

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 territory of the Ktunaxa and Secwépemc Nations. We honour the cultures, languages, and First Nations people of these territories.

Location: Alexander Park Elementary School

Date: October 08, 2024

Time: 7:00 p.m.

1. CALL TO ORDER

2. ACKNOWLEDGEMENT OF TERRITORY

3. APPROVAL OF AGENDA

4. APPROVAL OF THE MINUTES OF PRIOR MEETINGS

4.1 Regular Board meeting of September 10, 2024

4.2 Synopsis of in-camera meeting of September 10, 2024 (Alan Rice)

5. PRESENTATIONS/DELEGATIONS

6. MATTERS ARISING FROM THE MINUTES

7. STRATEGIC AND POLICY ISSUES

7.1.1 Policies Under Review feedback (Steve Wyer)

7.1.1.1 District Practice 4000 – Criminal Record Review

7.1.2 Third Reading

7.1.2.1 Bylaw II Appeals

7.1.3 Second Reading - Nil

7.1.4 First Reading

7.1.4.1 Policy 1010 – Common and Legal Naming

7.1.4.2 Policy 1200 – Communication Protocol

7.1.4.3 District Practice 1200 – Communication Protocol

7.1.4.4 Bylaw I Part 14 – Conflict of Interest

8. OPERATIONAL ISSUES

- 8.1 Marysville Pedestrian Crossing – Stacy DeCosse (Aaron Callaghan)*

9. REPORTS

- 9.1 Superintendent’s Monthly Update (Aaron Callaghan)*
- 9.2 Early Learning & Child Care Update (Crystal MacLeod)*
- 9.3 Budget Utilization Report – September 30, 2024 (Alan Rice)*
- 9.4 Enrollment Report (Trent Dolgopol)*
- 9.5 2023 – 2024 Field Trip Report (Steve Wyer)*
- 9.6 BC School Trustees Association (Jane Thurgood Sagal)
- 9.7 BC School Trustees Association, Kootenay Boundary Branch (Rhonda Smith)
- 9.8 BC Public Schools Employers Association (Jane Thurgood Sagal)

10. INFORMATION ITEMS

- 10.1 Correspondence - Nil
- 10.2 October and November 2024 calendar*

11. FORTHCOMING EVENTS

- 2024.10.14 Thanksgiving, No school
- 2024.10.23-24 BCSSA KBB Chapter Meeting, Cranbrook
- 2024.11.05 Labour Relations Committee, Virtual, 12:30 p.m.
- 2024.11.05 Policy Committee, Virtual, 4:30 p.m.
- 2024.11.07 BCPSEA Fall Symposium
- 2024.11.11 Remembrance Day
- 2024.11.12 Board of Education Meeting, Eileen Madsen Primary School
 - In-Camera, 5:30 p.m.
 - Regular Meeting, 7:00 p.m.
- 2024.11.14-15 BCSSA Fall Conference

12. QUESTIONS FROM THE PUBLIC

13. ADJOURNMENT

* attachment

Rocky Mountain School District No. 6

MINUTES of the **REGULAR MEETING** of the Board of Education of School District No. 6 (Rocky Mountain) held at Marysville Elementary School, Kimberley, B.C. – **September 10, 2024**

Present:	Amber Byklum	Chairperson
	Jane Fearing	Vice-Chairperson
	Ron McRae	Vice-Chairperson
	Scott King	Trustee
	Darryl Oakley	Trustee
	Rhonda Smith	Trustee
	Jane Thurgood Sagal	Trustee
	Aaron Callaghan	Superintendent of Schools
	Steve Wyer	Assistant Superintendent
	Alan Rice	Secretary Treasurer
	Sharon Collin	Director of Instruction, Instruction and Learning
	Trent Dolgopol	Director of Instruction, Technology and Innovative Learning
	Crystal MacLeod	Director of Instruction, Early Learning and Child Care
	Al Ure	Director of Operations
	Amanda Garand	Manager, Human Resources
	Jacinda Harding	Manager, Finance
	Melanie Spencer	Executive & Communications Assistant
Regrets:	Betty-Lou Barrett	Trustee
	Ryan Stimming	Trustee

1. CALL TO ORDER

Chairperson Byklum called the meeting to order at 19:00 hours.

2. ACKNOWLEDGEMENT OF TERRITORY

Chairperson Byklum acknowledged that School District No. 6 (Rocky Mountain) resides in the traditional unceded territory of the Ktunaxa and Secwépemc Nations. We honour the cultures, languages, and First Nations people of these territories.

3. APPROVAL OF THE AGENDA

ADDITION: 8.4 Traffic Concerns for the Town of Golden

M/S THURGOOD SAGAL / SMITH

THAT the Board of Education of School District No. 6 (Rocky Mountain) approve the agenda as amended.

APPROVED

4. APPROVAL OF THE MINUTES OF THE PRIOR MEETINGS

4.1 Regular Meeting: 2024.06.11

M/S FEARING / KING

THAT the minutes of the regular meeting of the Board of Education of School District No. 6 (Rocky Mountain) held on June 11, 2024 be approved as presented.

APPROVED

4.2 Synopsis of in camera meeting: 2024.06.11 Alan Rice

PROPERTY MATTERS:

4.1.1 CVES Disposal Update

LEGAL MATTERS:

NIL

PERSONNEL MATTERS:

4.3.1 The Employee Information Report was received and filed as circulated.

4.3.2 The Labour Relations Information agenda was received as presented.

4.3.3 Exempt compensation increases were approved as presented.

4.3.4 Superintendent hiring update.

4.3.5 Just B4 update

STUDENT MATTERS:

4.4.1 French Immersion program update was received.

PROCEDURAL MATTERS:

NIL

5. PRESENTATIONS/DELEGATIONS

5.1 Auditor Report BDO Canada Angela Spencer

Ms. Spencer, partner with BDO Canada, presented the Auditors' report and reviewed the draft audited financial statements of School District No. 6 (Rocky Mountain) for the year ended June 30, 2024.

- 5.2 Draft audited financial statements for the year ending June 30, 2024, and Financial Statement Discussion and Analysis, Multi-Year Operating Surplus Planning and Reporting (Appendix A), and Multi-Year Local Capital Surplus Planning and Reporting (Appendix B) *

Alan Rice

Mr. Rice reviewed the documents and answered questions.

6. MATTERS ARISING FROM THE MINUTES NIL

7. STRATEGIC AND POLICY ISSUES

- 7.1 Policies Under Review feedback NIL

- 7.2 Practices Under Review Steve Wyer

7.2.1 Practice 8600 District Practice Field Trips

7.2.2 Practice 8600.5 FORM Higher Care Outdoor and Aquatic Activities, And Travel Excursions

7.2.3 Practice 8600.2 FORM Parent Guardian Informed Consent and Acknowledgement of Risk for Low-Risk Field Trips

7.2.4 Practice 8600.4 FORM Local Low Risk Off-Site Activities

- 7.3 Third Reading: Steve Wyer

7.3.1 Policy 1500, Trustee Role, Responsibility, and Code of Conduct

7.3.2 Policy 5160, Community Coaches

7.3.3 Practice 5160, Community Coaches

M/S SMITH / OAKLEY

THAT the Board of Education of School District No. 6 (Rocky Mountain) approve the third and final reading of policy 1500 presented at this meeting.

APPROVED

M/S KING / FEARING

THAT the Board of Education of School District No. 6 (Rocky Mountain) approve the third and final reading of policy and practice 5160 presented at this meeting.

APPROVED

- 7.4 Second Reading: Steve Wyer

7.4.1 Bylaw II Appeals

Mr. Wyer reported on Bylaw II Appeals.

M/S KING / OAKLEY

THAT the Board of Education of School District No. 6 (Rocky Mountain) approve second reading of Bylaw II Appeals presented at this meeting.

APPROVED

7.5 First Reading NIL

8 OPERATIONAL ISSUES

- 8.1 Draft audited financial statements for the year ending June 30, 2024, and Financial Statement Discussion and Analysis * Alan Rice
Mr. Rice reviewed the draft audited financial statements of School District No. 6 (Rocky Mountain) for the year ended June 30, 2024. Mr. Rice also presented the financial statement discussion and analysis report and responded to questions.

M/S KING / FEARING

THAT the Board accepts the auditors' report and approves the audited Financial Statements for the year ended June 30, 2024, as per the recommendation from the Finance and Audit Committee of the Board.

APPROVED

M/S KING / MCRAE

THAT the Board approve the June 30, 2024 transfers and final balances of the Multi-Year Operating Surplus Planning and Reporting as presented in Appendix A, as per the recommendation from the Finance and Audit Committee of the Board.

APPROVED

M/S MCRAE / KING

THAT the Board approve the June 30, 2024 transfers and final balances of the Multi-Year Local Capital Surplus Planning and Reporting as presented, as per the recommendation from the Capital Committee of the Board.

APPROVED

M/S OAKLEY / FEARING

THAT the Board approve the June 30, 2024 financial statements discussion and analysis, as per the recommendation from the Finance and Audit Committee of the Board.

APPROVED

- 8.2 Enhancing Student Learning Report (FESL) Steve Wyer
Mr. Wyer presented the 2024-25 enhancing student learning report to seek Board approval prior to submission to the Ministry of Education and Child Care and answered questions.

M/S OAKLEY / FEARING

THAT the Board of Education of School District No. 6 (Rocky Mountain) approve the Enhancing Student Learning Report and associated documents as presented for submission to the Ministry of Education and Child Care October 1, 2024.

APPROVED

8.3 Minor Capital 5 Year Capital Plan

Al Ure

M/S KING / SMITH

THAT the Board of Education approve the 2025-26 Minor Capital 5 Year Capital Plan and associated documents as presented.

APPROVED

8.4 Town of Golden traffic concern.

Alan Rice

Mr. Ure presented the “Selkirk Hill Traffic Operational and Safety Review – Final Report” commissioned by the Town of Golden indicating traffic concerns near Alexander Park Elementary School.

M/S KING / FEARING

THAT the Board of Education direct Al Ure to summarize the Board’s concerns regarding traffic issues in the Town of Golden.

9 REPORTS

9.1 Introduction of new District staff

Amber Byklum/Aaron Callaghan

Chairperson Byklum introduced Aaron Callaghan – Superintendent of Schools, and Mr. Callaghan introduced Jenny Reid, District Principal of Indigenous Learning and Equity.

9.2 BC School Trustees Association (BCSTA)

Jane Thurgood Sagal

Trustee Thurgood Sagal reported that the BCSTA has had staff changes, the BCSTA election kit can be found in the June 27th newsletter, AGM voting concerns, motions database and the information is found in the June 27th newsletter, and Al Rice was congratulated on becoming president of the BCASBO.

9.3 BC School Trustees Association, Kootenay Boundary Branch (KBB):

Rhonda Smith

KBB AGM is set for September 20-21 in Nakusp. If anyone would like their name to stand for positions with the KBB please let Trustee Smith know.

9.4 BC Public Schools Employers’ Association:

Scott King/Jane Thurgood Sagal

The Board of Education received information that June 19th TTOC was updated, June 27th announcement of the chair, job evaluations have been sent out, information on June 27th on the draft on accessibility standards. July 2nd the organizational chart was sent out.

Trustee King has removed himself as the BCPSEA representative as of July 15th due to a conflict of interest and Trustee Thurgood Sagal will now be stepping into the position. August 12th email has been sent out. Approved bargaining plan, encore HR learning courses.

10 INFORMATION ITEMS

- 10.1 Correspondence: NIL
- 10.2 September and October 2024 calendar

11. FORTHCOMING EVENTS

- 2024.09.20-21 KBB AGM - Nakusp, BC
- 2024.09.23 Non-Instructional Day
- 2024.09.30 National Day for Truth and Reconciliation, No school
- 2024.10.01 Labour Relations Committee, Virtual 12:30 p.m.
- 2024.10.01 Policy Committee, Virtual 4:30 p.m.
- 2024.10.08 Board of Education Meeting, Alexander Park Elementary School
 - In-Camera, 5:30 p.m.
 - Regular Meeting, 7:00 p.m.
- 2024.10.14 Thanksgiving, No school

12. QUESTIONS FROM THE PUBLIC

- a. Comment from Ms. McKenzie on field trips shared from teachers who expressed concerns regarding the field trip approval process. She added that the changes to the process are welcomed.
- b. Ms. Last Name asked if staff members are required to be certified in first aid? Mr. Wyer will respond to Ms. Last Name with a more detailed response.

13. ADJOURNMENT

Trustees agreed to adjourn by consensus.

The meeting adjourned at 20:40 hours.

