital Committee Virtual 6:00	6 Finance and Audit Committee Virtual 6:30	7	8	9
10	11	12 Board of Education Meeting, McKim Middle School 6:00 pm In-Camera 7:00 pm Regular	13	14	15	16
17	18	19	20	21	22	23
24	25 Non-Instructional Day, No school for students	26 Policy Committee Virtual at 4:30	27 Field Trip Committee Virtual at 4:30	28	29	30