

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: Video Conference Meeting
Kimberley, Golden, Invermere District Offices

Date: December 10, 2024

Time: 6:00 p.m.

1. CALL TO ORDER

2. ACKNOWLEDGEMENT OF TERRITORY

3. APPROVAL OF AGENDA

4. APPROVAL OF THE MINUTES OF PRIOR MEETINGS

4.1 Regular Board meeting of November 12, 2024

4.2 Synopsis of in-camera meeting of November 12, 2024 (Alan Rice)

5. PRESENTATIONS/DELEGATIONS

5.1 RMISP Student Presentation – Danielle Warren

5.2 Long Range Facility Plan – Joel Palmer

6. MATTERS ARISING FROM THE MINUTES

7. STRATEGIC AND POLICY ISSUES

7.1 Policy Feedback

7.2 Third Reading

7.2.1 Policy 1010 – Common and Legal Naming

7.2.2 Bylaw 1 Part 14 – Conflict of Interest

7.2.3 Policy 1200 – Communication Protocol

7.2.4 District Practice 1200 – Communication Protocol

7.3 Second Reading

7.3.1 NIL

7.4 First Reading

7.4.1 NIL

8. OPERATIONAL ISSUES

- 8.1 Draft School Calendars 2025-2026, 2026-2027 (Steve Wyer)*
- 8.2 Long Range Facilities Plan (Alan Rice)*
- 8.3 Marysville Traffic Update (Al Ure)*

9. REPORTS

- 9.1 Superintendent's Monthly Update (Aaron Callaghan)*
- 9.2 International Student Program Report (Danielle Warren)
- 9.3 Budget Utilization Report – November 30, 2024 (Alan Rice)*
- 9.4 November Field Trip Report (Steve Wyer)*
- 9.5 Fall Assessment Report (Steve Wyer)*
- 9.6 Wellness Committee Report (Aaron Callaghan)
- 9.7 BC School Trustees Association (Scott King)
- 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 December 2024 and January 2025 calendar*

11. FORTHCOMING EVENTS

2024.12.23	Winter Break
2025.01.06	Schools Reopen
2025.01.07	Labour Relations Committee, Virtual 12:30 p.m.
2025.01.07	Policy Committee, Virtual 4:30 p.m.
2025.01.14	Board of Education Meeting, Virtual <ul style="list-style-type: none">• In-Camera, 4:45 p.m.• Regular Meeting, 6:00 p.m.
2025.01.23	Education Circle, Shuswap Office 5:00 p.m.

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 Eileen Madson Primary School, Invermere, B.C. – **November 12, 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
	Betty-Lou Barrett*	Trustee
	Ryan Stimming	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

Online *

1. CALL TO ORDER

Mr. Rice called the meeting to order at 18:02 hours.

2. ACKNOWLEDGEMENT OF TERRITORY

Mr. Rice acknowledged that 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.

3. APPROVAL OF THE AGENDA

M/S THURGOOD SAGAL / BYKLUM

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

APPROVED

4. APPROVAL OF THE MINUTES OF THE PRIOR MEETINGS

4.1 Regular Meeting: 2024.10.08

M/S BYKLUM/SMITH

THAT the minutes of the regular meeting of the Board of Education of School District No. 6 (Rocky Mountain) held on October 8, 2024 be approved as presented.

APPROVED

4.2 Synopsis of in camera meeting: 2024.10.08 Alan Rice

4.2.1 Property matters: NIL

4.2.2 Legal Matters: NIL

4.2.3 Personnel Matters:

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

4.2.3.2 The Labour Relations Information Report was received and filed as circulated.

4.2.3.3 The local Teacher Bargaining plan was discussed and approved by the Board of Education, pending approval from BCPSEA.

4.2.4 Student Matters: NIL

4.2.5 Procedural Matters: NIL

5. PRESENTATIONS/DELEGATIONS NIL

6. ELECTION OF OFFICERS

6.1 Chairperson:

Mr. Rice, acting as chairperson, called for nominations for Chairperson of the Board.

Trustee King nominated Trustee Byklum for Chairperson.

Trustee Byklum accepted the nomination.

The Acting Chairperson asked a second time for nominations for Chairperson.

The Acting Chairperson asked a third and final time for nominations for Chairperson.

Hearing no further nominations, the Acting Chairperson declared Trustee Byklum acclaimed as Chairperson.

Mr. Rice vacated the Chair, congratulated Trustee Byklum, and turned the meeting over to the newly elected Chairperson.

6.2 Vice-Chairs:

The Chairperson called for nominations for Vice-Chair, Golden Zone.

Trustee Smith nominated Trustee Fearing for Vice-Chair, Golden Zone.

Trustee Fearing accepted the nomination.

The Chairperson asked a second time for nominations for Vice-Chair, Golden Zone.

The Chairperson asked a third and final time for nominations for Vice-Chair, Golden Zone.

Hearing no further nominations, the Chairperson declared Trustee Fearing acclaimed as Vice-Chair, Golden Zone.

The Chairperson called for nominations for Vice-Chair, Kimberley Zone.

Trustee Oakley nominated Trustee McRae for Vice-Chair, Kimberley Zone.

Trustee McRae accepted the nomination.

The Chairperson asked a second time for nominations for Vice-Chair, Kimberley Zone.

The Chairperson asked a third and final time for nominations for Vice-Chair, Kimberley Zone.

Hearing no further nominations, the Chairperson declared Trustee McRae acclaimed as Vice-Chair, Kimberley Zone.

6.3 BC Public School Employers' Association (BCPSEA) Representative and Alternate:

The Chairperson called for nominations for BC Public School Employers' Association Representative.

Trustee King nominated Trustee Thurgood Sagal for BC Public School Employers' Association Representative.

Trustee Thurgood Sagal accepted the nomination.

The Chairperson asked a second time for nominations for BC Public School Employers' Association Representative.

The Chairperson asked a third and final time for nominations for B.C. Public School Employers' Association Representative.

Hearing no further nominations, the Chairperson declared Trustee Thurgood Sagal acclaimed as BC Public School Employers' Association Representative.

The Chairperson called for nominations for BC Public School Employers' Association Alternate Representative.

Trustee Smith nominated Trustee Stimming for BC Public School Employers' Association Alternate Representative.

Trustee Stimming declined due to conflict of interest.

Trustee King nominated Trustee Fearing for BC Public School Employers' Association Alternate Representative.

Trustee Fearing accepted the nomination.

The Chairperson asked a second time for nominations for BC Public School Employers' Association Alternate Representative.

The Chairperson asked a third and final time for nominations for BC Public School Employers' Association Alternate Representative.

Hearing no further nominations, the Chairperson declared Trustee Fearing acclaimed as BC Public School Employers' Association Alternate Representative.

6.4 British Columbia School Trustees Association (BCSTA) Provincial Council Representative and Alternate:

The Chairperson called for nominations for BC School Trustees' Association Provincial Council Representative.

Trustee Thurgood Sagal nominated Trustee King for BC School Trustees' Association Provincial Council Representative.

Trustee King accepted the nomination.

The Chairperson asked a second time for nominations for BC School Trustees' Association Provincial Council Representative.

The Chairperson asked a third and final time for nominations for BC School Trustees' Association Provincial Council Representative.

Hearing no further nominations, the Chairperson declared Trustee King acclaimed as BC School Trustees' Association Provincial Council Representative.

The Chairperson called for nominations for BC School Trustees' Association Provincial Council Alternate Representative.

Trustee Thurgood Sagal nominated Trustee Smith for BC School Trustees' Association Provincial Council Alternate Representative.

Trustee Smith accepted the nomination.

The Chairperson asked a second time for nominations for BC School Trustees' Association Provincial Council Alternate Representative.

The Chairperson asked a third and final time for nominations for BC School Trustees' Association Provincial Council Alternate Representative.

Hearing no further nominations, the Chairperson declared Trustee Smith acclaimed as BC School Trustees' Association Provincial Council Alternate Representative.

7. APPOINTMENTS AND RESOLUTIONS

7.1 Cheque signing authorities

Alan Rice

Mr. Rice reported that the district currently has one general operating account with Kootenay Savings Credit Union at the Branch in Invermere, BC and is looking to open an account at BMO (Bank of Montreal) in Invermere, BC for the purposes of international wires. With the new Superintendent, the Secretary Treasurer is requesting the signing officers for the bank accounts to be updated.

M/S STIMMING / FEARING

THAT the Board of Education of School District No. 6 (Rocky Mountain) designates any two of the following individuals as authorized cheque signers for the District's bank accounts of the District:

Chairperson – Amber Byklum
Vice-Chairperson – Jane Fearing
Vice-Chairperson – Ron McRae
Superintendent – Aaron Callaghan
Secretary Treasurer – Alan Rice

Manager of Finance – Jacinda Harding
Accountant – Dave Vernon

APPROVED

7.2 Legal Signing Authorities

Alan Rice

Mr. Rice stated that this motion pertains to signatures required under the Corporate Seal of the District.

M/S OAKLEY / KING

THAT the Chairperson or a Vice-Chairperson together with the Secretary Treasurer, be authorized to sign and affix the corporate seal of the School District to all legal documents of the Board of Education of School District No. 6 (Rocky Mountain).

APPROVED

8. STANDING COMMITTEES

8.1 Selection and Appointments of Committee Preferences Aaron Callaghan

Mr. Callaghan stated that pursuant to the Procedural Bylaw, Trustees have submitted their committee preferences to the Superintendent in order to compile the preferences of all Trustees into a report for the Chairperson. The Chairperson, in consultation with the Superintendent, has determined committee appointments.

M/S STIMMING / SMITH

THAT the Board of Education of School District No. 6 (Rocky Mountain) approve the appointments of committee members to their respective committees as follows:

Capital:

Barrett, Fearing, Stimming, Byklum

Finance & Audit:

King, McRae, Oakley, Byklum

Labour Relations:

Fearing, McRae, Thurgood Sagal, Byklum

Policy:

Barrett, Smith, Oakley, Byklum

Scholarship:

Smith, McRae, Thurgood Sagal, Byklum

Field Trips

King, Barrett, Stimming, Byklum

APPROVED

9. MATTERS ARISING FROM THE MINUTES NIL

10. STRATEGIC AND POLICY ISSUES

10.1 Policy Feedback

10.1.1 Policy 1200

10.1.2 Rocky Mountain Teachers' Association

Mr. Wyer presented on the feedback as the policies were discussed.

10.2 Policies Or District Practices For Review (Steve Wyer)

10.2.1 District Practice 4000 – Criminal Record Review

10.2.2 District Practice 3800 – Expenses on Board of Education Business

Mr. Wyer presented on the District Practice 4000 – Criminal Record Review. The changes included removing the date of birth for all cleared criminal record check records, section 3-3.4. Section 4 is an addition to describe the criminal record check practice for presenters to the school.

District Practice 3800 – Expenses on Board of Education Business were discussed. Trustee Thurgood Sagal had a question regarding Section 7 and suggested a review with respect to travel within the district. District Practice 3800 will be reviewed by the Policy Committee.

10.3 Third Reading

10.3.1 Bylaw II Appeals

Mr. Wyer presented the Bylaw II Appeals for third reading. Section 13 B has reflected changes from “unless” to “until”.

M/S OAKLEY / SMITH

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

APPROVED

10.4 Second Reading

10.4.1 Policy 1010 – Common and Legal Naming

Mr. Wyer presented Policy 1010 – Common and Legal Naming for second reading. Policy currently states it was adopted in Nov 1997 – this will be updated with the appropriate references at the next reading.

M/S KING /THURGOOD SAGAL

THAT the Board of Education of School District No. 6 (Rocky Mountain) approve the second reading of Policy 1010 – Common and Legal Naming presented at this meeting.

APPROVED

10.4.2 Policy 1200 – Communication Protocol

Mr. Wyer presented Policy 1200 – Communication Protocol for second reading. There were no changes to the policy itself.

M/S SMITH / FEARING

THAT the Board of Education of School District No. 6 (Rocky Mountain) approve the second reading of Policy 1200 – Communication Protocol presented at this meeting.

APPROVED

10.4.3 District Practice 1200 – Communication Protocol

Mr. Wyer presented District Practice 1200 – Communication Protocol for second reading.

10.4.4 Bylaw I Part 14 – Conflict of Interest

Mr. Wyer presented Bylaw I Part 14 – change to the language of the readings.

M/S THURGOOD SAGAL / OAKLEY

THAT the Board of Education of School District No. 6 (Rocky Mountain) approve the second reading of Bylaw I Part 14 – Conflict of Interest presented at this meeting.

APPROVED

10.5 First Reading

10.5.1 Policy 1500 Appendix A – Violation of Trustee Code of Ethics

Mr. Wyer presented Policy 1500 Appendix A – Violation of Trustee Code of Ethics for first reading.

M/S STIMMING / KING

THAT the Board of Education of School District No. 6 (Rocky Mountain) approve the first reading of Policy 1500 Appendix A – Violation of Trustee Code of Ethics presented at this meeting.

APPROVED

11. OPERATIONAL ISSUES: NIL

12. REPORTS

- 12.1 Superintendent's Monthly Update Aaron Callaghan
Mr. Callaghan presented the Superintendent's Monthly Update that highlights successes in the schools. The report highlights work at the district level and the report will be shared publicly.
- 12.2 Cell Phone Policy Update From Schools Steve Wyer
Mr. Wyer presented the cell phone policy update from the schools in the district. There have been two meetings with school administrators and the report reflects how the policy is being implemented. Trustee Stimming commented that he has heard feedback that the policy is not administered consistently amongst staff. The district team will continue to monitor this implementation and solicit feedback from other districts.
- 12.3 LEA Update with Shuswap Aaron Callaghan
Mr. Callaghan presented that the Shuswap has implemented an LEA with the district. A meeting with Shuswap occurred on October 31st the Shuswap Band office. The agreement covers approximately 45 learners and an LEA oversight team has been established to implement the LEA which will take place over the next 60-90 days. December 2nd is the first meeting for the oversight team and the district is planning a signing ceremony which will be held in January.
- 12.4 Budget Utilization Report – October 31, 2024 Alan Rice
Mr. Rice presented the Rocky Mountain School District Budget Utilization Summary as of October 31, 2024 and answered questions.
- 12.5 October Field Trip Report Steve Wyer
As per Policy and District Practice 8600, Mr. Wyer presented the October field trip report. There were a total of seven high care field trips approved at the committee level last month.
- 12.6 BC School Trustees Association (BCSTA) Jane Thurgood Sagal
Trustee Thurgood Sagal reported that the BCSTA provincial council held a meeting and there were a number of updates such as the Climate Action working group presentation (Trustee Fearing presented), CSBA update, Professional Learning Committee, and the budget.
- 12.7 BC School Trustees Association, Kootenay Boundary Branch (KBB): Rhonda Smith
Trustee Smith reported on the KBB and upcoming breakfast meeting at the BCSTA Academy.

12.8 BC Public Schools Employers' Association: Jane Thurgood Sagal
The Board of Education received information from Trustee Thurgood Sagal with the following items: conflict of interest session, pay transparency reports, TTOC extended health benefits and an update on the BCPSEA Symposium that was held on November 7-8, 2024. Trustee Thurgood Sagal and King were able to attend the Conflict of Interest online session.

13. INFORMATION ITEMS

- 13.1 Correspondence: NIL
- 13.2 November and December 2024 calendar*

14. FORTHCOMING EVENTS

- 2024.11.13-15 BCSSA Fall Conference
- 2024.11.18 Wellness Committee Meeting, DAB 10:00 a.m.
- 2024.11.21-23 BCSTA Trustee Academy
- 2024.11.28 Field Trip Committee, Virtual 4:30 p.m.
- 2024.12.03 Policy Committee, Virtual 4:30 p.m.
- 2024.12.10 Board of Education Meeting, Virtual
 - In-Camera, 4:45 p.m.
 - Regular Meeting, 6:00 p.m.
- 2024.12.23 Winter Break

15. QUESTIONS FROM THE PUBLIC

Catherine McKenzie, Local 3, Kimberley Teachers' Association president – Ms. McKenzie raised concerns about the feedback which was provided to the Board with respect to Policy/District Practice 1200, and the fact that the suggestions from the RMTA were not considered. Chairperson Byklum indicated that she or Mr. Wyer will connect with Ms. McKenzie to better understand their concerns.