Alan Rice, Secretary Treasurer

Amber Byklum, Chairperson



DISTRICT PRACTICE 4000
CRIMINAL RECORD REVIEW

DISTRICT PRACTICE:

1. NEW EMPLOYEES – NON TEACHING

- 1.1 All new successful applicants will provide a signed authorization for a criminal record review.
- 1.2 New employees will not commence any appointment without a satisfactory result from a criminal record review.

2. CURRENT EMPLOYEES – NON TEACHING

- 2.1 Employees in year four of a current criminal record check shall be notified by the Human Resources Department prior to May 1 of the current school year
- 2.2 Current employees will be allowed 30 business days (June 15) after receiving notice as described in 2.1 to provide signed authorization for a criminal record review to the Human Resources Department in order for the School District to provide uninterrupted work for the employee.
- 2.3 Should an employee refuse to sign an authorization for a criminal record review, employment may be terminated.
- 2.4 The cost of all aspects of the criminal record review will be borne by the School District unless the criminal record review results in charges pending or convictions for a related offense.

3. VOLUNTEERS

- 3.1 All volunteers shall be considered to have potentially unsupervised access to children.
- 3.2 Criminal background check applications shall be available through the office of all school sites.
- 3.3 Volunteers will have a satisfactory criminal background check completed prior to discharging any volunteer duties for the School District.

~~3.3.4~~ The District will redact the Date of Birth on all Criminal Record Check clearance letters to maintain the security of personal information.

Formatted: Font: (Default) +Body (Calibri)

4. PRESENTERS

- 4.1 Presenters of cultural, language, or artistic programs are not considered to be volunteers of Rocky Mountain School District.
- 4.2 Presenters are always under the direct supervision of district staff and do not work alone with students.
- 4.3 Unlike contractors, presenters do not have free an unsupervised movement through schools and sites.
- 4.4 While it is preferred practice, it is not essential for presenters to have a cleared criminal records check to present to students and staff.

Formatted: Indent: Left: 0.31", No bullets or numbering

Formatted: Font: (Default) +Body (Calibri), Bold

POLICY 4000 CRIMINAL RECORD REVIEW

REFERENCES: [Criminal Records Review Act](#)
[Criminal Records Review Program](#)

ADOPTED: June 1997

Amended: September 2006, April 2012, December 2020



DISTRICT PRACTICE 4000
CRIMINAL RECORD REVIEW

4.5. CONTRACTORS

- 4.1 All contractors entering school buildings during periods schools are normally in session will be considered to have potentially unsupervised access to children.
- 4.2 All contractors will sign an acknowledgement of the School District criminal record check policy, and provide assurance of cleared criminal record checks for all its employees on school sites, as part of entering into any agreement with the School District to provide services or deliverables while schools are normally in session.
- 4.3 All costs associated with criminal record reviews will be borne by the contractor.

[POLICY 4000 CRIMINAL RECORD REVIEW](#)

REFERENCES: [Criminal Records Review Act](#)
[Criminal Records Review Program](#)

ADOPTED: June 1997

Amended: September 2006, April 2012, December 2020



DISTRICT PRACTICE 4000
CRIMINAL RECORD REVIEW

5.6. FINGERPRINTS

- 5.1 Any employee, volunteer, or contractor who is required to undergo additional fingerprinting as part of the criminal record check review process will:
 - (a) Comply with the request to undergo fingerprinting within a period of 10 business days from receiving notice.
 - (b) Notify the Human Resources Department immediately upon receiving notification of fingerprinting.

- 5.2 Any employee who fails to comply with a request for fingerprinting will be placed on unpaid leave until a further conversation with a Human Resources representative can occur.
 - (a) Should extenuating circumstances prevent an employee from completing fingerprinting within the 10 business day window, the employee will bring these circumstances to the attention of Human Resources. Human Resources will reasonably accommodate extenuating circumstances.

[POLICY 4000 CRIMINAL RECORD REVIEW](#)
REFERENCES: [Criminal Records Review Act](#)
[Criminal Records Review Program](#)

ADOPTED: June 1997
Amended: September 2006, April 2012, December 2020



BYLAW II APPEALS

BYLAW:

RIGHT OF APPEAL

1. The right of appeal is described in [Section 11](#) of the *School Act*. Where a decision of an employee of the Board of Education (Board) significantly affects the education, health or safety of a student, that student or the parents of the student may appeal to the Board. The failure of an employee to make a decision shall be deemed to be a decision for the purpose of bringing an appeal.
2. It is the position of the Rocky Mountain Board of Education that an appeal is typically preceded by appropriate efforts to resolve concerns using the problem solving process outlined in [policy and practice 9200](#).
3. The following decisions shall be deemed to significantly affect the education, health, or safety of a student:
 - a) Disciplinary suspension from school for a period in excess of five (5) consecutive days
 - b) Exclusion from school for a health condition
 - c) Placement in an educational program (does not include classroom or teacher placement as determined by the school)
 - d) Grade promotion or graduation
 - e) Refusal to offer educational programming to a non-graduated student sixteen (16) years or older
 - f) Any other decision that significantly impacts the present or future educational programming of a student

INITIATING AN APPEAL

4. An appeal shall be commenced within 30 calendar days of the time the student or parent appealing the decision was informed of the decision or 30 calendar days following the breakdown of the problem-solving process.
5. To initiate an appeal, the person appealing the decision must complete, sign, date, and deliver the attached Notice of Appeal form to the Principal of the school attended by the affected student or to the Superintendent of Schools.

6. If the person appealing the decision wishes to have an advocate assist him/her through the [FORM BYLAW II APPEALS](#)

REFERENCES: [School Act Section 11](#)

ADOPTED: December 1996
Amended:



BYLAW II APPEALS

process, the District will provide assistance in securing an advocate acceptable to the parent or student.

PRE-HEARING PROCESS

7. Upon receipt of the appeal, the Secretary Treasurer will determine whether the appeal falls within the scope of the decisions considered in Section 3.
8. Should the Secretary Treasurer deny the appeal under this bylaw, the Secretary Treasurer will provide written reasons to the appellant with a copy provided to the Board.
9. Should a decision be made to hear the appeal, the Superintendent will convene a meeting with the appellant to review relevant information to the appeal. At this meeting the Superintendent:
 - a) May request the presence of other staff or individuals to assist in clarifying information related to the appeal.
 - b) ~~Will S~~trive to reach a resolution of the appeal
 - c) ~~Will k~~Keep documentation of the meeting
 - d) ~~Will c~~Communicate the resolution in writing to the employee(s) whose decision is under appeal, the appellant, and the Board.
10. Should there be no resolution to the appeal, the Superintendent will communicate to the Board the appellant's wish to pursue the appeal to a hearing of the Board.
11. All pre-hearing processes and meetings shall be informal and without prejudice and no record or report of them, either oral or written shall be provided to the Board in advance of the Hearing.

HEARING WITH THE BOARD

12. Upon escalating an appeal to the Board, the Superintendent shall provide the Notice to the Board for:
 - (a) setting of a time, date and place for the hearing of the appeal for making a decision; or
 - (b) giving directions as outlined in Section 6 of this Bylaw.

13. The Board may decide not to hear the appeal:

[FORM BYLAW II APPEALS](#)

REFERENCES: [School Act Section 11](#)

ADOPTED: December 1996

Amended:



BYLAW II APPEALS

- (a) if the appeal has not been commenced within a 30 day period; or
- (b) unless the person appealing the decision first discusses the decision under appeal with any person or persons as directed by the Board; or
- (c) The Board determines the appeal is not within the scope of considerations of the Bylaw II and Section 11 of the *School Act*

Formatted: Highlight

- 14. Any direction or decision made by the Board pursuant to Section 6 of this Bylaw and time, date and place set for the hearing shall be communicated in writing within 45 business days to the appellant and the employee(s) whose decision is being appealed.
- 15. At the hearing of the appeal, the Superintendent shall advise the Board of the substance of the decision under appeal without comment on the reasons, justification for or merits of the decision.
- 16. The person appealing the decision and the employee whose decision is being appealed may appear and be heard by the Board together and both may address, as the case may be, the merits or otherwise of the decision, the reasons for or against the decision, the appropriateness of the decision in the context and circumstances and such other matters relevant to the appeal. Both may also respond to questions put by the Trustees to either of them or to questions and answers put by Trustees to Board officers or others. The Board may, at the hearing, hear from any other persons as it considers desirable.
- 17. The School Board may consider an appeal notwithstanding any defect in form or other technical irregularity.

DECISION

- 18. The Board will make its decision at the hearing or within 45 days and shall advise the appellant and the employee(s) whose decision is under appeal of the decision in writing.

AVENUES BEYOND THE APPEALS PROCESS

- 19. If the appellant wishes to appeal the Board's decision, the appellant may contact the Superintendent of Appeals under [Section 11.2 of the School Act](#): Appeals to the Superintendent of Appeals.

This Bylaw may be cited for all purposes as "School District No. 6 (Rocky Mountain) Bylaw No. II. A Bylaw to provide for the organization and operation of the Board and is in all respects in accordance with the provisions of the School Act.

Formatted: Indent: Left: 0"

[FORM BYLAW II APPEALS](#)

REFERENCES: [School Act Section 11](#)

ADOPTED: December 1996
Amended:



BYLAW II
APPEALS

Read a first time the 11th day of June, 2024.

Formatted: Superscript

Read a second time the 10th day of September, 2024.

Formatted: Superscript

Read a third time the XXth day of XXXXXX, 2024.

Formatted: Indent: Left: 0"

Finally passed and adopted the XXth day of XXXXXX, 2024.

Board Chairperson

Secretary Treasurer

Formatted: Indent: Left: 0"

~~19.~~

Formatted: No bullets or numbering

[FORM BYLAW II APPEALS](#)

REFERENCES: [School Act Section 11](#)

ADOPTED: December 1996

Amended:

POLICY

Legal and Common Naming of the Entity

Whereas the Board of Education for Rocky Mountain School District:

- Is committed to advancing our journey and efforts towards knowing the truth and achieving meaningful reconciliation with Indigenous peoples of Canada;
- Recognizes past practice of institutional schools and organization have contributed to generations of trauma for Indigenous peoples;
- Believes place-based naming better connects people to the land;
- Is committed to strengthening relationships with rightsholders and community partners, and
- Supports consistent and clear communications;

Rocky Mountain School District will adopt the common name – “Rocky Mountain School District” - in all policies, practices, routine communications, and media releases. The legal name: The Board of Education of School District No. 6 (Rocky Mountain), will continue to be used, where required, on legal documents and in Ministry of Education and Child Care submissions.

In the Bylaws, Policies, and Practices of the Rocky Mountain School District, the entity may be referred to as the “District”, or “Rocky Mountain School District”.



POLICY 1200
COMMUNICATION PROTOCOL

POLICY:

The Board of Education "Board" believes:

1. ~~It is~~ it is in the best interest of students that ~~the~~ people ~~who live~~ living in this ~~within this~~ School District ~~actively~~ support and have confidence in ~~their~~ schools, and that ~~mutual~~ trust between the community and ~~the~~ schools is essential.
2. ~~Employee well-being is supported by expecting all communications are respectful, appropriate, and safe.~~
3. ~~In a fast-paced digital world, communication boundaries support balancing work and life.~~

To develop ~~employee safety and public~~ ~~that~~ support and confidence, it is essential ~~that~~ there ~~be~~ open, ~~respectful~~ dialogue and communication among ~~our school communities~~ employees, parents, students, Indigenous and community partners, ~~the public~~, the media, and others ~~who have~~ with an interest in the education of students in this District. The Board ~~believes that it is its~~ ~~accepts~~ responsibility to encourage all ~~interested~~ parties to work together for the ~~betterment of the~~ ~~education~~ ~~benefit~~ of students.

The Board of Education and administration will foster an environment of ~~respectful~~, two-way communication with its employees, families, partner groups, and the community ~~by~~ ~~to~~ ~~enhance~~ ~~ing~~ awareness and understanding of the issues surrounding public education. ~~The Board of Education promotes the safety and well-being of employees by not tolerating hateful, harassing, hurtful, racist, or defamatory communications between people.~~

~~To achieve this, the~~ The Board will encourage, promote, and maintain open, accessible, timely and transparent communication (with both its internal and external stakeholders) that is clear, accurate and supportive of the Board's commitment to provide opportunity, equity and success for each learner. This requires not only the provision of information, but ~~an~~ accurate and timely response to requests for information.