Caroline Carl-Osbourne, Local 18, Golden Teachers' Association president – Ms. Carl-Osbourne requested additional information on the District finances and future planning, in particular in regards to devices within schools and also HVAC systems. Mr. Rice responded that there are many moving parts to the budget. For capital items, the district is limited to the funding from the Ministry. With regards to devices in schools, Mr. Rice commented that the device per students has increased from the previous refresh. He also indicated that these are provided from operating dollars and there is always a struggle between how to allocate those funds best for students.

Ashlee Dearin, Local 5, Windermere Teachers' Association president – Ms. Dearin requested clarification on the 48-hour response timeline on communications. Chairperson Byklum stated that a response indicating that the message had been received within the 48 hours would be acceptable. This policy will have the opportunity for continued feedback before receiving final reading.

16. ADJOURNMENT

Trustees agreed to adjourn by consensus.

The meeting adjourned at 20:03 hours.

Alan Rice, Secretary Treasurer

Amber Byklum, Chairperson

SCHOOL DISTRICT NO. 6 (ROCKY MOUNTAIN)
Synopsis of In-Camera Meeting – November 12, 2024

4 NEW BUSINESS

4.1 PROPERTY MATTERS: NIL

4.2 LEGAL MATTERS NIL

4.3 EMPLOYEE MATTERS:

4.3.1 *School Act* Section 15 (7).

4.3.2 C.22 Dismissal and Discipline matter.

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

4.3.4 The Labour Relations Information minutes were received as presented.

4.3.5 Teacher Bargaining Report was received as presented.

4.4 STUDENT MATTERS: NIL

4.5 PROCEDURAL MATTERS: NIL



Long-Range Facilities Plan (2024-2033)

Relationships • Equity • Integrity • Innovation • Curiosity



Prepared in 2024 by:



PALMER
Management Consulting

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Land Statement and Acknowledgement

School District No. 6 (Rocky Mountain) is located on the traditional unceded territories of the Ktunaxa and Secwépemc Nations. We honour the cultures, languages, and First Nations people of these territories.

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Schedule of LRFP Processes

DATES	TASKS
September 2023	Project Initiation Meetings
September 2023 to January 2024	Document Review – Enrolment Forecasts, Facility Condition Data, Grade Configurations, Community Profiles and Demographics, etc.
November 5 – 8, 2023	Initial School Site Visits
February 2024	First Draft of LRFP
February – March, 2024	Public Survey
April 2024	Analysis and Summary of Survey Results
May - June 2024	Draft for Public Input
September 2024	Web-Posted Draft LRFP for Public Input
October 2024	Public Input Incorporated and Final Draft Prepared
November – December 2024	Review of Final Draft with Capital Committee and Board of Education
December 2024	Board Feedback and Final LRFP
December 2024	Post LRFP to District Website

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Executive Summary

British Columbia school districts are required by the Ministry of Education and Child Care (MECC) to maintain an up-to-date Long-Range Facilities Plan (LRFP) to demonstrate that school district facilities are managed effectively, economically and efficiently to meet educational goals. LRFPs are guidance documents that identify facility needs and opportunities from a district-wide perspective.

A LRFP includes analysis of past, current and forecasted student enrolment; facility capacity utilization; facility condition assessments; vision and strategic planning principles; evaluation of options; and recommendations. The intent of an LRFP is to present current data, provide a strategic framework and direction for the management of school district assets, and to validate priorities in the school district's annual Five-Year Capital Plan submissions.

Rocky Mountain School District No. 6 (the District) owns and operates schools and other support facilities, including three alternate schools, in the communities of Golden, Nicholson, Edgewater, Invermere, Windermere, Canal Flats, Marysville, and Kimberley. The District consists of three distinct zones – Golden Zone, Windermere Zone, and Kimberley Zone.

This LRFP provides an update to the District's 2017 Long Term Facilities Plan. It includes current data about the District's enrolment and facility condition, as well as a review of the status of recommendations from the 2017 Plan.

The District's school asset inventory is quite old relative to other school districts across the province. The facility condition index for the District is currently below the provincial average however condition assessment data shows that the District is maintaining its facilities very well, despite their age. The District has not had a new or replacement school built in more than 30 years, since David Thompson Secondary School in 1994 (note that McKim Middle School received a major renovation in 1999, although this was not considered a full replacement). New facilities help bring up the average facility condition index considerably and reduce the annual costs of required maintenance.

Overall, the District's total enrolment has been reasonably stable in recent years and is generally projected to remain stable or even decline slightly in the coming ten years. With no significant enrolment growth projected, no net new school facilities are expected to be required in the next ten years. However, school additions or replacements at a larger capacity may become necessary to address growth in specific local cases. It is important to monitor enrolment annually and respond with capital project requests accordingly. Importantly, no school closures or reductions in school capacities are recommended over the next ten years.

Summary of Recommendations

- 1) Confirm operating and long-range facilities planning principles.
- 2) Use the Long-Range Facilities Plan as a strategic framework and support document for the District's annual five-year capital plan submissions.
- 3) Continue to maintain a comprehensive five-year plan for minor capital projects to accommodate the highest priority facility maintenance needs of the District.
- 4) Continue to request increased capital funding for the Ministry's Replacement and Major Renovation capital programs, particularly for rural districts that are unable to access funding from the Expansion and Seismic Mitigation programs.
- 5) Do not consider any school closures.
- 6) Pursue opportunities for capital funding for Nicholson Elementary, Edgewater Elementary and Martin Morigeau Elementary under the Rural District Program.
- 7) Conduct a comprehensive research study of catchment areas and grade configuration options for all three zones, including detailed costs and benefits.
- 8) Continue to make Eileen Madson Primary School a top priority for replacement in the District's annual capital plan submissions to the Ministry.
- 9) Continue to make Selkirk Secondary School a top priority for major renovation in the District's annual capital plan submissions to the Ministry.

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I. LONG-RANGE FACILITIES PLANNING

A. Purpose and Process

LRFPs are meant to guide capital planning decisions, to validate annual capital plan requests to the Ministry, to provide high-level facilities information to students, staff, and the public, and to generally support a long-term vision for the management of school district buildings and land.

Among other things, the LRFP considers:

- ✓ High-level Educational Programming and Future Needs
- ✓ Demographics, Facility Capacity and Utilization
- ✓ Facility Condition and Maintenance Requirements
- ✓ Staff Housing Requirements
- ✓ Community Partnerships

The last LRFP completed by the District was in 2017. This LRFP Update has been developed to include up-to-date information and data about enrolment and facility condition, and other details required to make sound capital planning and investment decisions. The process includes extensive research, discussions with District staff, meetings with municipal officials, and opportunities for public input and feedback.

B. Guiding Principles

The Ministry's 2024/25 Capital Plan Instructions document requires boards of education to develop and maintain a comprehensive LRFP to "guide board of education decisions regarding capital asset management and capital plan submissions, both in terms of facility operations and educational programming." A school district LRFP most commonly uses a ten-year planning horizon and must account for the unique circumstances of the school district now, and into the future.

Project requests in a school district's Annual Five-Year Capital Plan submission to the Ministry should be supported by the recommendations and findings of an up-to-date LRFP. Although a LRFP is not required to be submitted as part of the Annual Five-Year Capital Plan submission, the Ministry may request that a school district reference relevant sections of the LRFP to inform the Ministry's capital plan review process.

A LRFP is not meant to simply identify capital projects that are needed in the school district the way an Annual Five-Year Capital Plan does. Rather, a LRFP is a comprehensive planning tool that

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covers a longer time frame (usually ten years) which describes how the board of education plans to manage existing facilities and identifies any new facilities required to accommodate enrolment growth.

This 2024 LRFP adheres to the [Ministry's Long-Range Facilities Plan Guidelines](#), and generally follows the principles and categories of the District's 2017 Long Term Facilities Plan:

- **Educational Programs**
 - Facility planning is driven by students needs and in the best interests of students
 - Program opportunities are provided where there is sufficient and adequate demand, space, equipment, and sustainability
- **Financial Responsibility**
 - The LRFP will conform to legislative requirements and the values of the District
 - Obtain the best possible value for money
 - Strive for equality in programs and facility conditions across the District
 - Encourage minor capital projects that reduce operating costs
- **Capacity Utilization**
 - Optimize the use of school space as much as possible
- **Grade Configuration and School Transitions**
 - While maintaining flexibility to manage local circumstances, the desired grade configuration will be:
 - Elementary = K-7
 - Secondary = 8-12
- **Facility Renewal and Facility Reconfigurations**
 - Within the funding available, continue to renew and remodel schools so that students, teachers, and staff have healthy, functional, and safe facilities
- **Community and Municipal Relationships and Partners**
 - Continue mutually beneficial community partnerships, including child care projects
- **District Support Facilities**
 - Continue to maintain District Administration and Operations facilities that enable staff to properly support schools

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C. Rocky Mountain School District's 2017 Long Term Facilities Plan

This 2024 LRFP follows on the *Long-Term Facilities Plan* (LTFP) completed in 2017. The 2017 LTFP included various recommendations, as well as an implementation schedule. See Appendix A for a detailed review and status of the 2017 recommendations, which were grouped within the following four categories:

- ✓ **Zone and School Specific Recommendations**
- ✓ **Alternate Programs and Learning Services Recommendations**
- ✓ **District Support and Administrative Facility Recommendations**
- ✓ **District Wide/Administrative Recommendations**

Some of the **Zone and School Specific** recommendations from the 2017 LRFP were focussed on a potential conversion of all elementary schools to K-7 in a move away from the current primary (K-3 & 4-7) school model. A move to a comprehensive K-7 & 8-12 grade configuration in any of the three zones was not pursued, as the proposed changes were not well supported by parents. There were a variety of other recommendations, with several of these centred on facility condition and potential renewal or replacement projects.

Alternate Programs and Learning Services recommendations dealt with international Education Program Administration and Learning Services Accessibility. These have generally been addressed and are ongoing.

District Support and Administrative Facility Recommendations were specific to the Golden and Kimberley facilities, where some items have been addressed but other work is ongoing as will take time.

District Wide/Administrative recommendations from the 2017 LTFP fell into the following sub-categories:

- Board Governance and Policy Related to Program Development Review and Change
- Disposal of Property
- Facility Renewal
- Enrolment Projections
- Catchment Area Review
- Catchment Area Map
- School Capacity Review
- Community Relationships and Partners
- Long Term Facility Plan Update

One of the main points of focus and attention in the 2017 LTFP was the potential for changes to the grade configuration and transition years in each of the three Zones. There are many benefits

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and cost savings from adopting a K-7 & 8-12 grade configuration model, however there are also many risks, costs, and disruptions from such a conversion.

Some of the **benefits** of reconfiguring grades include:

- ✓ Students remain in the same school longer with the same cohort
- ✓ Fewer transitions to new schools throughout the students' K-12 experience
- ✓ Transportation costs are typically reduced
- ✓ More students are able to walk to a neighbourhood school
- ✓ Environmental benefits of more walking and less vehicle transportation – both parental transport and District school buses

Some of the **costs** of reconfiguring grades include:

- Capital costs of updating the functionality of the school (e.g., update washrooms, gym)
- Uncertainty and timing of capital project funding from the Ministry
- Potential for more split-grade classes, as there will be less students in each grade cohort
- Possible need to relocate programs (e.g., French Immersion)
- Disruption to students, parents, and staff during the transition period

There was extensive public engagement conducted during the development of the 2017 LTFP. Full public hearings were held in each of the three zones in the District. These were well attended, and a significant amount of feedback was received from students, parents, and the general public. There was also a comprehensive consultation with trustees, principals, and senior management, as well as school and operational staff.

Given the experiences and decisions of the 2017 LTFP, and the costs/benefits of making changes, this 2024 update does not recommend any changes to the current grade configuration. Although there are potential benefits to a K-7 & 8-12 model, the costs and other risks continue to outweigh the potential benefits in the District. This is something that could be reconsidered at a later date, possibly in conjunction with a replacement and/or expansion project (e.g., at Eileen Madson Primary School), and possibly in one zone at a time rather than all three at once.

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II. SCHOOL DISTRICT OVERVIEW

A. About the School District

The Rocky Mountain School District No. 6 (the District) serves the education needs of approximately 3500 students in eastern BC, from Kimberley in the south to just beyond Golden in the north (see Figures 1 and 2). The District runs along the Columbia River valley and into the Kootenay River Valley in eastern British Columbia. The District operates a total of 18 schools including three alternate schools and one online school in three zones – the **Golden Zone** (including Nicholson), **Windermere Zone** (including Edgewater, Invermere, and Canal Flats) and **Kimberley Zone** (including Marysville).

Figure 1 – Map of the District within BC



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Figure 2 – Map of the District Boundaries



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B. District Vision, Mission, Values

Vision

Limitless potential

Mission

To support, nurture, and empower each student

Values

Relationships: Connections with the land, self, and others develops compassion, safety, and well-being

Equity: Support and opportunity to reach potential

Integrity: Honesty and responsibility in respect and care for others

Innovation: Courageously pursue continuous growth

Curiosity: Seek to understand

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C. District Programs and Achievement

1) Distance and Remote Learning

Rocky Mountain Distributed Learning (RMDL) provides a variety of online learning opportunities that meet the BC Ministry of Education's curricular outcomes. RMDL offers:

- Individual online courses to support students in Grades 10 – 12
- Full-time Kindergarten to Grade 9 Learn at Home program
- Continuing Education studies to support adult learners

The programs include personalized approaches to learning and regular connection with staff at campuses in Golden, Invermere and Kimberley. Teachers are connected with and support students using a variety of tools. One of the key pieces of software used in the district is the Microsoft Education Suite. All students in SD 6 are issued an email and schools can help students with email addresses and passwords if you experience login issues. Another key District resource is a district portal and portfolio solution.

2) French Programming

The District offers three different French programming options:

Elementary Core French

A basic second language program intended to enable students to communicate purposefully in French and develop an openness to cultural diversity. The program is available in elementary schools at the Grade 5 – 7 level offering approximately 100 minutes of instruction per week.

Intensive French

An intensive French language acquisition program involving a period of intensive exposure to French (80% of one half of the Grade 6 year and 20% for the remaining half). The program continues with strong French instruction in the following years.

The District offers Intensive French at the following schools:

- ✓ McKim Middle School – Kimberley Zone
- ✓ J. A. Laird Elementary School – Windermere Zone

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French Immersion

An intensive French language acquisition program with the goal of developing functionally bilingual students through teaching most of the curriculum with French as the language of instruction. The program is typically offered beginning in Kindergarten (Early French Immersion) up to Grade 6 (Late French Immersion). The District's French Immersion program is offered beginning in Grade 4 and continues through grade 12 graduation with a Bilingual Dogwood Certificate.

The District offers French Immersion at the following schools:

- ✓ Lady Grey Elementary School – Golden Zone
- ✓ Golden Secondary School – Golden Zone

3) Indigenous Education

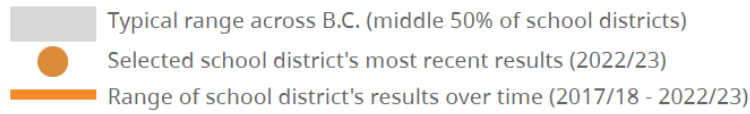
The District is on the lands of both the Ktunaxa and the Shuswap people and more than 750 students in the District identify as having Indigenous or Métis ancestry. There is an Indigenous Support Services Program across the District and 15 Indigenous Education Support Workers (IESWs) who work with their Principals to develop a Service Delivery Plan each year, a plan which connects to the School and District Plans for Student Success, and the Indigenous Learning Agreements with the two Bands. The Service Delivery Plan outlines how resources will target identified areas of need in that school among the Indigenous student population.

4) District Achievement

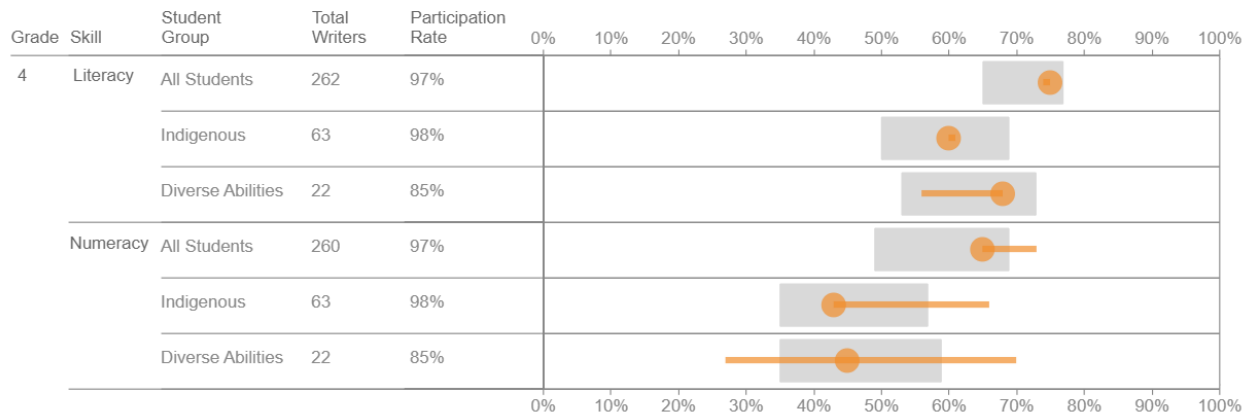
Figure 3 shows Foundation Skills Assessment (FSA) results for the District for Grades 4 and 7. The District's results are mostly at or above provincial averages for BC. Figure 4 shows the District's high school completion rates, which are also above the provincial average.

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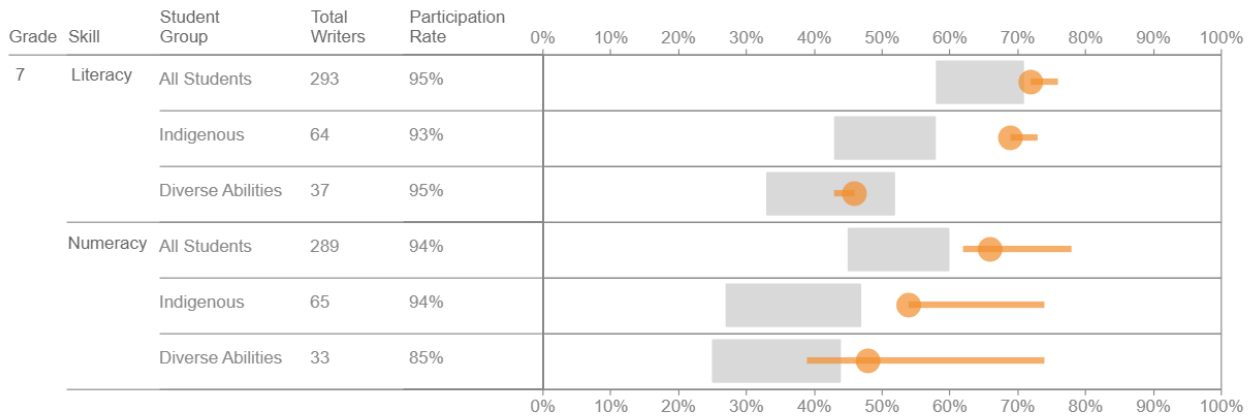
Figure 3 – District Foundation Skills Assessment Results – Grades 4 and 7



Foundation Skills Assessment - Grade 4



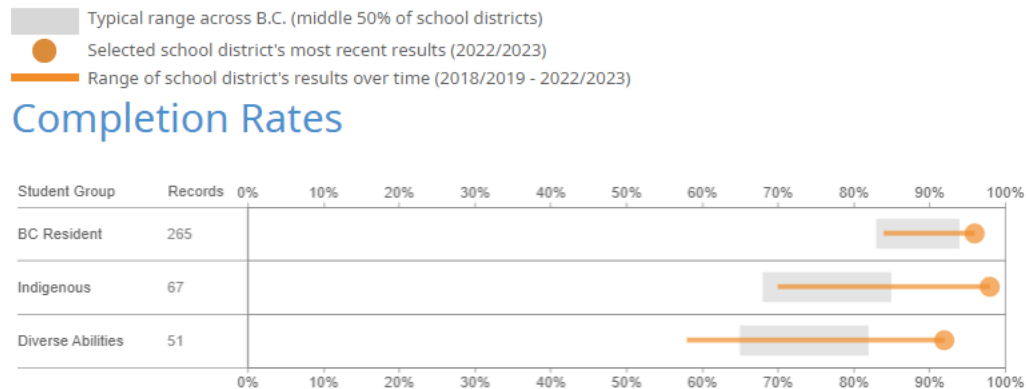
Foundation Skills Assessment - Grade 7



Source: <https://studentsuccess.gov.bc.ca/school-district/006>

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Figure 4 – District Completion Rates



Source: <https://studentsuccess.gov.bc.ca/school-district/006>

D. Community Demographics

After years of declining enrolment, the overall population of the Columbia-Shuswap and East Kootenay Regional Districts have been growing over the past 5 to 10 years. Census data shows an increase of 11% in Columbia-Shuswap Regional District and 9% in the Regional District of East Kootenay.

The population density of the District as a whole is much lower than the relative density of most other BC public schools. These demographics do present specific challenges for the delivery of education services, including a higher proportion of students requiring bus transportation than in most other school districts.

Despite the recent growth in the overall population, the school age population remains relatively stable, and forecasts for the next 10 years are for continued stability with even a slight decline. As shown in Figure 5, the largest cohorts are between 40 and 79, and the highest relative population growth is expected in the 70+ age categories.

Demographics are reasonably similar across each of the three zones used for school district organization, analysis, and operations – Golden, Windermere and Kimberley. A common theme is that the proportion of the population in each zone that is school age is projected to decline over the ten-year LRFPP planning horizon. This means there is unlikely to be any urgent pressure on capacity utilization and that the mean and median age of the overall population of the District is increasing.

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Figure 5 – Total Population Projections for the District

Year	Total	0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90+
2022	29,464	2559	2771	2347	3573	3936	3923	5290	3538	1286	241
2023	29,807	2556	2839	2349	3545	4057	3829	5317	3707	1351	257
2024	30,124	2520	2895	2396	3521	4135	3778	5335	3838	1444	262
2025	30,420	2500	2927	2432	3497	4197	3789	5270	4004	1519	285
2026	30,715	2484	2960	2449	3499	4243	3844	5153	4170	1605	308
2027	31,002	2479	2979	2453	3496	4315	3924	5024	4263	1718	351
2028	31,290	2471	2970	2454	3555	4359	3965	4909	4375	1851	381
2029	31,575	2465	2950	2520	3538	4413	4022	4792	4467	1995	413
2030	31,856	2451	2907	2583	3518	4457	4081	4693	4594	2130	442
2031	32,135	2461	2883	2671	3473	4472	4183	4566	4706	2242	478
2032	32,405	2460	2863	2724	3489	4448	4280	4462	4797	2373	509
2033	32,671	2446	2867	2783	3507	4390	4402	4384	4852	2500	540
Growth/Decline 2022 to 2033	3,207	-113	96	436	-66	454	479	-906	1314	1214	299

Source: Statistics Canada

1) Golden Zone

The Golden Zone occupies the northern third of the District. It is situated within the Columbia–Shuswap Regional District (CSRD) which includes the regions known as the Shuswap Country around Shuswap Lake and north of the Okanagan region, the northern part of the Columbia Country, namely the "Big Bend" of the valley of the Columbia River from the Town of Golden to the historic City of Revelstoke, British Columbia. The District’s Golden Zone includes the Town of Golden and the portion of the CSRD known as Electoral Area A, not Areas B through G that lie to the west of Area A.

The Canada 2021 Census population for the CSRD was 57,021, spread over a land area of 28,929 square km and a water area of over 2,000 square km. The regional district's offices are in Salmon Arm, to the northwest of the Golden Zone. Figure 6 shows historical population change for the Town of Golden, Figure 7 shows total school age population projections for the Golden Local Health Area, and Figure 8 shows the population of the Town of Golden by ethnicity.

Figure 6 – Town of Golden Historical Population

Year	Pop.	±%
1981	3,476	—
1986	3,584	3.1%
1991	3,721	3.8%
1996	3,968	6.6%
2001	4,020	1.3%
2006	3,811	-5.2%
2011	3,701	-2.9%
2016	3,708	0.2%
2021	3,986	7.5%

Source: BC Stats

Figure 7 – Population Projections for Golden Local Health Area

Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total School Age	Total All Ages	School Age as a % of Total
2023	69	81	86	82	78	66	74	68	73	70	62	58	61	928	7,915	11.7%
2024	75	72	83	83	76	70	64	75	66	69	66	62	64	925	7,993	11.6%
2025	80	77	74	81	77	69	66	62	73	65	67	66	68	925	8,067	11.5%
2026	86	83	79	72	73	70	66	65	61	70	61	68	72	926	8,139	11.4%
2027	77	88	84	77	66	67	67	64	65	59	67	64	73	918	8,211	11.2%
2028	76	78	90	82	72	59	65	66	64	61	57	67	69	906	8,282	10.9%
2029	76	80	80	89	76	65	57	63	64	61	60	57	74	902	8,352	10.8%
2030	76	80	81	79	81	68	62	56	63	63	59	61	61	890	8,422	10.6%
2031	77	80	81	80	73	75	66	60	55	60	61	59	66	893	8,490	10.5%
2032	77	80	81	80	72	66	71	64	60	52	58	61	64	886	8,557	10.4%
2033	78	80	81	78	75	66	63	69	63	58	51	59	65	886	8,622	10.3%
2034	77	81	82	79	73	66	63	62	68	61	55	52	64	883	8,686	10.2%

Source: BC Stats

Figure 8 – Town of Golden Historical Population Ethnicity

Panethnic Group	2021		2016		2006		2001		1996	
	Pop.	%	Pop.	%	Pop.	%	Pop.	%	Pop.	%
European	3,200	82.05%	2,910	80.95%	3,310	87.68%	3,405	85.66%	3,440	87.42%
Indigenous	330	8.46%	360	10.01%	160	4.24%	255	6.42%	215	5.46%
South Asian	180	4.62%	125	3.48%	200	5.30%	250	6.29%	250	6.35%
Southeast Asian	100	2.56%	40	1.11%	10	0.26%	0	0%	0	0%
East Asian	40	1.03%	140	3.89%	75	1.99%	60	1.51%	25	0.64%
Latin American	10	0.26%	10	0.28%	0	0%	0	0%	0	0%
African	0	0%	0	0%	0	0%	10	0.25%	0	0%
Middle Eastern	0	0%	0	0%	0	0%	0	0%	0	0%
Other/Multiracial	0	0%	20	0.56%	0	0%	0	0%	0	0%
Total responses	3,900	97.84%	3,595	96.95%	3,775	99.06%	3,975	98.88%	3,935	99.17%
Total population	3,986	100%	3,708	100%	3,811	100%	4,020	100%	3,968	100%

Source: Statistics Canada

2) Windermere Zone

The Windermere Zone occupies the central third of the District. It runs from Edgewater in the north, through Invermere and Windermere, down past Fairmont to Canal Flats in at the southern end of the Zone. The Windermere Zone is fully within the Regional District of East Kootenay (RDEK), occupying the northern portion of that Regional District.

Figure 9 shows population change for the communities within the Rocky Mountain School District that are part of the RDEK, Figure 10 shows total school age population projections for the Windermere Local Health Area, while Figure 11 shows the historical population of the RDEK by ethnicity and Figure 12 shows the historical population of the District of Invermere by ethnicity.

Figure 9 – Population Change in RDEK Communities within Rocky Mountain School District

Jurisdiction / Community	2016 Census Population	2021 Census Population	% Change
Canal Flats	668	802	+20.1
Invermere	3391	3917	+15.5
Radium Hot Springs	776	1339	+72.6
Unincorporated Electoral Area F	2726	3521	+29.2
Fairmont Hot Springs	571	781	+36.8
Panorama	134	122	-9.0
Windermere	1092	1511	+38.4
Unincorporated Electoral Area G	1467	1654	+12.7
Edgewater	613	720	17.5+
Wilmer	242	242	-
Columbia Lake IR (?akisq?nuk)	140	149	+6.4
Shuswap IR	314	319	+1.6
Kimberley	7425	8115	+9.3
Unincorporated Electoral Area E	1753	1686	-3.8
Wasa	340	365	+7.4

https://www.rdek.bc.ca/web/pdf/2021_census/PopulationChangebetween_2021and2016Census_years.pdf

Figure 10 – Population Projections for Windermere Local Health Area

Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total School Age	Total All Ages	School Age as a % of Total
2023	81	76	92	102	120	107	110	94	102	102	102	94	101	1,283	11,177	11.5%
2024	77	81	77	101	108	123	102	103	87	104	107	103	91	1,264	11,273	11.2%
2025	74	78	88	85	106	110	118	97	96	89	110	111	98	1,260	11,362	11.1%
2026	66	76	80	96	91	109	107	112	89	98	93	112	104	1,233	11,450	10.8%
2027	71	67	80	91	102	94	105	101	104	92	104	94	107	1,212	11,535	10.5%
2028	70	72	70	88	95	105	89	99	93	106	96	105	90	1,178	11,621	10.1%
2029	69	71	76	76	94	98	100	84	93	95	112	99	100	1,167	11,706	10.0%
2030	69	71	75	83	82	96	94	95	78	95	101	113	94	1,146	11,789	9.7%
2031	70	71	75	83	89	84	91	89	88	82	100	103	108	1,133	11,871	9.5%
2032	67	68	74	84	89	92	81	88	83	90	85	101	98	1,100	11,950	9.2%
2033	67	69	73	82	87	90	88	77	83	86	96	86	98	1,082	12,028	9.0%
2034	64	69	71	81	88	91	88	83	71	84	91	98	82	1,061	12,105	8.8%

Source: BC Stats

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Figure 11 – Regional District of East Kootenay Historical Population Ethnicity

Panethnic Group	2021		2016		2011		2006		2001	
	Pop.	%	Pop.	%	Pop.	%	Pop.	%	Pop.	%
European	55,750	86.54%	52,340	88.36%	50,385	90.50%	50,520	92.05%	51,740	92.57%
Indigenous	5,495	8.53%	4,705	7.94%	3,780	6.79%	3,425	6.24%	2,890	5.17%
Southeast Asian	840	1.30%	550	0.93%	285	0.51%	130	0.24%	275	0.49%
South Asian	825	1.28%	355	0.60%	250	0.45%	150	0.27%	300	0.54%
East Asian	780	1.21%	670	1.13%	545	0.98%	485	0.88%	420	0.75%
African	395	0.61%	305	0.51%	165	0.30%	50	0.09%	155	0.28%
Latin American	190	0.29%	145	0.24%	90	0.16%	15	0.03%	70	0.13%
Middle Eastern	25	0.04%	60	0.10%	0	0%	70	0.13%	0	0%
Other	100	0.16%	110	0.19%	145	0.26%	30	0.05%	40	0.07%
Total responses	64,420	97.76%	59,235	98.01%	55,675	98.22%	54,885	98.92%	55,890	99.29%
Total population	65,896	100%	60,439	100%	56,685	100%	55,485	100%	56,291	100%

Source: Statistics Canada

Figure 12 – District of Invermere Historical Population Ethnicity

Panethnic Group	2021		2016		2011		2006		2001	
	Pop.	%	Pop.	%	Pop.	%	Pop.	%	Pop.	%
European	3,370	88.80%	2,815	87.42%	2,380	88.81%	2,730	94.46%	2,690	95.22%
Indigenous	245	6.46%	210	6.52%	150	5.60%	115	3.98%	120	4.25%
Southeast Asian	115	3.03%	90	2.80%	0	0%	10	0.35%	10	0.35%
South Asian	30	0.79%	25	0.78%	0	0%	0	0%	0	0%
East Asian	10	0.26%	30	0.93%	80	2.99%	35	1.21%	0	0%
African	10	0.26%	20	0.62%	0	0%	0	0%	10	0.35%
Middle Eastern	0	0%	10	0.31%	0	0%	0	0%	0	0%
Latin American	0	0%	0	0%	0	0%	0	0%	0	0%
Other/Multiracial	0	0%	10	0.31%	0	0%	10	0.35%	0	0%
Total responses	3,795	96.89%	3,220	94.96%	2,680	90.69%	2,890	96.27%	2,825	98.85%
Total population	3,917	100%	3,391	100%	2,955	100%	3,002	100%	2,858	100%

Source: Statistics Canada

3) Kimberley Zone

The Kimberley Zone occupies the southern third of the District. As with the Windermere Zone, the Town of Kimberley and the District’s Kimberley Zone are situated within the RDEK. It shares boundaries with Electoral Area E of the RDEK and the Kimberley Local Health Area. It includes

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the City of Kimberley, Rural Area E in the RDEK and the unincorporated communities of Premier Lake, Skookumchuck, Wasa, Ta Ta Creek and Marysville.