~~In support of workplace wellness for employees, the Board supports practices to consolidate, clarify and maintain reasonable internal communications. The district will develop and communicate practices and protocol for employee communications within the workday and work space.~~

Formatted: List Paragraph, Numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.13" + Indent at: 0.38"

Formatted: Font color: Accent 1, Strikethrough



**1200 DISTRICT PRACTICE
COMMUNICATION PROTOCOL**

DISTRICT PRACTICE:

1. GENERAL COMMUNICATION GUIDELINES

All employees and members of the Board of Education “Board” are responsible for respectful, effective/efficient, and efficient-appropriate communications. In ~~conducting the business of the School District, Trustees and Senior Leadership Team shall be guided by the~~ promoting respectful and effective communication, the school district is guided by the following principles:

- people have the right to be heard in a dignified, safe, and respectful manner;
- ~~problem definition and solutions require assembly of information; Hurtful, hateful, racist, bullying, harassing, sexist, or otherwise defamatory communication is not tolerated.~~
- ~~first opportunity to solve problems should be with those charged to make decisions, with a communicated right to appeal to next decision-making level as outlined in Policy 9200, Problem Solving Protocol; Problem solving should follow the processes outlined in Policy 9200~~
- when concerns about performance arise, affected persons have a right to be informed so that corrective action can be taken;
- ~~Union concerns are dealt with by the senior leadership team who bring matters to Board of Education; Email, phone, and written communication should, where possible, be delivered within the hours of 8am and 6pm Monday – Friday.~~
- Barring emergencies, there should be no school district communication delivered on weekends or holidays.
- Employees are expected to respond to email, phone, and written communication within a reasonable period of time.
 - Written communication – 10 days
 - Phone and email communication - 48 hours within the business week
- the senior leadership team has a responsibility to keep the Board informed on important School District issues; and
- ~~Trustees solve problems as a Board entity, not as individuals.~~

2. DISTRICT ROLES AND RESPONSIBILITIES

~~The Board of Education Chairperson and the Superintendent are the official spokespersons for the School District.~~

Chairperson of the Board

The Board Chairperson is the official spokesperson for the Board of Education with respect to all external communications on matters under consideration by the Board, as well as explaining Board positions and decisions including budget and policy decisions.

POLICY 1200 COMMUNICATION PROTOCOLS

ADOPTED: November 9, 2021
Amended: June 14, 2022

Formatted



**1200 DISTRICT PRACTICE
COMMUNICATION PROTOCOL**

Trustees

[In learning about concerns or fielding public information trustees will report information to](#)
[In learning about concerns or fielding public information trustees](#)
[will report information to the Board Chair or the Superintendent.](#)



1200 DISTRICT PRACTICE COMMUNICATION PROTOCOL

Superintendent of Schools

The Superintendent of Schools is the official spokesperson for the Board of Education of School District No. 6 (Rocky Mountain) with respect to administrative and day-to-day operational matters. In the absence of the Superintendent of Schools, the next most senior administrative staff member may be delegated this responsibility.

Executive Assistant/Communications Officer

Under the supervision of the Superintendent of Schools, the Executive Assistant/Communications Officer is responsible for the review, coordination, and issuance of all releases of information, including social media, with respect to the Board and its operations and the School District administration.

Principals

The school principal, or designate, is the official spokesperson for the school and is responsible for providing information on school specific activities, maintaining positive communications between the school and its community, and creating communication links with their local media personnel.

~~Employees are responsible for referring requests for information and/or any sensitive matters to their immediate supervisor for further action and/or response.~~

3. COMMUNICATION TOOLS

- 3.1 The School District website (www.SD6.bc.ca) will be the Board's primary means of communicating with families, partner groups and communities.
- 3.2 Other means of communication shall include but are not limited to email, other electronic/digital media, newsletters, and bulletin boards.
- 3.3 Email/staff intranet will be Board's and Senior Leadership Team's primary means to communicate with employees.

[POLICY 1200 COMMUNICATION PROTOCOLS](#)

ADOPTED: November 9, 2021
Amended: June 14, 2022



1200 DISTRICT PRACTICE COMMUNICATION PROTOCOL

~~3.0 The Board of Education believes that problems or concerns are best resolved through a meaningful and collaborative problem solving process that begins at the level where the decision was made. Policy and district practice 9200 outline the problem-solving protocol.~~

~~3.0 Trustees may become aware of issues or problems in the School District in a variety of ways (e.g. talking to a parent, personal observation, etc.). Trustees will not attempt to intervene to solve problems but instead will direct the concerned party to contact the appropriate level of staff authority (e.g. for a parent complaint the first step would be to contact the teacher or principal as per policy and district practice 9200).~~

~~3.0 Alternatively, Trustees can bring the issue to the attention of the Superintendent or other senior leadership team members, who will ensure that the appropriate School District employees can address the problems. The Superintendent or senior leadership team member will report back to the Trustee about actions which result from such inquiries.~~

~~3.0 Trustees also bring issues to the Board of Education in order to develop policies that guide staff in resolving problems and issues.~~

Public Inquiries

~~All responses to public inquiries shall adhere to the problem-solving protocol.~~

4. MEDIA RELEASES AND REQUESTS

Media Releases

- 5.1 The Board of Education Chairperson or Superintendent are responsible for all media inquiries.
- 5.2 The Executive Assistant/Communications Officer is responsible for issuing School District-initiated releases of information as part of an ongoing communications plan. These information releases will highlight Board initiatives and provide up to date information for students, parents, community, partners, and all stakeholders within the School District No. 6 (Rocky Mountain) jurisdiction.

POLICY 1200 COMMUNICATION PROTOCOLS

ADOPTED: November 9, 2021
Amended: June 14, 2022



**1200 DISTRICT PRACTICE
COMMUNICATION PROTOCOL**

- 5.3 Media releases issued on behalf of the Board of Trustees or Superintendent of Schools (or designate) are generated and administered by the Executive Assistant/Communications Officer. Request to issue media releases by a Trustee is to be done through the Board Chairperson. Prior to issuance, the media release shall be approved by either the Board Chairperson or Superintendent of Schools.
- 5.4 All requests for and/or proposed media releases by District administration staff of School District No. 6 (Rocky Mountain) are submitted to the Executive Assistant/Communications Officer for review prior to issuance. When applicable, the Executive Assistant/Communications Officer may suggest alternative language or format to ensure that documentation is consistent with Board messaging and standards.
- 5.5 Media releases concerning school-specific news or events are prepared at the school level by the principal or designate. Prior to issuance, the media release shall be submitted to the Executive Assistant/Communications Officer. The Executive Assistant/Communications Officer, in consultation with the Superintendent, may suggest alternative language or format to ensure that documentation is consistent with Board messaging and standards.
- 5.6 The Superintendent may at any time delegate approval authority to Superintendent designate or the Executive Assistant/Communications Officer with respect to the approval of media releases.
- 5.7 Once the appropriate approval has been provided, the Executive Assistant/Communications Officer shall be responsible for issuance of the media release.

Media Requests

- 5.8 All media requests for administrative or political response on Board matters and/or interviews shall be directed to the Executive Assistant/Communications Officer. The Executive Assistant/Communications Officer does not act as a spokesperson for the Board, unless directed to do so by the Superintendent of Schools. The Executive Assistant/Communications Officer shall obtain further information with respect to the information and/or response being sought and direct the matter to the appropriate individual for response.



**1200 DISTRICT PRACTICE
COMMUNICATION PROTOCOL**

5.9 Media requests received directly by individual trustees or District staff are responded to following consultation with the Superintendent, Superintendent to ensure that the response is reflective of the position of the school board. Any personal opinions must be clearly identified as such and further, that such opinions are not necessarily those of the school board.

5. SOCIAL MEDIA

6.1 The Board recognizes that social media is an essential tool to communicate to our school communities and families in a timely and relevant way.

6.2 Currently, the District uses Twitter, Facebook, YouTube, and LinkedIn. Executive Assistant/Communications Officer in collaboration with Technology Services will work together to create social media content calendar. The Executive Assistant/Communications Officer will create original content and/or collect content from schools and students. Ideally content will be created in advance of publication; however, at times, social media will be used as a tool to communicate relevant information quickly.

6.3 Any other account or page on social networking sites bearing the Board or District's name or likeness is not an official account managed by the District.

6.4 Some of the District's schools, programs and classes also have social media sites. Those sites are managed at the school level.

6.5 The use of all social media sites managed by the Board and/or the employees is guided by existing policies and district practice. These include:

- Policy and district practice 2700, acceptable use of digital technology.
- Policy and district practice 2750, use of social media.

6.6 Availability

The District monitors and periodically updates our accounts most often during regular business hours (8:30 a.m. to 4:30 p.m., Monday to Friday).

On occasion, we may update content outside of our regular business hours to report on events that occur during evenings or weekends, or to report important information. Any messages or questions we receive outside of our regular business hours will be reviewed at the beginning of the next business/school day. The Board will read and follow as many replies and direct messages as possible; however, we may not be able to reply individually to all messages received. If a topic or issue is urgent, followers should contact the Board through other communication channels listed on the Board website.



1200 DISTRICT PRACTICE COMMUNICATION PROTOCOL

6.7 Following

The Board will follow official accounts of various stakeholder organizations that we believe are relevant to the work we do. The Board does not follow students, or parents of students (unless their work is relevant to ours). Following an account does not imply endorsement of any kind. Comments and posts expressed by followers on Board social media pages do not necessarily reflect the opinions and/or positions of the Board, its employees or Board of Trustees. The Board is not liable for content posted by any user or subscriber in any forum, message board or social media area. The Board will report any posts deemed to be offensive, defamatory or inappropriate and will remove any followers that violate these terms.

6.8 Sharing

We will like and share information from other users or accounts that may be of value to our community. Likes and shares should not be interpreted as an endorsement of the originator or of any organization.

6.9 Comments/Feedback

The Board welcomes comments, suggestions and questions about the content we post on social media channels. We ask, however, that you follow the general rules of respectful civil discourse. You are fully responsible for everything that you post, and we would like to remind you that all posted comments are in the public domain. To protect your own privacy and the privacy of others, please do not include personal information such as your phone number, home address, or email address in the body of your comment.

The Board will report any posts deemed to be offensive, defamatory or inappropriate, and will remove any followers that violate these terms. We will not tolerate comments that are offensive to an individual or an organization, rude in tone, or abusive. We do not discriminate against any views, but we reserve the right to refuse, edit or remove any of the following:

- comments contrary to the principles of the Canadian Charter of Rights and Freedoms;
- comments that violate any School District No. 6 (Rocky Mountain) policy;
- racist, hateful, slanderous, abusive, and/or obscene messages;
- solicitations, advertisements, or spam;
- comments that encourage or suggest illegal activity or cyber bullying; and
- messages where the sender is not the author (nor the copyright holder, if applicable), and/or posted anonymously or by robot accounts.

Please be respectful and make sure your comments are relevant. If you have any questions about our commenting and service standards, or how we apply them, please contact us.

[POLICY 1200 COMMUNICATION PROTOCOLS](#)

ADOPTED: November 9, 2021
Amended: June 14, 2022



BYLAW I PROCEDURAL BYLAW

PART 14 CONFLICT OF INTEREST

- 14.1 If a Trustee has any pecuniary interest in any matter and is present at a meeting of the Board at which the matter is considered, the Trustee:
- (a) shall at the meeting disclose his or her pecuniary interest and the general nature of the pecuniary interest;

shall not take part in the discussion of or vote on any question in respect of the matter; and
 - (b) shall not attempt in any way, whether before, during or after the meeting, to influence the voting on any question in respect of the matter.
- 14.2 ~~If the meeting is not open to the public, i~~n addition to complying with these requirements the Trustee shall immediately leave the meeting or the part of the meeting during which the matter is under consideration.
- 14.3 If the pecuniary interest is not disclosed as required above by reason of the Trustee's absence from the meeting, the Trustee shall disclose the pecuniary interest and otherwise comply with the requirements at the first meeting of the Board attended by the Trustee after the meeting referred to above.
- 14.4 The requirements of paragraphs 14.1-14.3 do not apply to any pecuniary interest referred to by the *School Act* as exempt from the disclosure requirements of the *School Act*.
- 14.5 "Pecuniary interest" means, with respect to a Trustee, an interest in a matter that could monetarily affect the Trustee and includes an indirect pecuniary interest referred to in section 76 of the *School Act*.
- 14.6 The pecuniary interest of a spouse or of a parent or child of the Trustee shall, if known to the Trustee, be deemed to be also a pecuniary interest of the Trustee.
- 14.7 If a meeting is open to the public, every disclosure of pecuniary interest and the general nature of it shall be recorded in the minutes of the meeting. If a meeting is not open to the public, the fact that a disclosure of pecuniary interest was made, but not the general nature of that interest, shall be reported to and recorded in the minutes of the next meeting that is open to the public.

Reference: [School Act](#)

ADOPTED: Feb. 1996

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

September 26, 2024

To: The Board of Education of School District No. 6 (Rocky Mountain)
PO Box 430, Invermere, BC V0A 1K0

RE: Intersection near Marysville Elementary School

Dear Members of the Board,

I am writing to express significant safety concerns regarding the crosswalk situated at the intersection of 309th Avenue and Highway 95A, which is heavily utilized by our students, parents, and staff. The current state of this crosswalk poses a considerable risk, and I believe urgent action is required to prevent potential accidents and ensure the safety of our school community.