The 2021 Census indicates a total population of 8,368 in the Kimberley Zone, however BC Stats estimates there were 8,398 in 2014. The numbers fell then rose again very slightly between 2011 and 2015. BC Stats has projected that the annual average growth rate for the total population moving forward is estimated to be 0.2%

The median age in the Kimberley area is 46.8. It is slightly older in the outlying rural areas of the zone at 52.3. This indicates a trend towards an aging population and less young families. However, if work is available some young families appear to be moving to Kimberley as the housing is more affordable than other nearby communities.

The City of Kimberley is undertaking initiatives to revitalize the city and encourage new business and residents to the area through a joint Economic Development Strategy with the City of Cranbrook. Discussions with the Planning Department indicate that the competitive advantage being marketed for the area has not as yet yielded new business that would cause a spike in population. Some new housing development is anticipated to occur in Taylor’s Mill, Forest Crowne and infill areas however development and sales are relatively low at this time.

Figure 13 shows the school age population projections for the Kimberley Local Health Area, while Figure 14 shows the historical population of the City of Kimberley by ethnicity.

Figure 13 – Population Projections for Kimberley Local Health Area

Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total School Age	Total All Ages	School Age as a % of Total
2023	101	101	101	112	111	102	105	114	127	133	127	127	111	1,472	10,717	13.7%
2024	106	102	106	109	113	106	105	107	123	131	147	130	133	1,518	10,858	14.0%
2025	98	106	107	114	109	109	109	107	116	128	144	148	136	1,531	10,992	13.9%
2026	94	97	112	116	115	105	112	114	114	120	140	146	156	1,541	11,125	13.9%
2027	98	94	104	117	115	111	108	115	122	119	131	142	154	1,530	11,256	13.6%
2028	100	98	99	110	119	111	113	112	124	128	130	133	149	1,526	11,387	13.4%
2029	101	99	102	106	111	116	114	117	121	130	138	133	140	1,528	11,517	13.3%
2030	100	99	105	112	108	108	117	119	125	124	140	141	139	1,537	11,646	13.2%
2031	101	103	106	112	111	103	110	122	128	131	135	142	148	1,552	11,773	13.2%
2032	104	103	107	112	114	108	106	111	134	134	142	138	150	1,563	11,898	13.1%
2033	102	103	109	114	114	110	112	110	122	137	145	146	145	1,569	12,021	13.1%
2034	102	102	110	115	117	111	111	114	119	126	150	148	153	1,578	12,143	13.0%

Source: BC Stats

Figure 14 – City of Kimberley Historical Population Ethnicity

Panethnic Group	2021		2016		2011		2006		2001	
	Pop.	%	Pop.	%	Pop.	%	Pop.	%	Pop.	%
European	7,230	91%	6,665	92.12%	5,930	91.58%	5,725	94.78%	6,115	95.70%
Indigenous	475	5.98%	375	5.18%	395	6.10%	225	3.73%	165	2.58%
East Asian	90	1.13%	95	1.31%	50	0.77%	60	0.99%	30	0.47%
South Asian	45	0.57%	20	0.28%	30	0.46%	10	0.17%	25	0.39%
Southeast Asian	45	0.57%	70	0.97%	0	0%	10	0.17%	15	0.23%
Latin American	40	0.50%	10	0.14%	0	0%	0	0%	0	0%
African	10	0.13%	10	0.14%	0	0%	10	0.17%	40	0.63%
Middle Eastern	0	0%	0	0%	0	0%	0	0%	0	0%
Other/Multiracial	0	0%	0	0%	0	0%	10	0.17%	0	0%
Total responses	7,945	97.91%	7,235	97.44%	6,475	97.34%	6,040	98.39%	6,390	98.55%
Total population	8,115	100%	7,425	100%	6,652	100%	6,139	100%	6,484	100%

Source: Statistics Canada

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III. CAPITAL ASSET INVENTORY

School districts typically have a variety of facilities in their capital asset inventories. Boards of Education are the legal owners of their assets and hold the responsibility for operating and maintaining their facilities. However, school districts are largely reliant on the Ministry funding to operate and maintain their facilities. There are ways for school districts to raise their own funds to maintain or build facilities, but they are mostly one-time (e.g., property sales), or archaic and unrealistic (e.g., local taxation by referendum).

The Ministry has several programs that allocate funding to school districts for facilities. Some are for major projects such as new schools, and others for minor projects such as new boilers. And the Annual Facility Grant (AFG) is allocated by formula which provides school districts with flexibility. A description of the Ministry's funding programs is included in Section 6.

Clearly, school facilities are the primary responsibility for a school district, but there are other support facilities that are required for a functional and efficient school district. These other facilities may include board offices and other administrative buildings, maintenance facilities, bus garages and shops, storage facilities, schools or support facilities that were closed by the school district and may be leased or vacant, teacherages and other staff accommodations, etc.

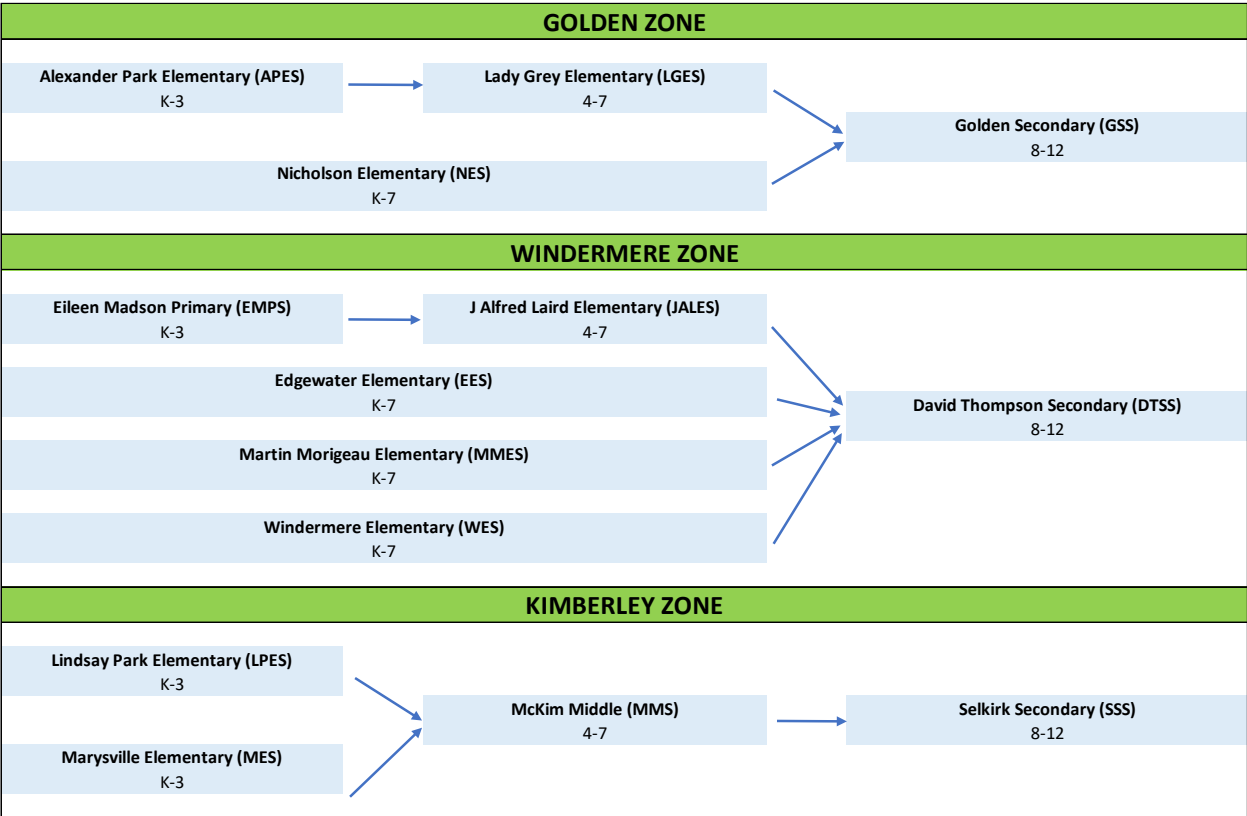
Following a significant facility and enrolment review in 2001, the District made the difficult decision to close seven elementary schools in 2002 due to declining enrolment and low capacity utilization. Blarchmont Elementary was also closed in 2006 and Field Elementary was closed in 2016, which means that a total of nine District schools were closed between 2001 and 2016. The District also traded the Edelweiss Elementary School property in Golden for the old Golden RCMP detachment building, which has since been repurposed to accommodate the Golden Alternate school.

A. District Schools

School District No. 6 (Rocky Mountain) has an inventory of 17 school facilities with various grade configurations and situated in the three District Zones. Figure 15 shows the school grade configurations and transitions for the District schools (except alternate), by zone.

- 11 Elementary Schools
- 3 Secondary Schools (one in each Zone)
- 3 Alternate Program Facilities (one in each Zone)

Figure 15 – District Grade Configurations and School Transitions



The distribution of facilities in each geographic region is efficient and serves the needs of each zone. Primary schools are uncommon in BC school districts however the existing grade configurations and transitions work well for the District’s circumstances and historical realities. The primary school model has some pedagogical benefits, and there are constraints related to facilities, funding, and other practical and operational realities that make a move away from the primary school model in the District extremely challenging.

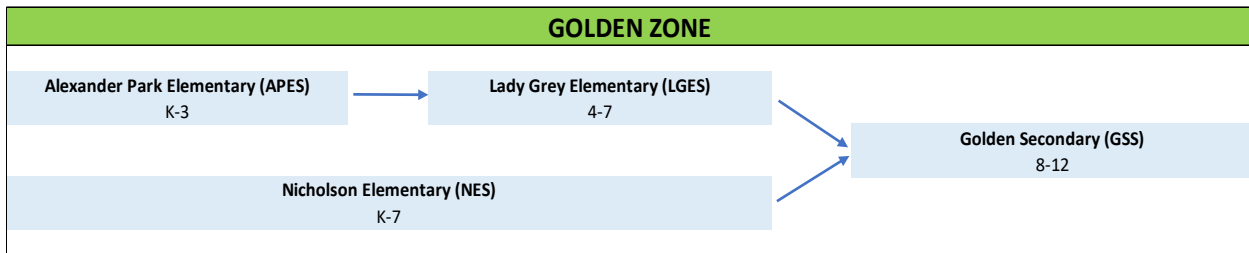
Some District schools are running at or slightly above capacity, but there is surplus space available in other schools, particularly in the secondary schools. Student enrolment and capacity utilization is discussed in detail in Section 5. Historical enrolment from 2006 to 2023, and forecasted enrolment up to 2033, is found in Appendix B.

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1) Golden Zone

There are four schools in the Golden Zone plus Golden Alternate School. Figure 16 shows the grade configurations and school transitions for the zone.

Figure 16 – Golden Zone Grade Configurations and School Transitions

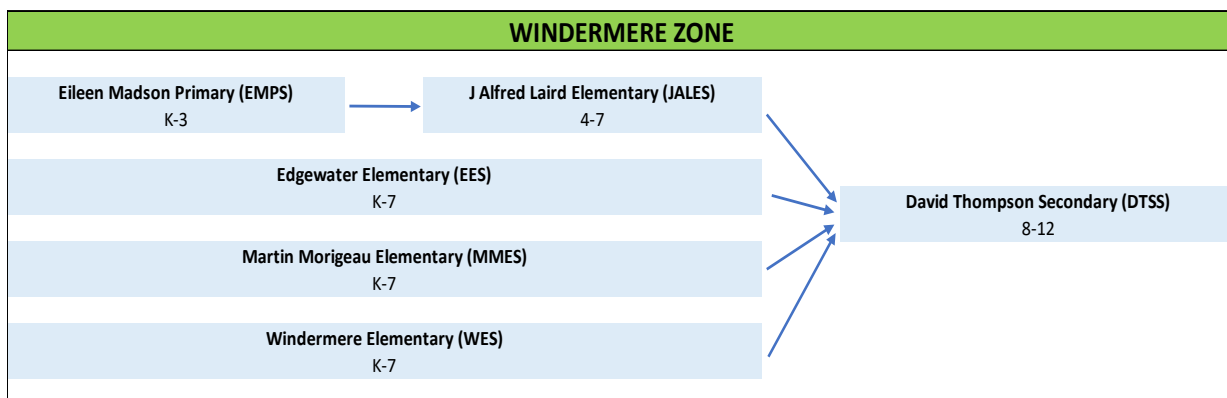


Since 2006 enrolment in the Golden Zone elementary enrolment has remained reasonably stable overall, but also at each of the elementary schools in the zone. Secondary enrolment has declined somewhat overall since 2006 but has increased slightly each of the past three years.

2) Windermere Zone

There are six schools in the Windermere Zone plus Open Doors Alternate School. Figure 17 shows the grade configurations and school transitions for the zone.

Figure 17 – Windermere Zone Grade Configurations and School Transitions

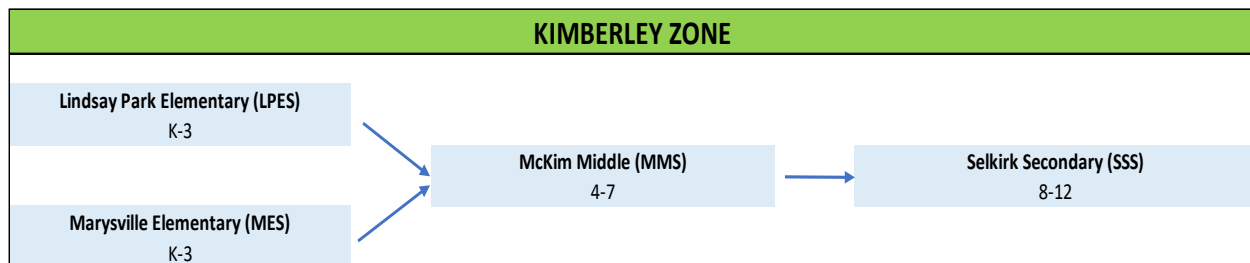


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3) Kimberley Zone

There are four schools in the Kimberley Zone plus Kimberley Alternate School. Figure 18 shows the grade configurations and school transitions for the zone.

Figure 18 – Kimberley Zone Grade Configurations and School Transitions



B. District Support Facilities

The District’s Support services are currently accommodated in several locations:

- The Golden Zone Office & Operations/Works Yard, Golden
- The School Board Office, Invermere (former school building)
- The Windermere Operations/Works Yard, Invermere
- The Kimberley Zone Office & Operations/Works Yard, Kimberley

1) Golden Zone

Golden Zone Office & Operations/Maintenance Building and Bus Garage (Golden)

The Golden Zone Office / Maintenance Building is located at 14th Street in Golden. It is a one-storey building with slab on grade foundation, it was constructed in 1963 originally, and it currently has a total of 571 square metres of floor area. The building is in fair condition for its age and functionality. Renewal of the Zone Office & Operations / Maintenance Building can be expected to occur over time, as funding can be prioritized by the District. A new bus garage and storage facility were built in 2020.

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2) Windermere Zone

Board Office (Invermere)

The District's board of education office is located at 620 4 St in Invermere. The facility was constructed in 1956, it was closed as a school in 1999, and was it extensively renovated from 2000 to 2002 to accommodate its current governance and administration services. The facility is home to District administrative staff offices and a board meeting room, as well as an early learning program and child care. The facility is generally in good, functional condition.

Windermere Operations/Works Yard (Invermere)

The Windermere Operations Building is located at 1302 Industrial Road #1 in Invermere. The one-storey building with slab on grade foundation was constructed in 2014 with a total of 962 square metres of floor space. The facility is quite new and remains in good condition.

The Windermere Bus Garage is a single level facility with slab on grade foundation and was built in 2014. The Bus Garage contains 488 square metres of floor space. It provides covered parking space for school buses with five sheltered bays and one, enclosed bay. Also at this site, the Windermere Storage Shed is a one-storey building with slab on grade foundation that was constructed in 2014 and has a total of 149 square metres of floor space. The Bus Garage and Storage Shed facilities are in excellent condition with no notable requirements.

3) Kimberley Zone

Kimberley Zone Office & Operations/Works Yard (Kimberley)

The Kimberley Zone Office is located at 8676 Hwy 95A North in Kimberley. The two-storey building with a slab on grade foundation was constructed in 1967 and currently has a total of 465 square metres of floor space. The building includes administrative offices, a board room, reception area, and storage rooms. The facility is in fair condition, with a large number of requirements.

Also at this site, the Kimberley Maintenance Shop and Bus Garage is a one-storey building constructed in 1967 and currently has a total of 2,218 square metres of floor area. It is in fair to poor condition.

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C. Other District Properties

The District does not currently operate any staff housing facilities, such as teacherages. However, the District does have several facilities that are currently leased to community associations, as well as other vacant facilities and sites. Some sites and properties are deemed surplus and may have potential for disposal, while others are being held for future educational purposes or community use.

Former Columbia Valley Elementary

- Located in the south end of the Golden Zone, in the community of Parsons
- 5 Acres / 1,006 m²
- Originally built in 1954. Classrooms and some core space replaced in 1996. (Still original gym)
- Closed in 2002 due to declining enrolment and currently vacant. Small portion used for district storage
- Building in fair condition and is planned for sale or community transfer

Former Radium Elementary

- Located in the Invermere Zone, in the village of Radium Hot Springs
- 2.2 acres/771 m²
- Constructed 1956. Additions in 1958, 1981 and 1992.
- Closed in 2002 due to declining enrolment
- 1956 wood frame building in fair condition
- In 2005 there was a Tenant Improvement completed - \$250K interior renovation into offices for Parks Canada and new heating system installed. A License of Occupation is currently granted to Parks Canada for administration offices, and to the Village of Radium for use of the gym and sports field for community recreation services.

Former Wasa Elementary

- Located in the Kimberley Zone, near the junction of Hwy 95 & Hwy 95A
- 5.68 acres / 1,084 m²
- Opened in 1978. Closed in 2002 due to declining enrolment and currently vacant.
- The facility is in very poor condition, it is a liability to the District and is in need of demolition, possibly under the Ministry's Rural District Program.
- The site is subject to a Crown land grant which restricts use of the site to "educational purposes," so the property is not available for sale at market value, rather it must revert back to the Crown.

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Former Blarchmont Elementary

- Located centrally in the City of Kimberley
- 3.2 acres/1,927 m²
- Opened in 1945. Additions in 1975 and 1987. Closed in 2002.
- Building constructed in 1945; it is in fair condition
- Currently a License of Occupation for multiple uses exists:
 - Distributed Learning office and classroom
 - College of the Rockies, Kimberley Campus; lease ending
 - Columbia Basin Alliance for Literacy, Early Learning Program and Strong Start
 - Summit Community Services, Daycare Program
 - City of Kimberley, sports field for recreational services

J. Alfred Laird Elementary—Mount Nelson Athletic Park

Although the J. Alfred Laird Elementary school and site is oversized for the needs of an elementary school, the site is in full use. The lands adjacent to the elementary school were acquired many years ago for a potential future middle school, but in the interim, a License of Occupation was granted to the District of Invermere to develop, operate, and maintain the excess lands for recreation and community event purposes. The lands house soccer and baseball fields, a skate board park, a field house; including change rooms/washrooms and a concession and a water reservoir. These amenities are available for joint use by the school as well as servicing the area's children, youth and families. It is not recommended the tenure of the property change at the current time.

Although a new school is not forecasted to be needed in Invermere over the next ten years, it is important for the District to hold the land for future school needs. With the exception of the Mount Nelson Athletic Park lands at J. Alfred Laird Elementary School, the District is not holding any other vacant greenfield lands for the purpose of student growth or future school sites. However, the District continues to hold several closed school sites that could be required again for schools, but not in the planning horizon of this LRFP.

Properties at Canal Flats Junior Secondary in Canal Flats, Meadowbrook Elementary School in Kimberley, and Chapman Camp Elementary School in Kimberley were all sold by the District after 2002.

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IV. FACILITY CONDITION

All public school district facilities in BC are assessed on a rolling five-year basis under a Ministry of Education and Child Care contract with VFA Canada Inc. (VFA). VFA assessors visit each school district to conduct a visual inspection of all systems within the educational facilities. The assessments are very detailed and result in a Facility Condition Index (FCI) score. The FCI calculates the cost of requirements in the next five years divided by the total replacement cost of the components of the facility. A score of 0.0 represents a brand new building with no requirements within the next five years, while a higher FCI closer to 1.00 represents a building that requires significant system renewal and replacement. The average FCI for all public school facilities in BC is approximately 0.44.

Much of the FCI data highlights what it will cost to replace all of the requirements of a District facility. In other words, the FCI reflects the full renewal/replacement cost to restore the life of the asset or component to zero. Depending on the type of facility and usage, an acceptable FCI target may vary. An FCI target of <0.10, marked as GOOD, does not necessarily reflect the reality of available funding, usage, and facility maintenance issues faced by school districts, and the practical reality of replacing building systems even if they are still operating well. Also, aesthetic issues that are less than ideal may be acceptable, so efforts are usually made to extend the useful life of assets by focussing on items that are critical to building operations and safety.

A. Ministry Facility Assessment Program

The broad building systems reviewed in VFA assessments are:

- Exterior building envelope
- Interior construction and conveyance
- Electrical systems
- Heating, ventilation, and air conditioning systems
- Plumbing systems
- Structure
- Site

The results of the building inspections culminate in a detailed report on the condition of each school with the key metric being the Facility Condition Index (FCI) which quickly reflects the condition on a scale of 0 to 1.00. FCI is based on the following formula:

$$\text{FCI} = \text{Cost to Remedy Maintenance Deficiencies} / \text{Replacement Value of Facility}$$

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While the value of the FCI does not reasonably qualify the condition of an individual school (such as, “good”, “fair”, “poor” or even “critical”), it does provide a reliable indication as to the amount of capital investment that may be required to keep a facility in an acceptable operational condition (see Figure 19). This information should assist a board of education in determining its long-term maintenance plan and deciding whether necessary building component upgrades or replacement – as well as changes in the BC Building Code and BC Energy Code requirement - can be managed using its AFG and local capital funds or that capital funding should be sought from the Ministry through a Minor Capital Program. Ultimately, it may become more practical and fiscally prudent to request a partial or full replacement.

The FCI of a facility can be highly dependent on the timing of when certain building systems are due to reach the end of their useful life. In particular, large cost items such as roof replacements can cause a facility to have a very high FCI, but as soon as the roof is replaced, the FCI score will be reduced substantially. So, although some entire facilities may appear to be reaching the end of their useful life based on their overall FCI, the replacement of a major building system will usually extend the useful life of the entire asset.

Figure 19 – FCI Rating Scale

Rating	Condition	Remarks
0.00-0.05	Excellent	Near new; meets present and foreseeable future requirements
0.05-0.15	Good	Meets all present requirements
0.15-0.30	Average	Has significant deficiencies, but meets minimum requirements; some significant building system components nearing end of normal life-cycle
0.30-0.60	Poor	Does not meet requirements; immediate attention required to significant building systems; some significant building systems at end of life-cycle
0.60-1.00	Very Poor	Does not meet requirements; immediate attention required to most significant building systems; most significant building systems at end of their life-cycle

The District has good preventative maintenance programs in place and the educational facilities in the District have been well maintained, especially considering the relative age of the District’s inventory. District staff have maintenance plans in place for the coming years, to ensure that they are taking advantage of opportunities for Ministry minor capital program funding. The majority of planned capital investment for the next ten years will be focused on mechanical, boiler, electrical and technology upgrades as well as ongoing annual roofing, flooring, painting, and both interior and exterior building upgrades and refreshment.

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B. District Facility Condition

The District does not rely on the Ministry's VFA program as much as some other school districts do. For many years, Rocky Mountain School District has used a different facility management software program called Asset Planner by AMERESCO. This program is well known by District staff and is meeting the needs of the District. Asset Planner is very useful for the day-to-day maintenance work requests, capital projects, planning and execution, energy management, asset tracking, and year-to-year monitoring and maintaining District facilities. The District utilizes VFA facility condition assessments and inputs facility requirements that have been identified by VFA into the Asset Planner project planning module. Engineering reviews and maintenance assessments also populate the project planning module. As a result, Asset Planner gives the District accurate data about current facility needs.

One of the benefits of the VFA assessment program is that assessments are done across the province by the same group of assessors using the same methodology. This allows for some level of comparative analysis between school districts and also between individual facilities. That comparative analysis is particularly useful for the Ministry and the provincial government, but it also allows individual school districts to have a general idea of how their schools compare to a provincial average, or, if the Ministry makes the data available, to other school district averages or even specific schools in other districts.

Appendix C shows VFA asset condition details for every district facility. Some schools are due for major renovation or replacement due to their age and many building systems reaching the end of their lifespan. With no new school facilities since 1994, the District's inventory is reaching the point where replacement and major renewal projects will be needed.

Section V describes the Ministry capital funding programs that are available for school districts. The funding programs are separated into programs that provide targeted funding for minor and major projects. Minor projects are lower cost (usually less than \$1 million), and this funding is allocated annually, either by formula or on an application basis. Major program funding is allocated based on specific school district capital plan submission requests to the Ministry in several categories (e.g., replacement, seismic, expansion). The Ministry is the only legitimate source of capital funding for school districts, and in order to receive funding for major renovations, school districts must have their specific requests approved by the Ministry (the approval process for major projects is illustrated in Figure 38). Section VIII describes the specific major projects the District should be prioritizing in their annual capital plan submissions to the Ministry.

Figure 20 shows FCI for District schools, measured at the time of the latest VFA assessments in 2019. The average FCI for Rocky Mountain School District facilities was 0.30 which is very good compared to the overall average of 0.44 for schools across the province. Note that the

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replacement value is the VFA estimate of the cost of replacing the components of the building, not the true cost of fully replacing the facility.

A large proportion of the requirements that were due in 2019 were at the secondary schools, which are the District’s largest facilities. But because of their lower replacement values, there were high FCI scores for several elementary schools – in particular Edgewater, Nicholson, Martin Morigeau, and Marysville.

Figure 20 – 2019 FCI for District Facilities

Facility Name	Facility Type	VFA Replacement Value	FCI Cost	FCI
Alexander Park Elementary	Elementary School	\$6,260,378	\$1,574,866	0.25
Board Office District Resource Centre Daycare	Board Office	\$3,172,260	\$627,969	0.20
David Thompson Secondary	Secondary School	\$17,675,855	\$2,693,033	0.15
Edgewater Elementary	Elementary School	\$3,447,011	\$1,446,724	0.42
Eileen Madson Primary	Elementary School	\$3,903,154	\$1,139,548	0.29
Golden Alternate	Secondary School	\$1,258,637	\$50,629	0.04
Golden Secondary	Secondary School	\$14,364,270	\$3,507,676	0.24
Golden Zone Office/Maintenance	Board Office	\$1,184,673	\$470,560	0.40
J. Alfred Laird Elementary	Elementary School	\$6,228,187	\$1,474,703	0.24
Kimberley Alternate	Secondary School	\$1,068,639	\$281,740	0.26
Kimberley Maintenance and Bus Garage	Maintenance Facility	\$3,157,765	\$1,631,866	0.52
Kimberley Zone Office	Board Office	\$1,023,664	\$415,126	0.41
Lady Grey Elementary	Elementary School	\$5,604,534	\$942,946	0.17
Lindsay Park Elementary	Elementary School	\$3,898,709	\$1,264,431	0.32
Martin Morigeau Elementary	Elementary School	\$2,404,205	\$999,125	0.42
Marysville Elementary	Elementary School	\$4,898,261	\$2,379,661	0.49
McKim Middle	Elementary School	\$10,458,215	\$2,012,671	0.19
Nicholson Elementary	Elementary School	\$3,195,105	\$1,425,912	0.45
Open Doors Alternate Education	Secondary School	\$936,767	\$264,968	0.28
Selkirk Secondary	Secondary School	\$18,167,321	\$8,254,131	0.45
Windermere Elementary	Elementary School	\$4,565,585	\$1,650,660	0.36
Windermere Operations	Maintenance Facility	\$2,584,174	\$1,361	0.00
School District Total		\$119,457,369	\$34,510,306	0.30

Comparing Figure 20 with Figure 21 shows how during the time period between assessments, FCI scores increase because over time additional requirements become due in the 5-year FCI calculation window (Figure 22 shows the data from Figure 21 in a bar graph). For example, if in 2019 a new roof is deemed to be required in 8 years, then that cost is not included in the 2019 FCI calculation. However, in 2022 the cost of the new roof will move into the five-year FCI

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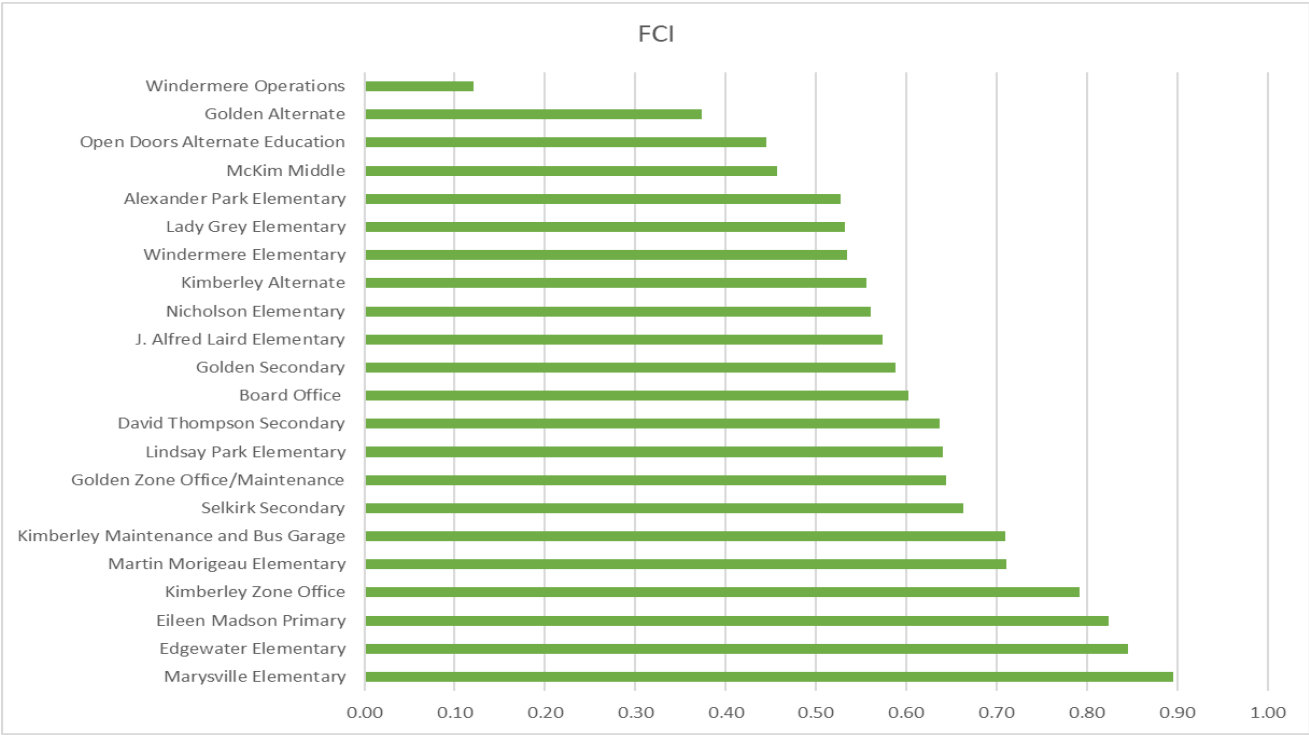
window which will increase the FCI score substantially. It is important to note as well that the assessment team could return in 2024 and determine that the roof is being well-maintained and still has another 8 years remaining, which would again reduce the FCI for that facility even though the roof was not actually replaced.