The crosswalk at this intersection is frequently used during peak hours, particularly in the mornings and afternoons when students are commuting to and from school. Despite the presence of the crosswalk, the lack of adequate traffic control measures has led to numerous near-misses and has raised serious concerns among parents and staff. Vehicles often approach this intersection with considerable speed, and the visibility of pedestrians is significantly compromised, especially during low-light conditions or adverse weather. In addition, vehicles attempt to “race” through the intersection during their morning commute to avoid being stopped by our crossing guard, of which I have personally witnessed.

The potential risk increases with the impending opening of the Rocky Mountain Child Care facility in early 2025, where hundreds of children and parents will be accessing the school site.

In light of these concerns, I kindly request that the Board of Education write a letter of support to the Ministry of Transportation (“MOT”) to advocate for the installation of stop lights at the intersection. I understand that this has not been actioned by the MOT in previous requests from other concerned stakeholders. At the very least, flashing lights could be installed at the existing crosswalk. The addition of these traffic control measures would greatly enhance the safety of our students and other pedestrians by alerting drivers to slow down and yield appropriately. I believe there is ample reason for MOT to reassess this traffic area.

I am confident that with the Board's support, we can convey the urgency of this matter to the MOT and expedite the necessary improvements. Ensuring the safety of our students is of paramount importance, and I believe that together, we can make a positive difference in our community.

Thank you for your attention to this urgent matter. I look forward to your favorable response and support in addressing this critical safety issue.

Sincerely,

Stacy Decosse
Principal, Marysville Elementary School

SUPERINTENDENT'S MONTHLY UPDATE



OCTOBER 2024

This monthly update features stories of success from schools around the district, as well as highlights related to the implementation and impacts of the Board of Education's Strategic Plan in Rocky Mountain School District. I hope you enjoy learning how we are moving forward together. Aaron Callaghan, Superintendent

MARTIN MORIGEAU ELEMENTARY SCHOOL



On September 27, MMES staff worked to grow in their capacity to extend student learning beyond the classrooms with a visit to the headwaters of the Columbia River.

As part of their School Success Plan and aligning with the district's priority area of Stewardship for the Future, the MMES school community are striving to provide meaningful student engagements with treasured partners within their local community. These include, but are not limited to, Indigenous elders and knowledge keepers, historians, seniors, local service agencies, environmental project leaders and more. As such, staff have been learning more about their community to better position themselves to lead learning initiatives outside of the classroom and school.

On the September 27 Professional Development Day, staff reflected on the power of place-based learning. Canal Flats Mayor, Matthew Doherty, supported staff with visits to local sites including the town hall, Ktunaxa Interpretive Centre, arena, recreation park, community hall, and local businesses. The afternoon was spent at the headwaters of the Columbia River with staff considering outdoor opportunities that could be shared with students.

Finally, as the day concluded, staff brainstormed age-appropriate opportunities to meet their goal, such as local history projects, partnerships with service groups for school and community events, and learning with local seniors at school or in community. Other ideas, too, were generated related to using local parks and recreational facilities.





COMMUNITY & CULINARY LEARNING AT GOLDEN SECONDARY SCHOOL



Zucchini Fritters at Golden Secondary School made as part of the Local Produce Program.

This summer, GSS Foods Teacher Rhys Badenoch launched the Local Produce Project, a creative culinary adventure that not only engaged students but also fostered strong community connections. Inspired by local residents with an abundance of garden produce, Mr. Badenoch reached out for donations of vegetables and the response was overwhelming. What began as a week-long project turned into a two-week exploration of food sustainability and creativity in the kitchen.

Students crafted many delicious dishes, including stuffed patty pan squash, zucchini fritters, roasted pumpkins, and homemade pickles. Beyond cooking, the project aligned with the school's curriculum goals, emphasizing the importance of food security and community involvement. It also built on a previous spring initiative, where students actively participated in maintaining the GSS Garden Beds.

This experience deepened students' understanding of where their food comes from and highlighted the significance of reducing waste. The project also strengthened partnerships with local organizations like the Golden Food Bank and Local Food Matters.

NEW TEACHER ORIENTATION SESSION

Aligning with the district's Strategic Plan focused on providing meaningful learning opportunities and structures, 17 teachers new to the profession and/or to Rocky Mountain School District participated in a day of onboarding at the district office on October 3. The agenda allowed for conversation across key topics including the BC Learning Pathways, Human Resources, Indigenous Education, and student assessment among others. The day ended with an introduction to the Rocky Mountain Teachers' Association supported by the three local Co-Presidents Ashlee Dearin, Catherine McKenzie, and Caroline Carl.



Asst. Superintendent Steve Wyer leads dialogue with New Teacher participants.

Feedback from the participants will inform future meetings in the 2024-25 school year, and those on hand were encouraged to connect in the months ahead to further build collegial relationships and support one another in their professional practice.

Thanks to district team members Amanda Garand and Steve Wyer for organizing the day!





TRUTH & RECONCILIATION WEEK 2024

During the week of September 23-27, schools and worksites throughout Rocky Mountain School District participated in Truth & Reconciliation Week. School engagements included age-appropriate learning centres, virtual programming via the National Centre for Truth & Reconciliation, the creation of art installations and heart gardens, book readings, hearing from guest speakers, and much more. In all locations, learners and staff reflected on those Indigenous children who attended residential schools, remembered those who never returned home, and recognized the ongoing impacts of residential schools on Indigenous communities and families.

Aligning with the organizational commitment to advance Truth & Reconciliation, a flag raising ceremony took place at the Rocky Mountain School District Office in Invermere on Tuesday September 24. Opening remarks were supported by local First Nations and Métis representatives, and the event saw several local Shuswap and Akisqnuq drummers and dancers perform.



Every Child Matters t-shirt featuring a Ktunaxa design at Windermere Elementary School.

Also, during the week, the Kairos Blanket Exercise was held in multiple locations including the District Administrative Building. Along with office staff, participants included Strong Start Facilitators from around the district, as well as a local elder and residential school survivor from Akisqnuq First Nation. The exercise provided valuable teachings about the history of colonization in Canada, and those who took part reflected on both new learnings and ways to move forward in their personal and professional Truth & Reconciliation journeys.



Dancers and drummers from both Akisqnuq First Nation and Shuswap Band perform at the recent 'Every Child Matters' flag raising ceremony.





J. ALFRED LAIRD ELEMENTARY SCHOOL



Learners from J. Alfred Laird Elementary School are exploring Secwepemctsin, the language of the Secwépmc people.

With a School Success Plan goal of improving student outcomes across all domains (academic, social-emotional, spiritual and physical) by furthering the school's collective journey toward Truth & Reconciliation, students at J. Alfred Laird Elementary School have been learning Secwepemctsin, the traditional language spoken by Secwépmc people, including our local Shuswap Band. This has been happening throughout the school with an introduction to basic Secwepemctsin words each morning during announcements, along with additional support on vocabulary development being provided to classes by Shuswap elder Diana Cote.

During Truth & Reconciliation Week, students at the school painted rocks orange and added words in Secwepemctsin, then scattered the beautiful rocks all around the community of Invermere. It is the school's hope that this simple activity will build awareness of this local language throughout the local community, as the Shuswap Band relearns their native language and forms deeper connections with the land and culture.

MENTAL HEALTH IN SCHOOLS

As part of the Board's Strategic Plan, the Rocky Mountain School District is continuing its implementation of the Mental Health in Schools Strategy. The month of October began with more than 75 helping professionals, fondly referred to as our "SEL Team", gathering to collaborate and set programming priorities for the upcoming school year. Informed by the Middle Years Development Index, Youth Development Index and McCreary Adolescent Survey, Indigenous Education Support Workers, Youth Care Workers, Community Link Student Support Workers and School Counsellors reflected on the well-being concerns identified by districts' students in their school communities. Considering their collective capacity and professional commitments, the team set intentions for how they will work together to provide layered supports for students with varying needs. This group of professionals were enthusiastic and thoughtful in their commitment to promote well-being and prevention programming, with intensive support for those who require it.



DATE: October 8, 2024
TO: Board of Trustees
FROM: Aaron Callaghan, Superintendent of Schools
SUBJECT: Early Learning and Child Care Update
ORIGINATOR: Crystal MacLeod
REFERENCE: **RMSD Early Learning and Child Care Annual Report 2023-24**



ISSUE

Rocky Mountain School District continues to engage in and expand early learning and child care (ELCC) initiatives across the district. The attached annual report highlights some of the ELCC projects and successes that occurred last year and shares information regarding next steps that will be taken in the upcoming school year.

BACKGROUND

In 2021, the board approved the creation of a District Vice Principal of Early Learning in response to the announcement that education and child care were coming together to form the new Ministry of Education and Child Care. In 2022 this new Ministry announced funding for an Early Learning and Child Care lead in each district and again, the board expressed interest in accessing this funding and created the Director of Instruction, Early Learning and Child Care position. This position in conjunction with the District Principal of Early Learning position led to the creation of the Early Learning and Child Care (ELCC) team.

At the end of the 2022-2023 school year, the ELCC team created the first Rocky Mountain School District Early Learning and Child Care Annual Report. This report will continue to be updated and published annually by the ELCC team.

CURRENT SITUATION

Rocky Mountain School District continues to work toward supporting the child care sector and helping to address the child care crisis. The ELCC Lead continues to promote and support the Early Childhood Educator (ECE) Dual Credit program to help bolster the ECE workforce and has developed a new third-party partnership to open a sixth after-school program in the school district. Additionally, construction on the new Rocky Mountain Child Care Centre – Marysville will soon be complete and construction on the Invermere Child Care Centre is underway.

There are also several early learning initiatives across Rocky Mountain being facilitated by the District Principal of Early Learning that are highlighted in the report. These include Ministry funded opportunities like Changing Results for Young Learners, Ready Set Learn, and StrongStart as well as many district projects.





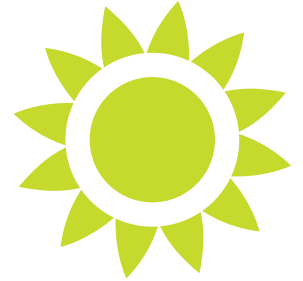
ROCKY MOUNTAIN SCHOOL DISTRICT

EARLY LEARNING & CHILD CARE ANNUAL REPORT 2023-2024



Land Acknowledgment Rocky Mountain School District No. 6 is honoured and grateful to be able to work, learn, and grow on the traditional unceded territories of the Ktunaxa and Secwépemc Nations. We honour the cultures, languages, and First Nations people of these territories.

TABLE OF CONTENTS



Introduction and Funding	2
Ministerial Initiatives	3-8
Ready, Set, Learn (RSL)	3-4
StrongStart (SS)	5
Strengthening Early Years to Kindergarten Transition (SEY2KT)	6
Changing Results for Young Children (CR4YC)	7
JUSTB4 Program	8
District Initiatives	9-14
Kindergarten Transition Timeline Document	9
Early Learning Framework (ELF)	10
Kindergarten-Early Childhood Educator Collaboration (K-ECE)	11
Early Childhood Educator (ECE) Dual Credit Program	12
After-School Programs	13
New Spaces Fund (NSF)	14
Surveys	15-16
Childhood Experiences Questionnaire (CHEQ)	15
Early Development Instrument (EDi)	16



INTRODUCTION

In May 2021, Rocky Mountain School District No. 6 created a District Vice-Principal of Early Learning role with a portfolio focused on early learning and building relationships with child care providers. In 2022, the new Ministry of Education and Child Care was announced, and Rocky Mountain accessed Ministry funding to add a Director of Instruction, Early Learning and Child Care position. This has allowed the school district to form an Early Learning and Child Care (ELCC) team made up of the Director of Instruction, Early Learning and Child Care and a District Principal of Early Learning.



This document will highlight some of the projects and initiatives facilitated by the ELCC team in 2023-2024 and will detail the team's plans for 2024-2025.

FUNDING 2023-2024

The Ministry of Education and Child Care (MOECC) will continue to support ELCC work through a variety of funds found in the Early Learning Funding Agreement. For Rocky Mountain these include:

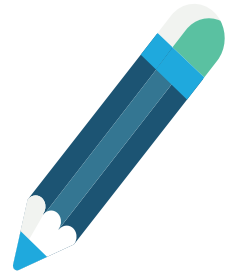
- Early Learning Programs, Projects & Pilots
 - StrongStart BC (SSBC) Early Learning Centres and SSBC Outreach Programs
 - Ready, Set, Learn (RSL) Program
 - Changing Results for Young Learners (CR4YC) Project
 - Strengthening Early Years to Kindergarten Transitions (SEY2KT) Project
 - JUSTB4 Project
- Capacity Building
 - District Early Learning and Child Care Lead



READY, SET, LEARN (RSL)

What is Ready, Set, Learn?