Another reason for the steep increase could be that VFA is not aware of annual maintenance work being completed by the District, or if VFA has not yet updated their database with the work orders sent to them by the District. Annually, District staff send VFA a list of all completed projects over \$50,000. If the data is not yet updated, those items will still be showing as requirements even though they are complete. For instance, in the past 5 years there has been significant investment in roofing and electrical requirements at Selkirk Secondary School. If VFA has not updated their database to reflect that this work is complete, then the FCI score will not have been reduced accordingly and will not be reduced until the next on-site assessments.

Figure 21 –2024 FCI and Age of District Facilities

FACILITY NAME	FACILITY TYPE	ZONE	FCI	YEAR BUILT	RENO DATES
Marysville Elementary	Elementary School	Kimberley	0.90	1950	
Edgewater Elementary	Elementary School	Windermere	0.85	1957	
Eileen Madson Primary	Elementary School	Windermere	0.82	1982	
Kimberley Zone Office	Board Office	Kimberley	0.79	1967	
Martin Morigeau Elementary	Elementary School	Windermere	0.71	1974	
Kimberley Maintenance and Bus Garage	Maintenance Facility	Kimberley	0.71	1967	
Selkirk Secondary	Secondary School	Kimberley	0.66	1957	1973
Golden Zone Office/Maintenance	Board Office	Windermere	0.64	1963	
Lindsay Park Elementary	Elementary School	Kimberley	0.64	1953	2002
David Thompson Secondary	Secondary School	Windermere	0.64	1994	
Board Office	Board Office	Windermere	0.60	1979	2002
Golden Secondary	Secondary School	Golden	0.59	1991	
J. Alfred Laird Elementary	Elementary School	Windermere	0.57	1964	
Nicholson Elementary	Elementary School	Golden	0.56	1962	
Kimberley Alternate	Secondary School	Kimberley	0.56	1997	
Windermere Elementary	Elementary School	Windermere	0.53	1950	
Lady Grey Elementary	Elementary School	Golden	0.53	1956	
Alexander Park Elementary	Elementary School	Golden	0.53	1963	
McKim Middle	Elementary School	Kimberley	0.46	1988	2002
Open Doors Alternate Education	Secondary School	Windermere	0.45	1967	2002
Golden Alternate	Secondary School	Golden	0.37	1977	2014
Windermere Operations	Maintenance Facility	Windermere	0.12	2014	
District Average			0.60	1971	

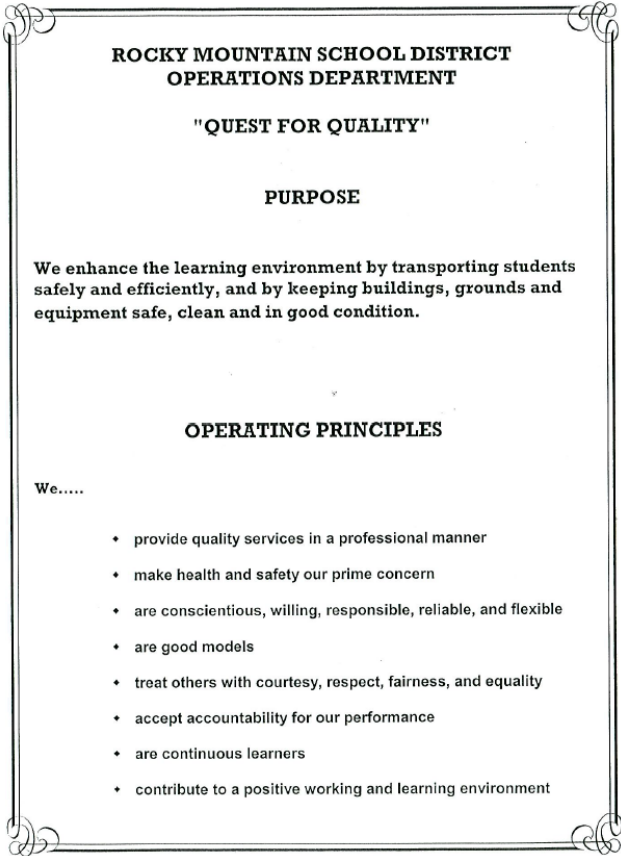
Figure 22 – Bar Graph of 2024 VFA FCI of District Facilities



C. Priorities for District Facilities

The District Operations Department guides itself by its Purpose and Operating Principles (see Figure 23) developed by all Operations personnel in 1997. The Department also has developed a series of maintenance and custodial standards, these guiding manuals list the Department’s standards and practices for maintaining its facilities (one was also developed for transportation). They are used as training manuals for new employees. This vision along with the continued focus on it, and the supporting standards and practices, are some of the reasons the District’s facilities are kept in such good condition relative to their age.

Figure 23 – Purpose and Operating Principles of the District Operations Department



The District must always work within its available budgets for capital maintenance, so it is typically most important to focus on immediate needs rather than on the longer-term requirements that make up the FCI calculation. The District keeps an ongoing mid-range maintenance plan, and the most pressing requirements for the District are manageable, with only two requirements having a base cost estimate that exceeds \$100,000.

The District already utilizes good capital planning practices, by maintaining a mid-range project list in Asset Planner. This includes a listing of projects for the next 2 to 5 years that total approximately \$5 million to \$8 million in value, matching the anticipated funding. By using the mid-range list of projects, the District Operations team is able to focus on the urgent and important projects when they develop the current year project plan. The mid-range projects list is populated from life cycle required upgrades, energy upgrades, VFA reviews (high priority projects), engineer reviews, maintenance input, operations team reviews and changing educational requirements.

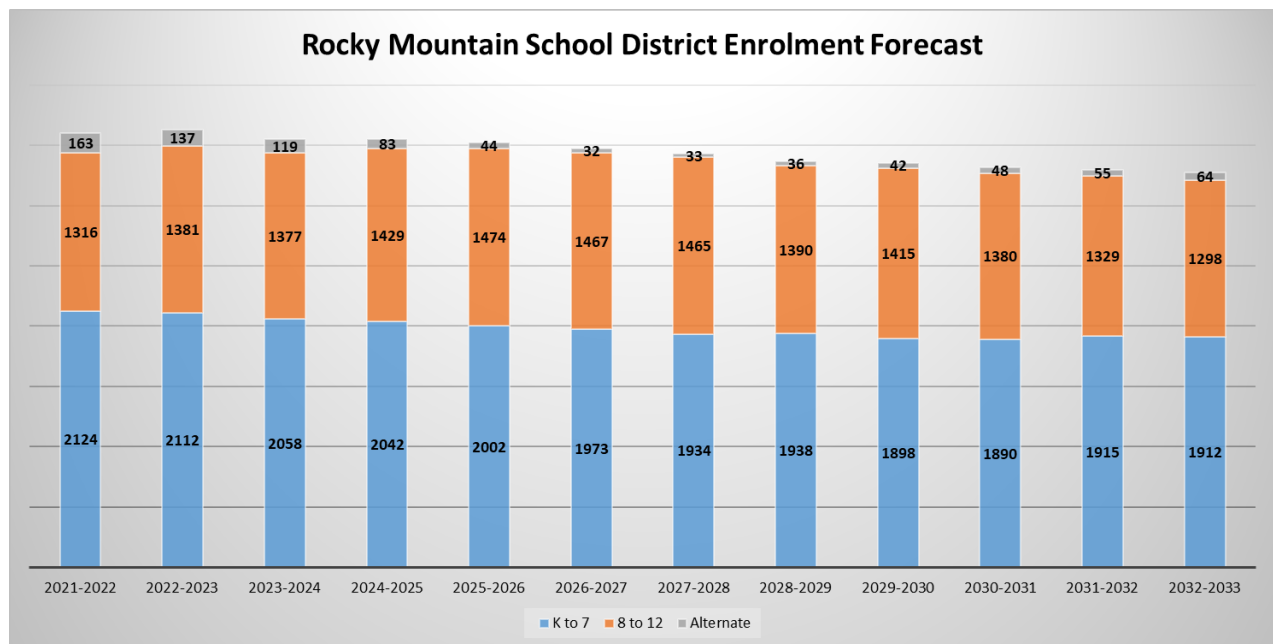
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V. STUDENT ENROLMENT & CAPACITY UTILIZATION

A. District-wide Enrolment Projections

Although there has been some fluctuation, enrolment in the District has remained relatively consistent for the past 10 years, at roughly 3,500 K-12 students (public school aged headcount). Students are spread fairly evenly across each of the grades, which suggests that there is not a statistically significant ‘bubble’ of students currently moving through any of the K-12 grades (see Figure 24).

Figure 24 – District Enrolment 2021/22 to 2032/33



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B. Enrolment Projections by Zone

Looking at all sources of potential data for population and enrolment, the key outcome is stability. Over the ten-year planning period, enrolment forecasts for all three zones are within about +/- 15% from 2023/24 enrolment.

The forecasts are quite consistent when analyzing across all sources of data including Statistics Canada, BC Stats, and District adjusted forecasts. Looking back at Figure 5, it appears as though there may be some moderate growth in the middle and secondary grades, but that the elementary grades are stable, perhaps even some decline. These projections should be reviewed by the District annually during the capital planning process and updated thoroughly with another LRFP update in 3 – 5 years.

1) Golden Zone

Overall, enrolment is projected to remain fairly stable in the Golden Zone for the next ten years, with perhaps even some decline beginning around 2030, though it is not projected to be a considerable decline that would warrant any facilities decisions by the District. Figure 25 shows actual Golden Zone enrolment from 2021/22, with forecasts through to 2032/33 using District adjusted data.

Figure 25 – Enrolment Forecast 2021/22 to 2032/33 – Golden Zone

School	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032	2032-2033
Alexander Park Elementary	219	208	190	194	176	180	185	184	181	182	183	182
Lady Grey Elementary	227	227	237	222	229	217	190	194	176	180	185	184
Nicholson Elementary	102	100	85	88	84	83	81	83	85	80	83	83
Golden Secondary	329	350	342	369	391	372	391	361	369	352	336	316
Golden Alternate	20	17	15	9	3	0	0	0	0	0	0	0
TOTAL	678	694	679	688	706	672	662	637	630	611	604	583

2) Windermere Zone

In the Windermere Zone, enrolment is also expected to be quite stable for the next ten years. When looking at the forecasts by school, enrolment is not expected to increase substantially at any one of the individual schools in the Windermere Zone either. Eileen Madson Primary School remains a priority because it is over its operating capacity, and the facility has some functional constraints due to classroom sizes and some of the other building features. Figure 26 shows actual Windermere Zone enrolment from 2021/22, with forecasts of District data through to 2032/33.

Figure 26 – Enrolment Forecast 2021/22 to 2032/33 – Windermere Zone

School	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032	2032-2033
Edgewater Elementary	124	126	124	128	135	134	133	136	132	132	132	133
Eileen Madson Elementary	227	225	203	203	192	193	198	196	195	195	196	196
J Alfred Laird Elementary	244	247	234	233	232	217	203	203	192	193	198	196
Martin Morigeau Elementary	70	72	69	74	77	80	80	77	76	74	76	77
Windermere Elementary	150	152	164	163	161	159	160	160	160	158	160	160
David Thompson Secondary	462	496	496	510	514	538	532	520	543	544	520	512
Open Doors Alternate Ed	35	31	29	15	5	0	0	0	0	0	0	0
TOTAL	1312	1349	1319	1325	1316	1321	1306	1291	1298	1295	1282	1274

3) Kimberley Zone

As with the other District Zones, overall projections for the Kimberley Zone are for relatively stable enrolment over the next ten years. When looking at the forecasts by school, enrolment is not expected to increase substantially at any one of the individual schools in the Windermere Zone. In fact, a small decline is projected for Selkirk Secondary, which may offer some relief as the school is operating at capacity. Figure 27 shows actual Kimberley Zone enrolment from 2021/22, with forecasts through to 2032/33.

Figure 27 – Enrolment Forecast 2021/22 to 2032/33 – Kimberley Zone

School	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032	2032-2033
Lindsay Park Elementary	160	179	168	165	165	153	163	161	160	159	161	161
Marysville Elementary	175	164	184	191	186	194	189	190	190	191	190	190
McKim Middle	426	412	400	383	365	363	352	356	351	347	351	351
Selkirk Secondary	525	535	538	549	570	557	542	509	503	484	473	469
Kimberley Alternate	24	27	24	12	7	2	0	0	0	0	0	0
TOTAL	1150	1138	1146	1135	1128	1116	1083	1055	1044	1021	1014	1010

One consideration for the District in the Kimberley Zone is the future of the Kimberley Independent School (K-7). If this school closed, it could immediately add approximately 50 students in grades K-9 to District enrolment in Kimberley Zone. It is important to stress that there is no expectation that Kimberley Independent School will be closing, it is simply the case that when an independent school closes, many of the students generally have to be accommodated in nearby public schools, especially if there are no other independent school options in the community. Clearly, this can create challenges for a public school district to accommodate a large influx of new students, particularly in the short term.

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C. Capacity Utilization

Capacity utilization is the enrolment of a school divided by the capacity of that school. Capacity can be expressed in two ways:

Design Capacity (formerly Nominal Capacity) is a standard calculation for all school districts in BC, based on the number of classrooms in a school. Ministry K-12 Design Capacities are:

- Kindergarten = 20 students per classroom
- Grades 1-12 = 25 students per classroom

Operating Capacity is determined by adjusting the Design Capacity to reflect grade structure and classroom student capacity, but then also taking into account the limitations of a school district's collective agreement. Provincial K-12 Operating Capacities are:

- Kindergarten = 19 students per classroom
- Grades 1-3 = 21 students per classroom
- Grades 4-12 = 25 students per classroom

Figure 28 shows both Design Capacity and Operating capacities for District schools.

Figure 28 – District Design and Operating Capacities by Zone

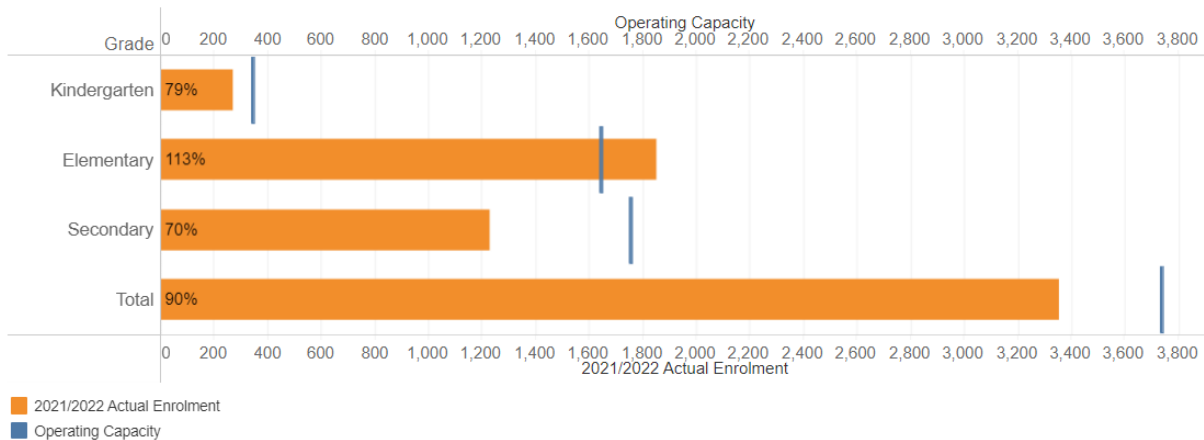
School	Grades	Design Capacity	Operating Capacity
Golden Zone			
Alexander Park Elementary	K-3	195	166
Lady Grey Elementary	4-7	270	269
Nicholson Elementary	K-7	120	112
Golden Secondary	8-12	550	550
		1135	1097
Windermere Zone			
Eileen Madson Primary	K-3	170	145
J Alfred Laird Elementary	4-7	225	225
Edgewater Elementary	K-7	145	132
Martin Morigeau Elementary	K-7	120	112
Windermere Elementary	K-7	145	135
David Thompson Secondary	8-12	675	675
		1480	1424
Kimberley Zone			
Lindsay Park Elementary	K-3	170	155
Marysville Elementary	K-3	220	200
Mckim Middle	4-7	400	373
Selkirk Secondary	8-12	525	525
		1315	1253

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As seen in Figure 29, the District’s total capacity utilization is excellent, operating at roughly 90% which is very efficient overall facility utilization.