Ready, Set, Learn events are funded by the Ministry of Education and Child Care and provide preschool children (birth to five years of age) and their families with information about free programs and services that are available to them prior to entering school. These events are embedded in community and foster positive connections between families, the school system, and local community agencies. Rocky Mountain works with community services to put on these events and sits shoulder-to-shoulder with early years partners.



What is Currently Happening?

The 2023-24 Childhood Experiences Questionnaire (CHEQ) results from across the school district show that 36% of families did not use any programs or supports for children from three years of age to kindergarten which is down from 69% the previous year. Last year 21% of families indicated that a barrier to accessing preschool programs was that they did not know about them and this year only 12% said they were unaware of programs.

The Ready, Set, Learn events in Rocky Mountain are aimed at building more awareness of the wide variety of free programs and services available for families and the CHEQ results confirm the district's success in achieving this goal.

In the 2023-2024 school year the District Principal coordinated eight RSL events across the district. Below is a list of events by geographic area and the attendance that was recorded.

Golden Area

Parson – September 2023

- Six (6) program and service providers
- 10 families (13 children, 10 adults)
- First RSL event for all 10 of the families

Golden Arena Lounge – January 2024

- 10 program and service providers
- 36 families (58 children, 42 adults)
- First RSL event for 25 of the families

Kinsmen Park – May 2024

- Six (6) program and service providers
- 45 families (83 children, 54 adults)
- First RSL event for 25 of the families



Kimberley Area

Blarhmont Early Learning Centre – January 2024

- 10 program and service providers
- 27 families (39 children and 36 adults)
- First RSL event for 22 of the families

Blarhmont Early Learning Centre – June 2024

- 14 program and service providers
- 52 families (66 children and 73 adults)
- First RSL event for 34 of the 52 families

Columbia Valley Area

Columbia Valley Centre – November 2023

- Eight (8) program and service providers
- 34 families (49 children and 43 adults)
- First RSL event for 29 of the families

Edgewater Community Centre – April 2024

- Seven (7) program and service providers
- 13 families (19 children and 13 adults)
- First RSL event for 10 of the families

Pothole Park – May 2024

- Nine (9) program and service providers
- 25 families (42 children and 31 adults)
- First RSL event for 18 of the families

Actions for the 2024 – 2025 School Year

Rocky Mountain’s goal for the 2023-2024 school year was to create RSL dates that will remain similar from year to year in each community, so events are predictable and consistent. Having moved this goal into action, the district will continue to make efforts to host additional Ready, Set, Learn events in smaller, outlying communities to connect with more rural children and families.

Read more about RSL [here](#).



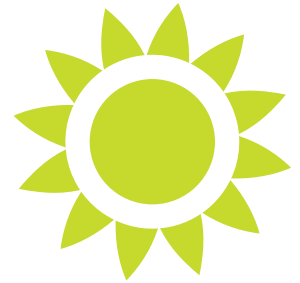
STRONGSTART (SS)

What is StrongStart?

StrongStart BC is a program that provides rich learning environments designed to support early learning development for young children (birth to five years old) and their caregivers.

The overall learning experience is shared as parents and caregivers attend with their children and are encouraged to get involved in activities like telling stories and playing games that focus on developing language, physical, cognitive, social, and emotional skills. Qualified early childhood educators lead learning activities where children find opportunities to make friends and interact with others of similar ages.

Additionally, StrongStart provides caregivers information about services and programs available in the community while supporting families in making valuable connections with their child and other caregivers.



What is Currently Happening?

StrongStart programming is now available for families in every K-3 and K-7 school in Golden and the Columbia Valley. In Kimberley, StrongStart operates in the Blarhmont Early Learning Centre along with other early years programs such as Baby Goose and Baby Steps. CBAL (Columbia Basin Alliance for Literacy) holds the third-party contract for running StrongStart within Rocky Mountain and together we have built a collaborative, valued partnership.

While StrongStart facilitators are not Rocky Mountain employees, the school district involves facilitators in professional learning, and they actively participate in projects like Changing Results for Young Children (CR4YC) and the K-ECE Collaboration. StrongStart facilitators contribute to and implement the school district's Kindergarten Timeline Transition document and the Rocky Mountain early learning team plans and facilitates professional development for StrongStart facilitators on all non-instructional days throughout the school year.



Pro-D session for SS facilitators.

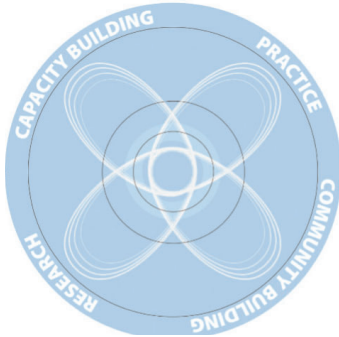
Actions for the 2024 – 2025 School Year

StrongStart will continue to operate seven programs across the school district and the StrongStart schedule for each community can be found on the Early Learning and Child Care webpage. StrongStart facilitators will continue to engage in professional development planned and facilitated by the Rocky Mountain early learning team focused on the Early Learning Framework, First Peoples Principles of Learning, and place-based learning.

Read more about SS [here](#).



STRENGTHENING EARLY YEARS TO KINDERGARTEN TRANSITIONS (SEY2KT)



What is Strengthening Early Years to Kindergarten Transitions (SEY2KT)?

SEY2KT is a Ministry of Education and Child Care initiative that focuses on building strong, meaningful relationships between the early years sector, schools, and community through collaborative dialogue. Using the Compassionate Systems Leadership (CSL) approach, SEY2KT groups engage in CSL tools like collective visioning and creating generative social fields in order to work towards providing a seamless transition for children and families from early years into kindergarten.

What is Currently Happening?

SEY2KT is based in the Columbia Valley. This year the SEY2KT participants included:

- Rocky Mountain employees - District Principals and Vice-Principals, a school principal, and a teacher
- Representatives from CBAL, Family Dynamix, ?Aksiq'nuk First Nation, Shuswap Band, Interior Health, Childcare Resource and Referral, and the public libraries from Radium and Invermere

**Representatives from the Métis Nation were also invited but were unable to attend.*

The SEY2KT group focused on promoting and supporting the Ready, Set, Learn events in the Columbia Valley and worked to build stronger connections between service providers, the school district, and families. The group participated in all the Ministry's province-wide morning sessions and then worked in the afternoon on our local Columbia Valley context.

Actions for the 2024-2025 School Year

SEY2KT has been in place in Invermere since its inception in 2018 and over the past year it was decided to move this opportunity to Kimberley for the 2024-25 school year. In Kimberley, many early years programs and services are shared with the neighboring community of Cranbrook. This cross-over of programs and services has at times posed challenges and even confusion for schools and families because Cranbrook is in a different school district. It is hoped that by moving SEY2KT to Kimberley, the school district will be able to bring together all the supports and services in the area to further understand exactly what is available and allow everyone to work more collaboratively and efficiently to support children and families as they transition into Kimberley schools.

Read more about SEY2KT [here](#).



CHANGING RESULTS FOR YOUNG CHILDREN (CR4YC)



What is Changing Results for Young Children (CR4YC)?

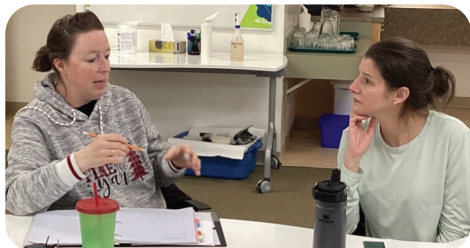
CR4YC is a Ministry of Education and Child Care funded project that brings together community based ECEs, including StrongStart facilitators, and Kindergarten teachers. CR4YC is focused on the social and emotional well-being of children and how ECEs and Kindergarten teachers can work together to share ideas and collaborate using the Early Learning Framework. By building relationships between early years and schools through collaboration and inquiry, CR4YC seeks to improve outcomes for children.

What is Currently Happening?

In the 2023-2024 school year, CR4YC continued in both Kimberley and the Columbia Valley. Participants in each community reported significant positive change for their individual Wonder Child. They also noticed improvement in their overall classroom environment and their understanding of the Early Learning Framework including social/emotional learning. Participants valued the connections and collaboration with each other and the reflections they were able to share.

Actions for the 2024 – 2025 School Year

CR4YC will continue in the Columbia Valley next year but not in Kimberley. A new CR4YC group will be formed in the Golden area to provide the ECEs and teachers in that community with the opportunity to engage in this valuable learning experience. The focus will remain on the ELF and social emotional learning outcomes for children while deepening relationships between educators in the early years' sector and in schools.

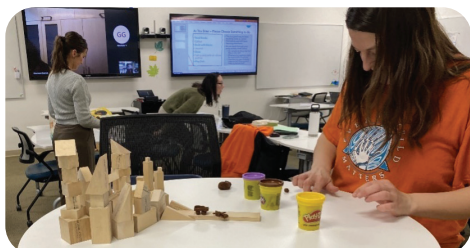


“I appreciate having time to pause and connect with colleagues in such a safe, honest, inspiring way. This time has helped me feel more open, relaxed, and confident with my approach to teaching kindergarten and caring for young children.”

“I have enjoyed watching the growth of interactions between daycare and school facilities. I am grateful for the program reminding me to slow down and observe my world as a child would exploring it for the first time.”



“I believe I am a better educator as a result of being able to participate in CP4YC. In the past I struggled to carve out time for reflective practice. This (CP4YC) was what I needed to be able to design learning experiences based on in-depth reflections.”



Read more about CR4YC [here](#).



JUSTB4 PILOT PROGRAM



What is JUSTB4?

JUSTB4 is a Ministry of Education and Child Care provincial pilot project and is specifically designed to provide early learning experiences for children in the year prior to entering kindergarten. JUSTB4 is a licenced preschool program that is facilitated by a certified Early Childhood Educator and a certified Early Childhood Educator Assistant.

The focus of JUSTB4 is on utilizing the BC Early Learning Framework and taking a whole-child approach to teaching and learning. Children play an active role in guiding the learning through play-based activities and social interactions. JUSTB4 prioritizes the social and emotional well-being of children by building a sense of curiosity and wonder about the world around them and celebrating each of their individual gifts. By maintaining a close connection with primary schools throughout the year, JUSTB4 allows for a seamless transition into kindergarten for children, their families, and schools.

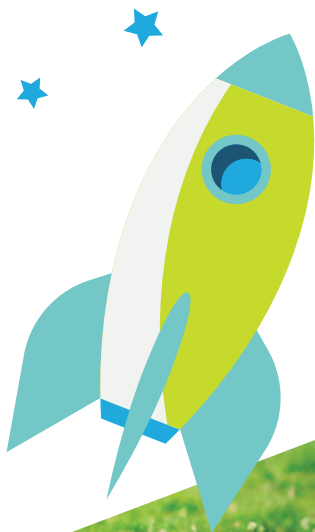


What is Currently Happening?

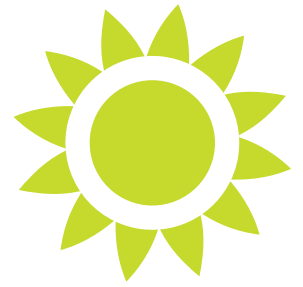
JUSTB4 opened for its second year in the StrongStart room in the Blarchmont Early Learning Centre in September 2023. This year seven students were registered, and they enjoyed an independent early childhood experience. Under the guidance of an Early Childhood Educator and an Early Childhood Educator Assistant, these children developed important social and emotional skills prior to starting kindergarten.

Actions for 2024-25 School Year

Due to multiple factors including staff shortages, low enrollment, and a new child care facility opening in Kimberley, Rocky Mountain will not be participating in the last year of this pilot project.



KINDERGARTEN TRANSITION TIMELINE DOCUMENT



What is the Kindergarten Transition Timeline Document?

The Kindergarten Transition Timeline Document was created to align timelines and processes across the school district to ease the transition into kindergarten. The Director of Instruction created a draft template in the fall of 2023 and in January 2024 held a series of engagement sessions in each community for stakeholders to collaborate on the timeline. Participants included school principals, Supported Child Development, speech language pathologists, Indigenous partners, early years programs, daycare managers, Child Care Resource and Referral, Community Connections, Community Action Program for Children, as well as Directors of Instruction and District Principals and Vice Principals. After these sessions, the timeline was tweaked based on the input and feedback and sent out to all daycares, early years programs and services, and schools across the district to initiate its implementation.

What is Currently Happening?

The implementation of the Kindergarten Transition Timeline Document resulted in several positive outcomes including:

- Schools connecting earlier and more often with child care providers than in previous years.
- Early years providers supporting families in connecting with schools, specifically those families with children who require additional supports.
- Many schools holding “Play at K” events for child care providers to visit the school with their children and build connections with school staff as well as a sense of belonging prior to starting Kindergarten.
- Many child care facilities holding meet the principal events for parents at drop off/pick up times.
- Schools being able to work more effectively with early years providers and families to proactively put supports in place for children with diverse needs.
- Everyone gaining a better understanding of how to share information between early years, schools, and families.

Actions for the 2024 – 2025 School Year

In the fall of 2024, the Director of Instruction will hold another series of engagements in each community to review the document and discuss what went well, what was challenging, and what was missing. Using this feedback, a second iteration of the timeline will be created and implemented for the 2024-25 school year.

View the Kindergarten Transition Timeline Document [here](#).



Kimberley engagement session



EARLY LEARNING FRAMEWORK (ELF)



What is the Early Learning Framework (ELF)?

ELF is a guide and support for educators in early childhood and primary grades. The ELF establishes a vision for respectfully living and learning with children from birth to eight years of age and focuses on building play-based learning environments. This document incorporates elements of the redesigned curriculum such as the Core Competencies and the First Peoples Principles of Learning which allows for consistency in pedagogy as children transition from early learning into school.

What is Currently Happening?

Since the 2022-2023 school year Rocky Mountain has been successful in actively and purposefully implementing the ELF across the district. In the 2023-24 school year, the community of practice shifted from K-principals to grade 2-3 teachers.

This group of educators engaged in three learning sessions focusing on play, pedagogical narration, and critical reflection. In between learning sessions, teachers were supported with in-class observations, feedback, and support from the District Principal of Early Learning. Teachers were able to deepen their understanding of the ELF which positively impacted their lesson planning, curriculum delivery, and reporting of student learning.



“I have learned the value of pedagogical narration in terms of students monitoring their growth and setting goals for their learning.”

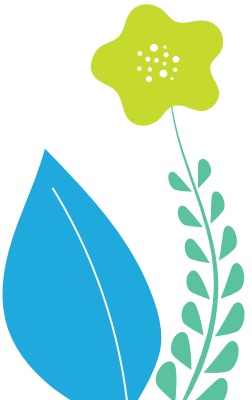
“In learning about the various kinds of play and the importance of each, I have developed new understandings of the application and importance of play in my classroom.”



Actions for the 2024 – 2025 School Year

The Early Learning Framework will continue to be prioritized and supported not only in schools but with early years programs across the district. As the Ministry of Education and Child Care has now released the Learning in the Primary Years document, this will become an extension of the ELF work with K-3 principals and educators. Over the course of this upcoming year, with the support of the ELCC team, educators will delve into this document and collaborate on next steps toward implementation.

Read more about the ELF and Learning in The Primary Years [here](#).



KINDERGARTEN – EARLY CHILDHOOD EDUCATOR (K-ECE) COLLABORATION



What is the Kindergarten – Early Childhood Educator Collaboration (K-ECE)?

The K-ECE Collaboration is a project that began in 2021 and is unique to Rocky Mountain. Educators from childcare facilities and kindergarten teachers are put into partnerships and are provided with release time to observe and interact in each other's classrooms throughout the school year.

The goals of the K-ECE collaboration are to build understanding about what teaching and learning looks like in both environments, to spark conversation and collaboration, to gain respect and appreciation for the work that is done by ECEs and K-teachers, and to ease the transition into kindergarten for children.

What is Currently Happening?

The K-ECE collaboration has been successful with participants representing every kindergarten school in Rocky Mountain since its inception in 2021. As new child care facilities open, educators from these centres have been invited to join and the collaboration has grown to include ten child care programs across the district. Participants determine with their partner the focus for their visits and then complete and submit their observation frameworks to the District Principal of Early Learning. Dinner meetings were offered three times in each community to provide time and space for partners to come together to deepen their connection, debrief their visits, and plan their potential next steps. The first two dinner meetings also included an opportunity for participants to engage in furthering their understanding of the Early Learning Framework.

Actions for the 2024 – 2025 School Year

The K-ECE Collaboration has been very successful in creating lasting partnerships between ECEs and kindergarten teachers. Moving forward this opportunity will be available for teachers and ECEs who are new to their roles.

“We have built connections with each other, and we have people we can talk to at the different levels.”

“There has been a shift in what we know about each other, and there is value in this.”



EARLY CHILDHOOD EDUCATOR (ECE) DUAL CREDIT



What is the ECE Dual Credit Program?

The ECE Dual Credit Program is a Ministry of Education and Child Care project that was initiated in 2021. Rocky Mountain, Southeast Kootenay, Kootenay Lake, and the College of the Rockies formed a partnership and successfully applied to participate in this project. Unlike regular dual credit courses, students in the ECE Dual Credit Program had all costs (tuition, textbooks, technology, etc.) fully covered by the Ministry of Education and Child Care.

The ECE Dual Credit Program allows Grade 12 students to take four courses toward an ECE certificate through the College of the Rockies in their second semester. These four courses provide students with high school credits and College of the Rockies credits. Upon successful completion of these courses, students are eligible to apply to become a certified Early Childhood Educator Assistant (ECEA) through the ECE Registry and can work in licenced childcare facilities. ECE Dual Credit students also get priority registration to continue their ECE courses the following September at College of the Rockies and can be fully certified ECEs by the following summer.

What is Currently Happening?

The ECE Dual Credit Program came with a three-year financial commitment from the Ministry and 2023-24 was the last year of funding. In this school year, Rocky Mountain had four students complete the ECE Dual Credit Program and these students were supported throughout the year with Learning Lunches. Three of those students have already applied to the ECE Registry for their ECEA certificates and they are planning to begin working in local childcare facilities to determine if this is the right career path before continuing their coursework.

Actions for the 2024 – 2025 School Year

Although the ECE Dual Credit pilot project is finished, Rocky Mountain has worked with College of the Rockies to ensure the continuation of the ECE course offerings through the regular dual credit programming. The Director of Instruction has already connected with high schools and in the fall will continue to actively recruit and support Grade 12 students to begin this program in February 2025.

Read more about the ECE Dual Credit Program [here](#).



Child, Youth and Family Studies Dual Credit Semester



AFTER-SCHOOL PROGRAMS

What are After-School Programs?

In the summer of 2022, Rocky Mountain began working in partnership with third-party providers to license after-school care programs in five primary/elementary schools. While Rocky Mountain does not operate these programs, the school district is in a formal partnership with third-party providers to provide space within schools enabling a seamless day for children and families.



What is Currently Happening?

Rocky Mountain has formal partnerships with three third-party providers and after-school programs are currently operating in five schools. With our third-party providers, the district has provided after-school care for hundreds of children and families including full-day care on non-instructional days, winter break, and spring break.

In the summer of 2023 two programs offered full-day care in the summer and in the summer of 2024 that number doubled to four programs offering full-day care through the summer.

Programs in 2023-24 include:

- Edgewater Elementary School – Windermere Valley Child Care Society
- Eileen Madson Primary School - Windermere Valley Child Care Society
- Windermere Elementary School – Eva Joseph Early Learning and Cultural Society
- Marysville Elementary School – Summit Community Services Society
- Lindsay Park Elementary School - Summit Community Services Society



The ELCC team would like to express gratitude to all the third-party providers and acknowledge that the success of these programs is in no small part due to the support of the Rocky Mountain Operations Department staff, principals, and school-based staff.

Actions for the 2024 – 2025 School Year

All the current programs will continue to be operational, and some will be supported by the district to expand as the growing expression of interest from families for this service demands additional spaces.

Additionally, the school district is working to support new programs in the 2024-25 school year. The New Spaces Fund child care facility in Marysville will be opening during the school year and will include an additional 24 after-school care spots. The Director of Instruction has also been working with a non-profit child care in Golden to open programs for children and families in that community.

Read more about after-school programs [here](#).



NEW SPACES FUND (NSF)



What is the New Spaces Fund?

The ChildCareBC New Spaces Fund provides funding to create new licensed childcare spaces in an effort to help families access affordable, quality, and inclusive child care. The Rocky Mountain Board of Education approved the submission of an application to build a 148-space child care facility on the grounds at Marysville Elementary School, which was submitted in August of 2022. Additionally an application to build a 148-space child care on the grounds at Eileen Madson Primary School, which was submitted in January of 2023.

What is Currently Happening?

With both New Spaces Fund applications approved, the school district has been busy moving these projects forward over the course of the 2023-24 school year.

- In Kimberley, the New Spaces Fund project at Marysville Elementary School being operated in partnership with Summit Community Services Society, broke ground in the fall and construction is scheduled to be completed in the fall of 2024. The district has already begun to order furniture, equipment, and resources for the building in anticipation of supporting Summit with the licensing process as soon as possible.
- In Invermere, the New Spaces Fund project being built on the property behind Eileen Madson Primary School being operated in partnership with Windermere Valley Child Care Society, broke ground in July 2024. Silverado Industries Inc. was awarded the tender and is moving this project forward.

Actions for the 2024 – 2025 School Year

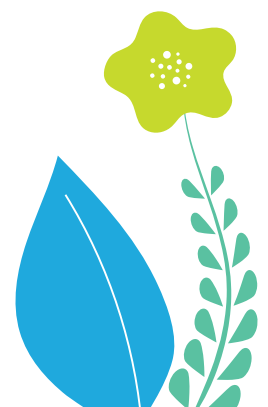
The Marysville child care facility will open this school year and the Director of Instruction is working with Summit Community Services Society on staffing. Knowing the significant challenges regionally and provincially in recruiting qualified Early Childhood Educators, Summit and the district are planning a gradual, phased opening of the 148 spaces in Marysville that will be dependent on securing staff.

The Invermere child care facility will move forward throughout the year with construction being predicted to finish in the summer of 2025.

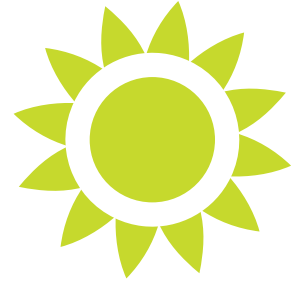


The Marysville child care facility, July 2024.

Read more about NSF builds in Rocky Mountain [here](#).



CHILDHOOD EXPERIENCES QUESTIONNAIRE (CHEQ)



What is the Childhood Experiences Questionnaire?

The Childhood Experiences Questionnaire (CHEQ) gathers important information about children's experiences prior to entering kindergarten from the perspective of the child's caregivers. The CHEQ was first piloted in 2018 and Rocky Mountain has participated since its inception.

Children's development in their early years is highly influenced by their experiences in their home and community. The CHEQ collects information that schools and communities can use to support children and families and ensure a solid foundation for healthy development and well-being.

What is Currently Happening?

In 2023-24, Rocky Mountain had the highest CHEQ completion rate in the province at 92%. With the support of the ELCC team, schools have built a strong understanding of how the information that is contained within the CHEQ is valuable and how it can be used to better understand our youngest students and their families who are new to the school system.

Rocky Mountain schools in each community come together with a team of staff to discuss what their CHEQ data tells them and how this information can guide and influence teaching and learning within their classrooms and schools. The CHEQ data is shared with early years partners as one way to better understand when/how/why families are or are not accessing their preschool programs and services so they can adjust accordingly. In January 2024, the Rocky Mountain ELCC team co-facilitated an information session with HELP for schools and early years providers in the Kootenay Boundary Region which includes Rocky Mountain, Southeast Kootenay, Kootenay Lake, Arrow Lakes, Kootenay-Columbia, and Boundary school districts.

As a result of Rocky Mountain's extensive use of the CHEQ data, the Rocky Mountain ELCC team was invited by HELP to participate in the UBC Early Years Pre-Conference in February 2024. Sitting as one of three groups on the data in action panel, the ELCC team shared success stories related to CHEQ data collection, data tracking, and data sharing and how all of these have positively impacted CHEQ results over time in Rocky Mountain.



From Left to Right: Kate Buium from HELP, Crystal MacLeod, Director of Instruction, and Glenn Goslin, District Principal of Early Learning

Actions for the 2024-2025 School Year

Rocky Mountain will continue to participate in the CHEQ data collection. Kindergarten principals and teachers proactively communicate with their incoming kindergarten families what the CHEQ is, why it is important, and their plan for collecting this information prior to their kindergarten gradual entry. The ELCC team will support schools in gathering and reviewing their CHEQ data and assist in developing plans and actions that are informed by their school and community data. Throughout the school year, the ELCC team will revisit these plans and actions with school principals and staff.

Read more about CHEQ [here](#).



EARLY YEARS DEVELOPMENT INSTRUMENT (EDi)

What is the Early Years Development Instrument (EDi)?