Figure 29 – Capacity Utilization by School Type in 2021/22 (FTE)

Capacity Utilization



Although the overall District capacity utilization is near optimal, Figure 30 shows that some schools are operating below capacity while others are operating at or above capacity. As a result, District staff will need to monitor utilization at some schools on an annual basis. There may be a requirement for a portable in the short term, and a request for expansion in the medium term if enrolment increases at schools that are already operating over capacity. Figure 31 shows District elementary capacity utilization by zone.

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Figure 30 – Capacity Utilization by School in 2023/24

School	Grades	Design Capacity	Operating Capacity	2023/24 Enrolment	Surplus / Shortage	Operating Capacity Utilization	Classrooms	Portables	Notes
Alexander Park Elementary	K-3	195	166	190	-24	114%	9		
Edgewater Elementary	K-7	145	132	124	8	94%	6		
Eileen Madson Primary School	K-3	170	145	203	-58	140%	7	3	
J Alfred Laird Elementary	4-7	225	225	234	-9	104%	9	1	
Lady Grey Elementary	4-7	270	269	237	32	88%	10		
Lindsay Park Elementary	K-3	170	155	168	-13	108%	8	2	
Martin Morigeau Elementary	K-7	120	112	69	43	62%	5	1	Portable attached to school (vacant)
Marysville Elementary	K-3	220	200	184	16	92%	9		
McKim Middle School	4-7	400	373	400	-27	107%	16		
Nicholson Elementary	K-7	120	112	85	27	76%	5		
Windermere Elementary	K-7	145	135	164	-29	121%	6	1	Portable attached to school
TOTAL ELEMENTARY		2180	2024	2058	-34	102%	90	8	

Name	Grades	Design Capacity	Operating Capacity	2023/24 Enrolment	Surplus / Shortage	Operating Capacity Utilization	Classrooms	Portables	Notes
David Thompson Secondary	8-12	675	675	496	496	73%	27		
Golden Secondary	8-12	550	550	342	342	62%	22	1	Portable for Outdoor Ed Program
Selkirk Secondary School	8-12	525	525	538	538	102%	21		
TOTAL SECONDARY		1750	1750	1376	1376	79%	70	1	

Figure 31 – Elementary Capacity Utilization by Zone in 2023/24

School	Grades	Design Capacity	Operating Capacity	2023/24 Enrolment	Surplus / Shortage	Operating Capacity Utilization
Alexander Park Elementary	K-3	195	166	190	-24	114%
Lady Grey Elementary	4-7	270	269	237	32	88%
Nicholson Elementary	K-7	120	112	85	27	76%
GOLDEN ZONE TOTAL		585	547	512	35	94%
Edgewater Elementary	K-7	145	132	124	8	94%
Eileen Madson Primary School	K-3	170	145	203	-58	140%
J Alfred Laird Elementary	4-7	225	225	234	-9	104%
Martin Morigeau Elementary	K-7	120	112	69	43	62%
Windermere Elementary	K-7	145	135	164	-29	121%
WINDERMERE ZONE TOTAL		805	749	794	-45	106%
Lindsay Park Elementary	K-3	170	155	168	-13	108%
Marysville Elementary	K-3	220	200	184	16	92%
McKim Middle School	4-7	400	373	400	-27	107%
KIMBERLEY ZONE TOTAL		790	728	752	-24	103%

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VI. MINISTRY CAPITAL FUNDING

The District is responsible for managing the overall maintenance and repair of District facilities, as well as the supervision of all new construction activities associated with these facilities. This is done using the District's operating grant funding, but also from several capital funding grant programs provided by the Ministry. These include a general Annual Facility Grant, as well as a series of capital grant programs that are designed to address specific areas of facility maintenance that District staff apply for annually.

The Ministry has processes for requesting and receiving capital funding from these various capital programs. Most of them require applications annually through the school district capital plan submissions.

A. Government and Ministry Capital Initiatives

The Government of BC from time to time adopts statutes, regulations, policies, initiatives, and other directives or requirements that affect how capital projects are approved, funded, and implemented. These are typically things that are required by all capital ministries (e.g., Health, and Education and Child Care) and their respective public sector organizations (e.g., school districts).

Further, specific ministries may adopt policies and initiatives that create requirements for capital projects.

1) Mandate Letter

The Minister of Education and Child Care's mandate letter from December 2022 includes several items that align directly with the District's needs and priorities, including some that have implications for capital funding. The Minister is directed in the letter from the Premier to prioritize several of the following tasks:

- Continue to work with Boards of Education to ensure all students have the supports they need to be successful.
- To help make sure students are properly fed for learning, expedite work with school districts to create more local school meal programs based on district data and priorities, and work with the Minister of Agriculture and Food to integrate Feed BC into this plan so that districts can include locally grown food.

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- Deliver targeted investments to help make sure students have the classroom supplies they need to succeed, so parents and teachers don't have to pay the full cost out-of-pocket.
- With support from the Parliamentary Secretary for Accessibility, continue providing supports to children and youth with disabilities and special learning needs.
- Continue to invest in new and modernized schools, including focusing on meeting seismic requirements, increasing child care spaces, and achieving climate change and energy efficiency standards as set out in our CleanBC plan.
- Work with staff, Boards of Education, teachers, parents, students, and other stakeholders to identify and address issues of racism in our education sector.
- Support the Minister of State for Child Care by working toward universal access to before and after school care, continuing to build spaces on school grounds, and finalizing development of a capital plan for child care.
- Work with the Minister of Children and Family Development and support the work of the Minister of Mental Health and Addictions to continue our government's commitment to addressing mental health problems early by expanding Integrated Child and Youth Teams to 20 school districts.

2) Child Care

School districts and the Ministry have significant roles to play as the Province implements a universal child care program. Schools will be essential in creating affordable, accessible, and inclusive child care spaces, including before and after school spaces. Supporting child care workers and educating those who would like to become childcare workers will also be key to meeting the needs of urban and rural communities as BC seeks to expand child care services.

The ChildCareBC New Spaces Fund has two streams that are relevant to school districts.

The *School Age Care on School Grounds* funding stream is available to BC School Boards, First Nation Schools, First Nation Independent Schools, and Other Eligible Independent Schools interested in creating or expanding access to new licensed School Age Care on School Grounds spaces through ground-up builds, renovations, and/or the purchase of equipment. This stream was established in 2022/23 and is intended to assist in the creation of licensed school-age child care spaces on school grounds through a more streamlined application process. Additionally, to be eligible for the School Age Care on School Grounds stream, the project must fall within the maximum cost-per-space threshold of \$40,000. Projects above this cost per space are ineligible for this stream.

School districts are also eligible to apply under the *Primary Stream* if creating other licensed child care types as well or instead of School Age Care on School Grounds spaces.

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Full eligibility requirements can be found in the [Funding Guidelines](#).

Key changes to the New Spaces Fund in 2022-23 included:

- An open intake for applications was implemented for the 2022/23 fiscal year. The intake closes when funding runs out or at the end of the funding cycle
- Maximum provincial funding amounts were removed to support larger space creation projects, with prioritization for projects with a cost per space of \$40,000 or less
- Increased priority for projects creating infant toddler child care spaces
- Increased priority on school age space creation, including a new application stream for BC boards of education, First Nation Schools, First Nation Independent Schools, and Other Eligible Independent Schools creating new School Age Care on School Grounds licence category type
- Added eligibility for the funding of consulting services incurred up to 12 months prior to entering a funding agreement
- New requirement for projects to include a minimum 10% contingency fund

The Ministry’s capital funding programs for child care space have not been fully integrated with the Ministry’s capital funding programs for K-12 space. Consequently, child care spaces are not fully integrated into this LRFP, despite the fact that the District is actively creating child care spaces using programs like the New Spaces Fund. The District has received project funding under this program to provide more and better child care spaces, shown in Figure 32.

Figure 32 – District Child Care Projects

Name	Zone	Capacity	Status
Marysville Childcare	Kimberley	148	Substantially Complete
Invermere Childcare	Windermere	148	Under Construction

3) Apprentices on Public Projects

This initiative requires that all new, major infrastructure projects in British Columbia, valued at over \$15 million ensure that contractors and subcontractors demonstrate they are engaged in apprenticeship training and use apprentices on the work site. Other public sector organizations and projects with a total provincial investment less than \$15 million are also encouraged to adopt best practices, including engaging in apprenticeship training and reporting on the use of registered apprentices and trainees.

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This initiative is unlikely to have a meaningful impact on the District unless approval is received for a new or replacement school, or for a major school renovation project.

4) Wood First Act

The *Wood First Act* requires “the use of wood as the primary building material in all new provincially funded buildings, in a manner consistent with the building regulations within the meaning of the *Building Act*.” This only applies to new construction, so as with the apprenticeship policy, it would only be a consideration for the District if a large major capital project was approved.

5) Accessible BC Act

Public sector organizations, like school districts, need to be aware of three requirements that came into force on September 1, 2022:

- Establish an accessibility committee
- Develop an accessibility plan
- Establish a process for receiving public feedback

Accessibility Committees

Accessibility committees are intended to help accessible organizations identify barriers to individuals in or interacting with the organization, and to advise the organizations on how to remove and prevent these barriers. To the extent possible, these committees should:

- have at least half of their members be persons with disabilities or individuals who represent a disability-serving organization;
- have a membership which reflects the diversity of persons with disabilities in British Columbia; and
- have at least one member who is an Indigenous person.

Accessibility Plans

Accessibility plans must outline how accessible organizations will identify, remove and prevent barriers to individuals in the organization or interacting with it. An accessibility plan does not need to be complete or comprehensive at the start. It is intended to be a developing and evolving

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plan. Accessible organizations must review and update these plans at least once every three years.

In developing and updating an accessibility plan, accessible organizations must consult with their accessibility committee and consider the following principles:

- inclusion;
- adaptability;
- diversity;
- collaboration;
- self-determination; and
- universal design.

The plan, and its focus, will likely be relatively unique to the organization and dependent on its mandate. Accessible organizations do not have to submit their accessibility plans to the provincial government for review or approval, but organizations should make their plans available to the public (i.e. by publishing it on their website).

Accessibility Feedback

Public sector organizations must establish a process for receiving public feedback to help inform accessibility plans and decisions.

Rocky Mountain School District's Commitment to Accessibility

The District's Commitment to Accessibility refers to the degree of ease with which people with disabilities can use and enjoy something such as a device, service, or place. At Rocky Mountain School District No. 6, we are committed to providing an environment that is accessible and practical for all members of our diverse community. We recognize the importance of conscious planning, design, and effort in ensuring that barriers are removed, and accessibility is increased.

Our School District is committed to working collaboratively with the community to provide equitable treatment for people with disabilities in a way that respects their dignity. To achieve this goal, we have outlined the following commitments:

- *Engage with staff, community members and people with disabilities in the development and review of its accessibility plan.*

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- *Ensure that our school board policies and procedures align with the principles of accessibility.*
- *Improve access to facilities, policies, programs, practices, and services for students, staff, parents/guardians, volunteers, and community members.*
- *Continually improve accessibility for people with disabilities in our school community.*

B. Ministry Capital Programs

The Ministry allocates funding to school districts for the maintenance of assets under several different minor capital programs. One of the programs allocates funding to school districts by formula, while all others require the school district to submit an application or proposal, and then receive Ministry funding approval.

1) Minor Capital Programs

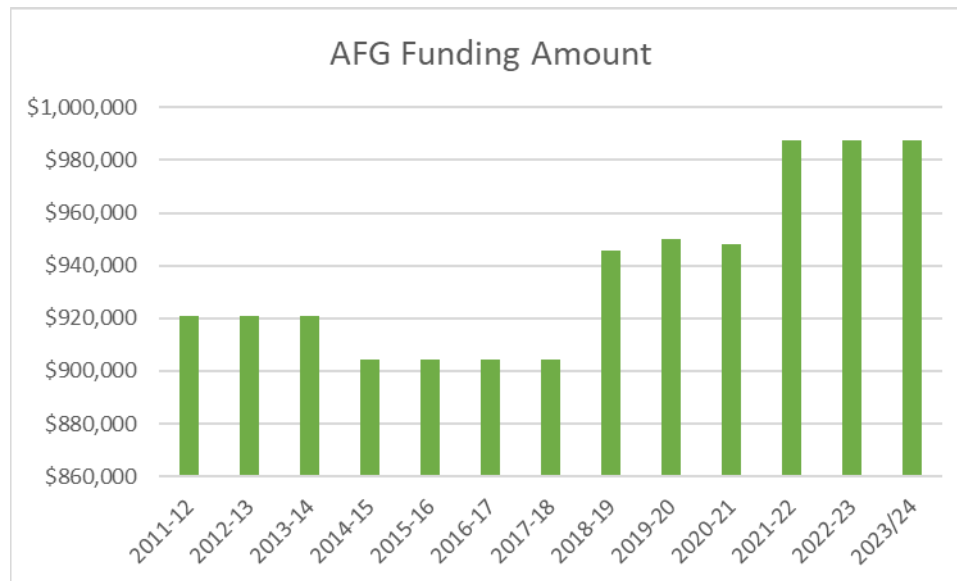
Annual Facility Grant (AFG)

AFG funding is provided to Districts to be used at their discretion to address repair and maintenance priorities at schools to ensure these facilities are safe and functioning well. The AFG is intended to fund the facility projects required to maintain a District's facilities through their anticipated economic life and to prevent the premature deterioration. Each school district should have a current maintenance plan that articulates the plan to maintain or improve the condition of District facilities within its inventory of capital assets and to allocate AFG towards this strategy accordingly.

The District has had only a small increase to its AFG allocation over the past ten years or so, as shown in Figure 33. This means that as costs have increased, particularly in the past few years, the District's ability to properly maintain its capital assets is seriously compromised. This challenge is exacerbated by the District's northern, rural and remote location, where the availability of goods and services is more expensive.

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Figure 33 – District Annual AFG Allocations since 2011/12



There are 9 main categories of eligible AFG expenditures:

- ✓ **Accessibility upgrades** (improvements related to access for persons with mobility issues or physical disabilities);
- ✓ **Asbestos Abatement** (mitigation and/or remediation of asbestos affected areas);
- ✓ **Electrical upgrades** (improvements or replacements of power supply and distribution systems, fire protection systems, and technological infrastructure upgrades to accommodate computer and telecommunications networks);
- ✓ **Exterior Wall System upgrades** (improvements to protect the fabric of the building, including exterior painting, window and door replacement, building envelope repair and replacement, structural and non-structural seismic mitigation);
- ✓ **HVAC upgrades** (improvements, replacements or provision of heating, ventilation, and air conditioning systems);
- ✓ **Interior Construction upgrades** (improvements of school facilities related to flooring, wall partitions, non-structural upgrades, and the provision of educational programming);
- ✓ **Plumbing upgrades** (improvements, replacements or provision of washroom and plumbing systems, and safe drinking water);
- ✓ **Roofing upgrades** (scheduled roof replacements and major roof repairs);
- ✓ **Site upgrades** (site improvements including positive site drainage; repairs to sidewalks, parking lots, site access/egress, paved work areas, paved play areas, and play fields; repairs, upgrading or replacement of playground equipment; perimeter safety fencing; contaminated soil remediation; underground storage tanks removal; sewer or water services; underground irrigation systems; traffic safety).

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School Enhancement Program (SEP)

The SEP was launched in 2014 to help school districts extend the life of their facilities through a wide range of improvement projects, including:

- Roofing upgrades (i.e., replacement, repair)
- Exterior Wall System upgrades (i.e., cladding, insulation, windows, building envelope)
- Interior Construction upgrades (i.e., interior accessibility, flooring, wall partitions)
- HVAC upgrades (i.e., heating, ventilation, air conditioning)
- Electrical upgrades (i.e., power supply, distribution systems, fire protection systems)
- Plumbing upgrades (i.e., washrooms, water fountains, re-piping)

Consideration is also given to whether the project proposals:

- Address issues affecting safety or the effective functioning of the school
- Are in schools with unique significant importance to the school district such as those in rural areas with limited alternatives
- Where the benefits over the costs of the improvements are positive over the appropriate time horizon for the investment

Successful SEP projects are chosen based on need, priority and how well they support student learning and safety. The SEP is designed to supplement the AFG and focusses on requirements that help to extend the useful life of the existing asset. Figure 34 shows the District’s allocations from the SEP since 2020/21.