Like CHEQ, the EDi is facilitated by the Human Early Learning Partnership (HELP). The Early Development Instrument (EDI) is a questionnaire completed by kindergarten teachers for the students in their classrooms during the month of February.

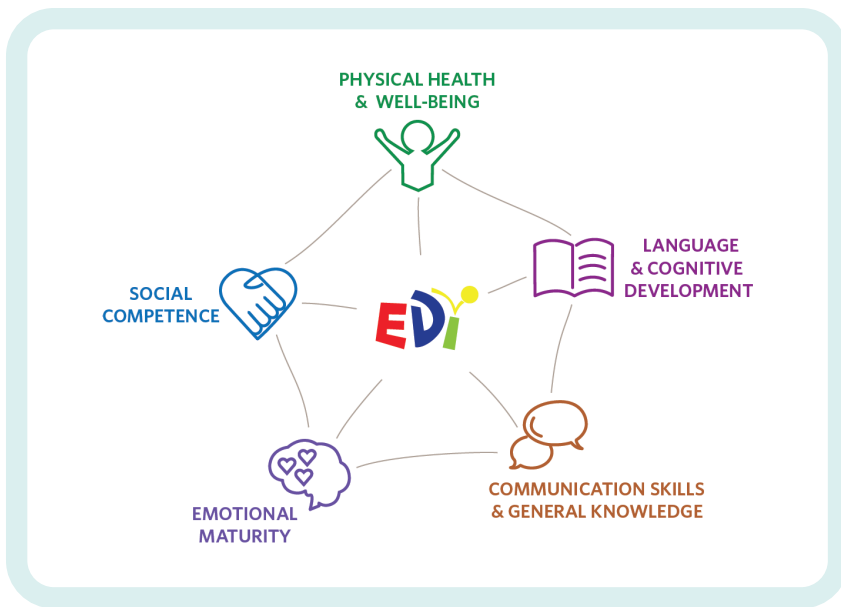
The EDi gathers information around five core areas of early childhood development – physical health and well-being, social competence, emotional maturity, language and cognitive development, communication skills, and general knowledge. EDi data is collected in three-year waves and because of the size of our school district, ROCKY MOUNTAIN participates in two of those three waves.

What is Currently Happening?

The 2022-2023 year was the first year of a new wave and EDi changed from a three-year wave collection cycle to a four-year cycle which means that Rocky Mountain was once again in a non-collection year in 2023-2024.

Actions for the 2024 – 2025 School Year

Even though the EDi will not be administered in the 2024-25 school year, the ELCC team will continue to look at the data gathered from the last EDi collection in 2023 and will triangulate EDi from previous years with other data collected through the MDi (Middle Years Development Instrument) and YDi (Youth Development Instrument) to strategically plan how to better understand and support students going forward.



Read more about the EDi [here](#).



DATE: October 8, 2024
TO: Board of Trustees
FROM: Alan Rice, Secretary Treasurer
SUBJECT: Budget Utilization Summary – September 30, 2024
ORIGINATOR: Alan Rice
REFERENCE: Budget Utilization Summary – September 30, 2024



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 \$123,000 from prior year attributable to increase in salaries and benefits. Actual amounts are in line with budget with a variance of 0.32% above estimated for the current year.

Administration: increase of approximately \$77,000 from prior year which is attributable to increases to salaries and benefits. Actual amounts are greater than budgeted with a variance of 4.84% above estimated. The majority of the District’s licenses, due and fees are due on July 1 of each year. Therefore, the variance is anticipated to fall in line with budgeted as the year progresses.

Operations and Maintenance: increase of approximately \$5,000 from prior year. Primarily attributable to increases in salaries and benefits. Actual amounts are in line with budget with a variance of 1.69% below estimated.

Transportation and Housing: decrease of approximately \$4,000 from prior year. Primarily attributable to salaries and benefits. Actual amounts are in line with budget at 3.16% below estimated.



PUBLIC BOARD MEETING

CONCLUSION

Expenditures to date are above budget by 0.12% and greater than the prior year by \$201,000 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.

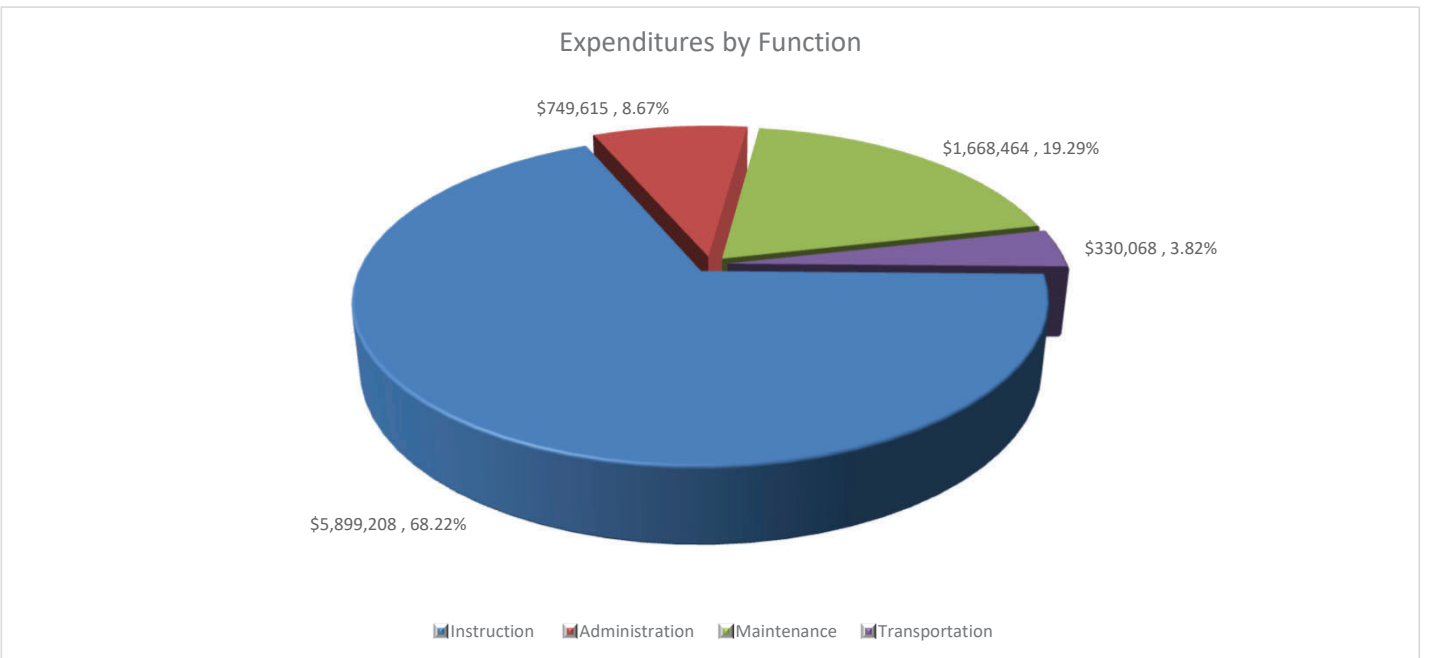
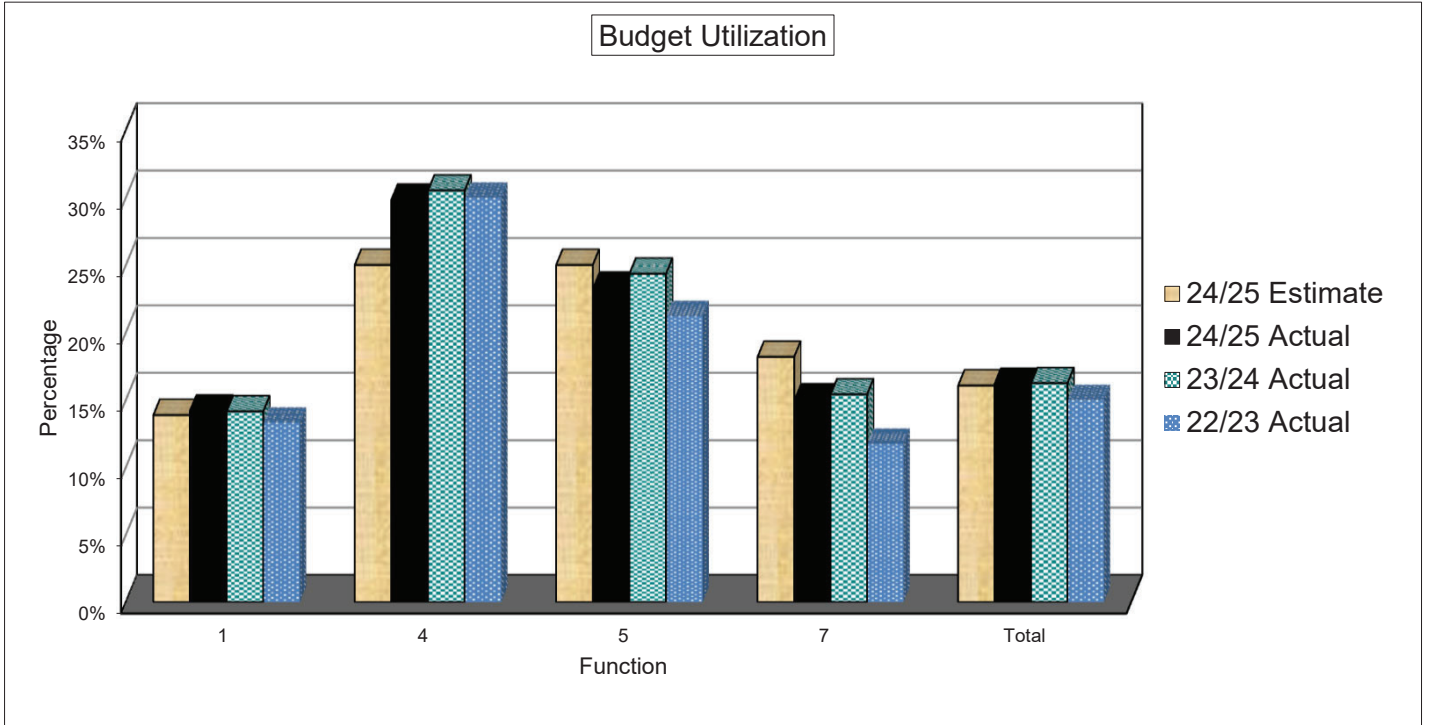
STRATEGIC ALIGNMENT

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

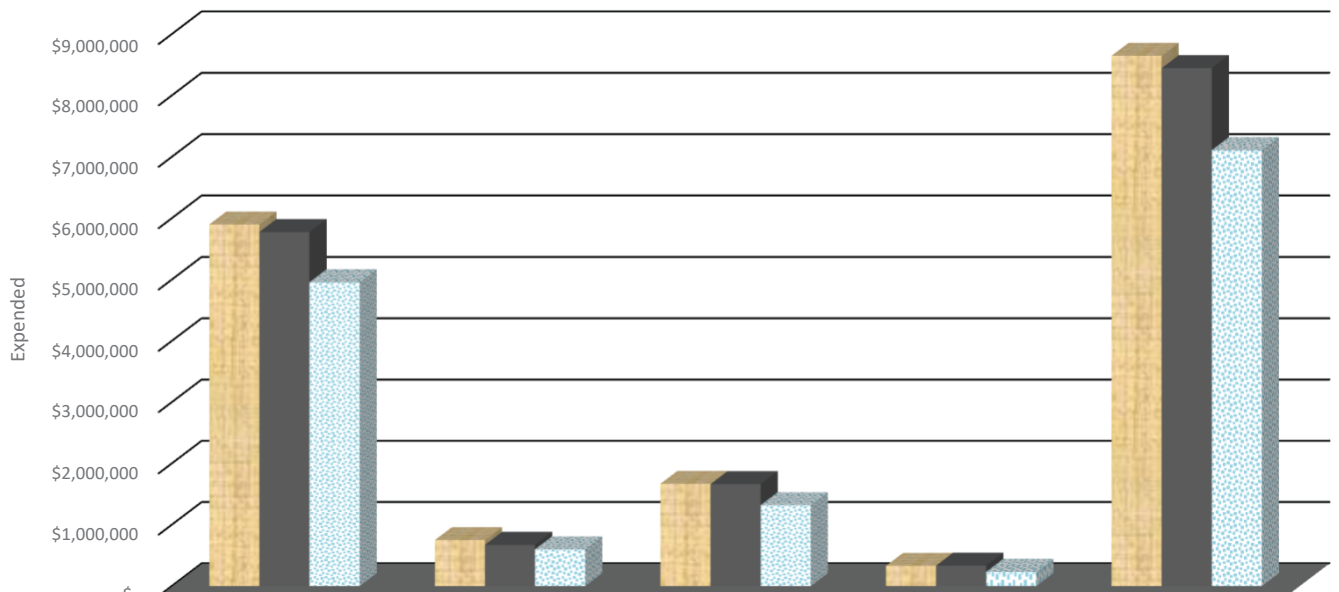


**ROCKY MOUNTAIN SCHOOL DISTRICT
BUDGET UTILIZATION SUMMARY
9/30/2024**

<u>FUNCTION</u>	<u>#</u>	<u>MONTHS</u>	<u>BUDGET</u>	<u>2024/25 EXPENDED</u>	<u>ACTUAL</u>	<u>ESTIMATE</u>	<u>2023/24 ACTUAL</u>
Instruction	1	10	\$ 41,585,824	\$ 5,899,208	14.19%	13.87%	14.14%
Administration	4	12	\$ 2,512,439	\$ 749,615	29.84%	25.00%	30.52%
Maintenance	5	12	\$ 7,157,203	\$ 1,668,464	23.31%	25.00%	24.35%
Transportation	7	11	\$ 2,197,783	\$ 330,068	15.02%	18.18%	15.40%
Total			\$ 53,453,249	\$ 8,647,355	16.18%	16.06%	16.23%



3 Year Actual Expenditure Comparison



	1	4	5	7	Total
■ 2024/25 Actual	\$5,899,208	\$749,615	\$1,668,464	\$330,068	\$8,647,355
■ 2023/24 Actual	\$5,776,646	\$672,537	\$1,663,108	\$333,893	\$8,446,184
■ 2022/23 Actual	\$4,958,358	\$600,198	\$1,319,761	\$231,664	\$7,109,981



DATE: October 8, 2024
TO: Board of Trustees
FROM: Aaron Callaghan, Superintendent of Schools
SUBJECT: Enrollment Report
ORIGINATOR: Trent Dolgopol, Director of Instruction
REFERENCES: [School and Student Data Collection Order](#) (School Act, Sections 81 and 168 (2)), data from MyED Student Information System

PUBLIC BOARD MEETING

ISSUE

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

BACKGROUND

The 1701 enrollment and programming report data is obtained from MyEdBC at the end of September each year. Student enrollment and programming on September 27 is the basis for determining school district funding from the Ministry of Education and Child Care.

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

- A board must collect and submit to the minister, in the manner and form and at the times required by the Ministry of Education and Child Care, information respecting:
 - each school operated by the board;
 - enrolment, registration and achievement of:
 - each student enrolled in an educational program provided by the board, including students who are not ordinarily resident in British Columbia whether or not they pay fees to the board;
 - each child registered with a school or distributed learning school operated by the board, and;
 - each child who participates in an early learning program.

The 1701 report is submitted at the end of September each year and districts go through a validation process to ensure accuracy. Final numbers are submitted to the Ministry by October 4, 2024.



CURRENT SITUATION

The student enrollment count is based on the students who were registered and accounted for on September 27.

The table in Appendix A shows student enrollment on September 27, 2024. The enrollment data indicates an increase of 38 students from 3,543 in 2023 to 3,581. The FTE for Rocky Mountain School District is 3,511, which is an increase of 28 FTE from the original budget.

The 1701 tracks international students as of September 27, 2024, although the funding is not impacted by this report.

FINANCIAL IMPLICATIONS

An increase in overall enrollment will result in an increase in the Ministry Operating Grant allocation.

CONCLUSION

It is important that student enrollment information be up to date and accurate as it directly impacts staffing and services for students. The district will continue to adjust enrollment projections to accurately forecast budgets and plan for staffing needs annually.

KEY MESSAGES

- Enrollment in RMSD is relatively stable with marginal increases or decreases each year. This year we have an increase in student enrollment.
- Projections made in the spring allow schools to staff positions in preparation for the fall.
- The September 30 report allows the district to make final staffing decisions based on actual student count which is the foundation funding from the Ministry of Education and Child Care.



Appendix A
Rocky Mountain School District
Student Enrollment
 Oct. 3 - 2024

	2024-2025	Difference From Prev Year	2023-2024	2022-2023	2021-2022
Kimberley					
Kimberley Alternate School	21	-3	24	27	24
Lindsay Park Elementary School	165	-3	168	179	160
Marysville Elementary School	169	-15	184	164	175
McKim Middle School	397	-3	400	412	426
Selkirk Secondary School	528	18	510	500	493
Kimberley Total	1280	-6	1286	1282	1278
Invermere/Windermere					
David Thompson Secondary School	470	-22	492	480	440
Edgewater Elementary School	138	14	124	126	124
Eileen Madson Elementary School	212	9	203	225	227
Invermere Open Doors School	32	3	29	31	35
J. Alfred Laird Elementary School	246	12	234	247	243
Martin Morigeau Elementary School	69	0	69	72	70
Windermere Elementary School	164	0	164	152	150
Invermere/Windermere Total	1331	16	1315	1333	1289
Golden					
Alexander Park Elementary School	194	4	190	208	219
Golden Alternate School	16	1	15	17	20
Golden Secondary School	358	24	334	319	298
Lady Grey Elementary School	233	-4	237	227	227
Nicholson Elementary School	91	6	85	100	102
Golden Total	892	31	861	871	866
Rocky Mountain Online Learning	75	-5	80	61	83
Continuing Education	3	2	1	1	1
Sub-Total	3581	38	3543	3548	3517
International Students (SSS=33, DTSS=13, LGES=1, GSS=23)	70	9	61	83	83
Fee Paying	0	-1	1	1	3
District Total	3651	46	3605	3632	3603
Home School Enrollment	14	3	11	11	25
Indigenous Student Enrollment	731	20	711		

PUBLIC BOARD MEETING

DATE: October 08, 2024
TO: Board of Trustees
FROM: Aaron Callaghan, Superintendent of Schools
SUBJECT: 2023-2024 Field Trip Summary
ORIGINATOR: Melanie Spencer
REFERENCE: Policy and District Practice 8600



ISSUE

As per Policy and District Practice 8600, the Board of Education receive an annual report on field trips taken.

BACKGROUND

In 2022, the Board of Education approved changes to the Field Trip policy and district practice. One of the amendments was to provide an annual report on field trips.

There are two categories of field trips: high care field trips, and low care field trips.

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. The school district does not require schools to submit field trip proposals to the student vault and cannot comment on the number of these trips taken in a year.

LOWER CARE FIELD TRIP

- The trip shall not involve any special safety considerations (e.g. does not include skiing, mountain biking, open water activities, outdoor rock or ice climbing, or back country activities).
- Granting final approval for low-risk field trips shall be the responsibility of the principal unless supervision ratios are less than the guidelines provided below.
- The principal of each school shall formulate procedures for approval and supervision of low-risk field trips.
- In all cases, such approval must be obtained prior to the commencement of detailed planning or fundraising.
- Once the principal approves the low-risk field trip, the plans need to be forwarded to the District Administration Building. No further approvals are required.
- Lower care travel excursions shall not be beyond British Columbia or Alberta and shall not be more than two (2) days (i.e. one overnight) in duration



PUBLIC BOARD MEETING

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. In some cases, final approval rests with the Field Trip Committee.
- Higher care travel excursions are beyond British Columbia and Alberta, or the trip is within BC and in excess of two (2) days (i.e. two overnight) in duration.

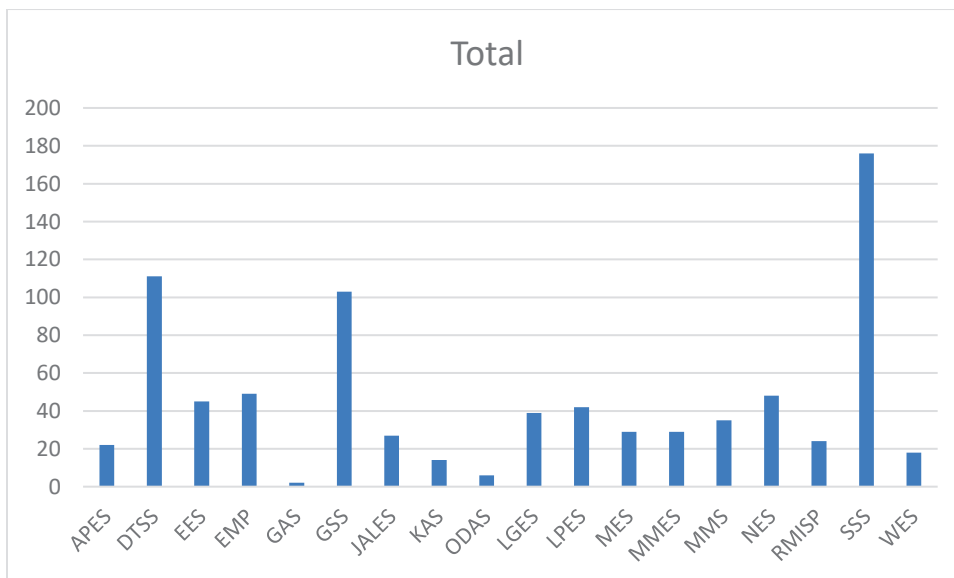
CURRENT SITUATION

The 2023-2024 school year was the second year that field trips were saved in a single location to collect and analyze data systematically. There were approximately 819 lower care and higher care field trips taken in Rocky Mountain School District No. 6. This number does not include routine outdoor classroom activities.

Of the 819 field trips taken, 189 were higher care and 630 were lower care.

Positive outcomes of central data storage include being able to quickly access information about location of students and staff in areas experiencing emergencies (ex. avalanche near Panorama, and highway closures).

Field trips by school



PUBLIC BOARD MEETING

Field trip by category (High Care, Low Care)

Category of field trip	Number
High Care	189
Low Care	630
Total Trips	819

Row Labels	Count of School	Count of High Care, Low Care
APES	22	22
High Care	0	0
Low Care	22	22
DTSS	111	111
High Care	19	19
Low Care	92	92
EES	45	45
High Care	8	8
Low Care	37	37
EMP	49	49
High Care	0	0
Low Care	49	49
GAS	2	2
High Care	0	0
Low Care	2	2
GSS	105	105
High Care	38	38
Low Care	65	65
JALES	27	27
High Care	8	8
Low Care	19	19
KAS	14	14
High Care	5	5
Low Care	9	9
ODAS	6	6
High Care	4	4
Low Care	2	2
LGES	39	39
High Care	35	35
Low Care	4	4
LPES	42	42
High Care	2	2
Low Care	40	40



PUBLIC BOARD MEETING

MES	29	29
High Care	0	0
Low Care	29	29
MMES	29	29
High Care	3	3
Low Care	26	26
MMS	35	35
High Care	11	11
Low Care	24	24
NES	48	48
High Care	8	8
Low Care	40	40
RMISP	24	24
High Care	14	14
Low Care	10	10
SSS	176	176
High Care	31	31
Low Care	145	145
WES	18	18
High Care	3	3
Low Care	15	15
Grand Total	819	819

CONCLUSION

Rocky Mountain School District No. 6 students experienced many and various field trips throughout the year including visiting lakes, rivers, parks, community organizations, and museums; as well as swimming, skiing, viewing cultural performances, and participating in extracurricular sporting field trips.

Many classes participated in Indigenous learning opportunities such as going to St. Eugene's Ktunaxa Interpretive Centre, visiting the Stevens ranch in Wilmer for a Shuswap cultural day, and participating in National Day for Truth and Reconciliation ceremonies and National Indigenous Peoples' Day celebrations. This addresses priority four of the Strategic Plan. Stewardship for the Future.

KEY MESSAGES

- The Board of Education supports learning outside the classroom.
- Field trips are occurring frequently.
- Students are participating in many activities.
- Outdoor learning was identified as a priority in feedback received during strategic plan consultations.



October 2024						
◀ September						November ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 Labour Relations Committee Virtual at 12:30 Policy Committee Virtual at 4:30	2	3	4	5
6	7	8 Board of Education Meeting, Alexander Park Elementary 5:30 pm In-Camera 7:00 pm Regular	9	10	11	12
13	14 Thanksgiving (No school)	15	16	17	18	19
20	21	22	23 BCSSA Kootenay-Boundary Chapter Meeting, Cranbrook	24 BCSSA Kootenay-Boundary Chapter Meeting, Cranbrook	25 BCSTA Provincial Council Non-Instructional Day (No school)	26 BCSTA Provincial Council
27	28	29	30	31		

November 2024						
◀ October						December ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5 Policy Committee Virtual 4:30	6	7	8	9
10	11 Remembrance Day (No school)	12 Board of Education Meeting, Eileen Madson Primary School 5:30 pm In-Camera 7:00 pm Regular	13 BCSSA Fall Conference	14 BCSSA Fall Conference	15 BCSSA Fall Conference	16
17	18	19	20	21 BCSTA Trustee Academy	22 BCSTA Trustee Academy	23 BCSTA Trustee Academy
24	25	26	27	28	29	30