Figure 34 – District SEP Allocations since 2020/21

Year	SEP Funding Amount	Projects
2020-21	\$993,763	David Thompson Electrical; Nicholson Building Envelope and Accessible Entrance
2021-22	\$1,214,000	Selkirk Roofing; Blarhmont HVAC
2022-23	\$1,057,000	Invermere Open Doors Exterior Wall Systems; Eileen Madson HVAC
2023-24	\$924,000	Marysville Roofing
2024-25	\$980,000	Kimberley Alternate Exterior Wall Systems

In addition to these projects, in 2019 David Thompson Secondary received a \$868,000 interior renovation, including new LED lights, new wall finishes, new flooring, new T-bar ceiling tiles, accessibility seating upgrade tin theater, and renovation to student services. And it is important

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to note that the District has completed lighting upgrades to LED at most facilities over the past 10-12 years using various funding sources.

Carbon Neutral Capital Program (CNCP)

The CNCP is available to school districts to provide funding specifically for energy-efficiency projects and projects that lower a school district’s carbon emissions. When selecting priorities for CNCP funding, the school district should consider projects that lead to significant emissions reductions and operational cost savings. Projects should also consider opportunities to coordinate with other capital funding programs, such as the AFG or SEP. Districts should also demonstrate that the project is being proposed for a school that is shown to be required for District operations in their LRFP. Figure 35 shows the District’s allocations from the CNCP since 2020/21.

Figure 35 – District CNCP Allocations since 2020/21

Year	CNCP Funding Amount	Projects
2020-21	\$351,500	Lady Grey LED Lighting Marysville Boiler
2021-22	\$987,549	Windermere Electrical Marysville Electrical Alexander Park Electrical
2022-23	\$325,000	Selkirk Electrical
2023-24	\$282,000	Mckim Electrical Nicholson Electrical
2024-25	\$245,000	Martin Morigeau Electrical

Building Envelope Program (BEP)

The BEP program is a specific and limited program for school facilities that were built between 1980 and 2000 which have been assessed as having building envelope design issues that have resulted in water ingress. Rocky Mountain School District does not have any schools in the BEP.

Playground Equipment Program (PEP)

The PEP began in 2018 and provides funding to school districts for the replacement of playground equipment that is unsafe or has reached the end of its useful life. PEP funding is used to purchase and install new or replacement playground equipment that is universal in design, and in compliance with accessibility measures as defined through the Canadian Standards Association. This equipment is to be permanently fixed on a school site and include appropriate ground cover

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for fall protection, improved access, and increased mobility. Figure 36 shows the District’s allocations from the PEP since 2020/21.

Figure 36 – District PEP Allocations since 2020/21

Year	PEP Funding Amount	Projects
2020-21	\$125,000	Edgewater Elementary
2021-22	\$0	None
2022-23	\$0	None
2023-24	\$0	None

Rural Districts Program (RDP)

The RDP assists school districts with school facilities in rural communities. The intention of the RDP is to target funding for specific types of projects that would directly benefit school facilities in rural communities but are typically not included under the Ministry’s Major Capital Program or Minor Capital Program. RDP may provide funding for the full and partial demolition of board-owned buildings, and for capital projects associated with the consolidation of under-utilized schools. RDP funding support will only be considered for schools in communities with a population of less than 15,000 inhabitants in those school districts located outside of the Lower Mainland, Greater Victoria, and Kelowna.

The District has benefitted from the RDP with the demolition of Kimberley Education Centre (on south end McKim property) in 2020. Further RDP projects could be considered as this program applies to all of the communities of the District.

School Bus Replacement/New Program (BUS)

The BUS program provides funding for school bus replacements and, where need can be demonstrated, net new buses for new routes required due to increased enrolment. Bus acquisition funding is based on a capital allowance and school districts must procure their school buses using the annual Request for Standing Offer (RFSO) process managed by the Association of School Transportation Services of British Columbia (ASTSBC). Details of the RFSO can be found at <http://www.astsb.org/>.

Bus funding requests that are eligible for funding will consider the following:

- School bus age and/or mileage
- Existing buses with safety and mechanical issues (based on CVSE report)

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- New school buses to support new routes due to increased district enrolments that are without current service
- School district's intention to create their own bussing services versus using third-party contracted services

2) Major Capital Programs

School Expansion Program (EXP)

The EXP funds the construction of new schools and additions to existing schools in areas of the province that are experiencing high population growth and where the school district can demonstrate that existing facilities are already at or over capacity.

The Ministry's priority for expanding school space is to areas experiencing consistent and rapid, high density population growth due to economic development and where space optimization has been demonstrated. The Ministry of Education requires all capital funding requests for space expansions to be supported by:

- A cost-benefit analysis based on the selection of the "least cost option" over the life of the school;
- Current Long-Range Facilities Plan that demonstrates the school district is working towards achieving optimal space utilization;
- A verification that enrollment has increased in the area over the previous five consecutive years and the next 10 years; and
- A cost share commitment by the board of education based on available capital funding.

Optimal space utilization varies between large urban districts and small rural districts due to practical realities of population distribution, density, travel distances and weather extremes. An approach to optimizing space utilization varies between school districts due to declining enrolment, stable enrolment, increasing enrolment or shifting enrolment within the school district. For most areas, a forecast of 10 years is the standard for anticipating growth and should be included when assessing utilization.

Given current capacity utilization, forecasted enrolments for the District, as well as the rapid enrolment growth occurring elsewhere in the province, it is unlikely that any District schools would be eligible for EXP, unless the expansion is combined with a replacement or major renovation project. Some District schools are operating over capacity, but not at a level equivalent to enrolment pressures in school districts such as Sooke, Surrey, Langley, Chilliwack, and Central Okanagan. For District schools operating at or slightly over capacity, the Ministry may look to the District to make local decisions that could help manage the pressures, such as grad configuration changes or catchment boundary adjustments.

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School Replacement Program (REP)

The REP program funds the replacement of schools that have reached the end of their useful life and where the further investment of capital dollars is not substantiated due to major structural issues, or the accumulation of maintenance needs exceeds the cost of replacement. This is the program that the District ought to focus on, as the average age of schools in the District is quite high. The District has not received funding from the Ministry for a new school or a replacement school in about 30 years. District staff and trustees should continue to advocate for a REP project at the highest priority school, currently Eileen Madson Primary School.

All REP projects, which include a full replacement school or a partial replacement of an existing school, must be supported by a recent building condition assessment and engineering reports substantiating that the school building or a portion of a school has reached or will shortly reach the end of its expected useful life.

Standardized Facility Condition Assessments (FCA) of all schools in the Province are done every five years by the VFA Canada Inc. The FCAs for all schools in the province provide the Ministry with comparable data to support the Provincial capital plan for building renewal.

The District should continue to request funding for projects under the REP, as the District's inventory is old and in below average condition relative to most other school districts, according to the latest VFA facility condition assessment data.

Seismic Mitigation Program (SMP)

The SMP began in 2005 after the completion of an assessment of all schools in high-risk seismic zones across the province. The SMP funds seismic upgrading projects for schools that were assessed as being high risk of structural collapse in an earthquake. None of the Rocky Mountain School District is located in high-risk seismic zones so no schools are eligible for assessment or structural mitigation projects.

C. Ministry Capital Processes

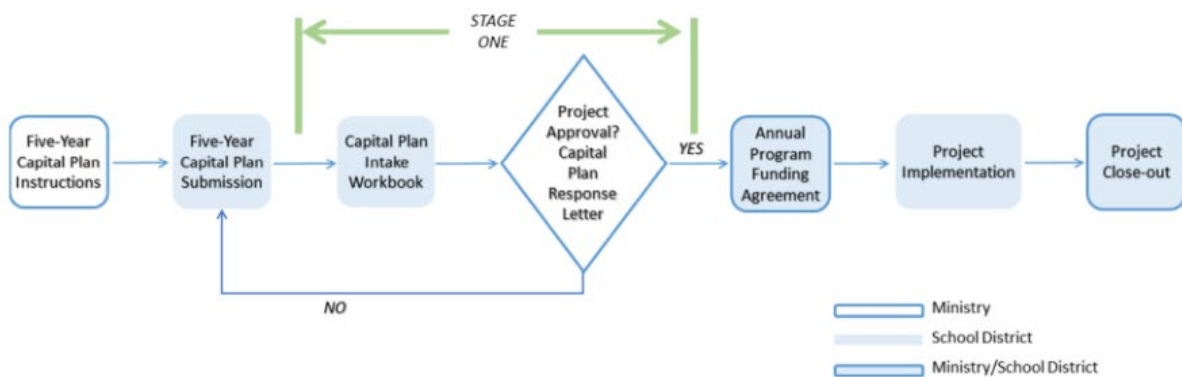
Most school district capital planning, data input, and project submissions are done in the Ministry's capital planning system, MyCAPS. All school districts have access to MyCAPS and are required to submit project requests into the system using the proper Ministry submission templates. Typically, school districts must submit project requests each year in June (major projects) and September (minor projects), and requests follow an approval process that is dependent on the capital program with which the project is associated.

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One-Stage Approval Process

All minor capital requests made for projects in SEP, CNCP, BUS, PEP, and BEP undergo a one-stage approval process (see Figure 37). Ministry support for a qualifying project request will be based on the information provided by school districts in MyCAPS. For AFG funding, the District must submit an annual expenditure plan that shows how the District plans to use their AFG allocation for the year. AFG plans are simply reviewed by the Ministry to ensure proposed AFG projects are eligible projects under the AFG policy.

Figure 37 – Ministry Approval Process for SEP, CNCP, BUS, PEP, FIP, and BEP



Two and Three-Stage Approval Processes

Requests made for projects in SMP, EXP, and REP undergo a more extensive two or three-stage process (see Figure 38), dependent on project risk level, complexity, and size/value. Initial Ministry support for project requests is based on Project Request Factsheets that are submitted in MyCAPS. RDP projects are subject to a two-stage approval process, as shown in Figure 39.

Under all major capital processes, a board of education is responsible for using its own local funds to cover the initial costs for any planning work and reports required to determine a proposed scope and preliminary cost estimates for a requested capital project.

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Figure 38 – Ministry Approval Process for EXP, SMP and REP

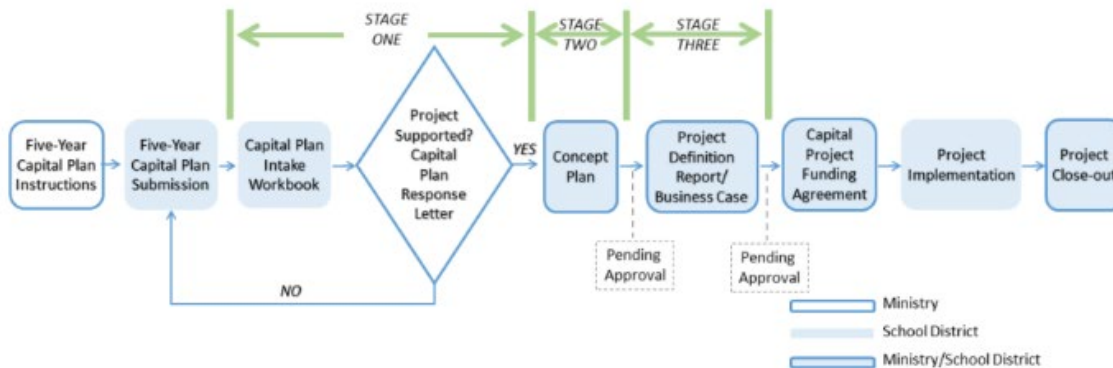
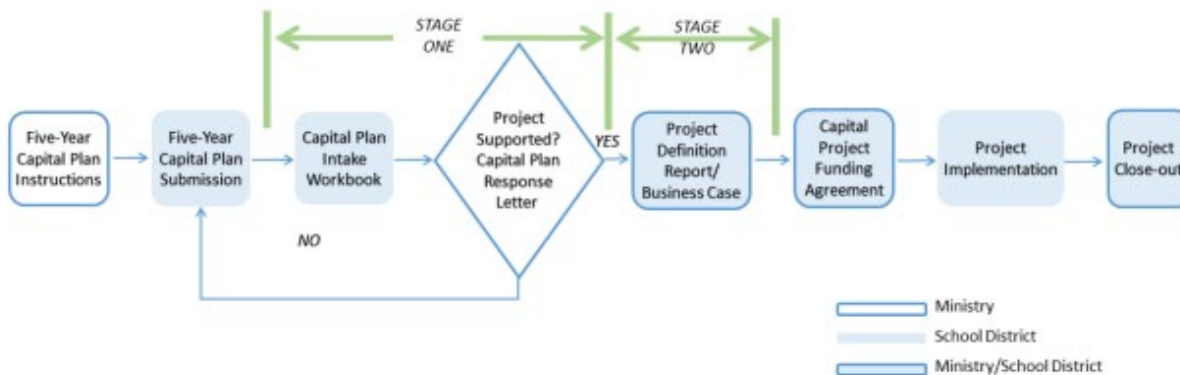


Figure 39 – Ministry Approval Process for RDP



Board Resolutions

In accordance with section 142 (4) of the *School Act*, boards of education must provide a Board Resolution in support of its annual Five-Year Capital Plan submission to the Ministry.

Boards are to provide up to three separate Board Resolutions, one for the Major Capital Program submissions, one for Minor Capital Program submissions and one for Building Envelope Program submissions (if applicable).

Completed Board Resolutions are to be uploaded in MyCAPS in conjunction with the capital plan submitted to the Ministry for each of the respective Call for Submissions. Notably, AFG expenditure plan submissions to the Ministry do not require a Board Resolution.

Capital Plan Response Letters

Once the assessment of capital plan submissions from all school districts has been completed by the Ministry, and the provincial Budget has been released, the Ministry will notify each school district with a written response regarding the results of the Ministry's review of its board's Five-Year Capital Plan submission, usually in March or April.

The Capital Plan Response Letter identifies the specific capital projects from the Major Capital Programs that are supported for further business case development and from the Minor Capital Programs that are approved for procurement and capital funding.

The Capital Plan Response Letter will also advise the school district of next steps for each of the supported or approved projects, which may include:

- Proceed to acquiring a site for EXP projects;
- Proceed to developing a business case (Concept Plan or Project Definition Report) for SMP, EXP and REP projects;
- Proceed to developing a business case for RDP projects;
- Proceed to the design, tender and construction for SEP and CNCP projects;
- Proceed to acquiring a bus for BUS projects;
- Proceed to the purchase and installation of playground equipment for PEP projects; and
- Work with BC Housing, when contacted, on developing BEP projects.

As only a portion of all proposed projects submitted in the annual Five-Year Capital Plan may be supported or approved for capital funding under the Ministry's Capital Plan, ministerial approval is rarely granted for a board's capital plan in its entirety. For the purposes of section 142 (5) of the *School Act*, a capital plan with modification will instead be approved, which will only include those capital projects that have been identified in the Capital Plan Response Letter.

AFG projects are not identified in a Capital Plan Response Letter. School districts are notified of the amount of their approved AFG funding, both capital and operating portions, as part of the Provincial funding announcement made annually on or before March 15 by the Minister, in accordance with s. 106.2 of the *School Act*.

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VII. LRF P ENGAGEMENT

In 2017, public meetings were well attended, and a significant amount of feedback was received from students, parents, and the general public. Given the extent of public engagement that was conducted during the development of the 2017 LTFP, and the clear messages delivered during that engagement about facilities and grade configuration, public engagement in the development of the 2024 LRF P update was more limited. Meetings were held with trustees and senior management, site visits of all schools were conducted, and there were discussions with staff in the various municipalities in the District, but no public hearings were held for this 2024 LRF P update. However public engagement was carried out through a comprehensive survey in early 2024 and then a draft of the LRF P was made available for public feedback in September 2024.

A. Public Survey

While no public hearings were held for this LRF P update, a comprehensive survey was administered. The survey was posted on the District website in February 2024 and was available to the public for over a month. There was an excellent response rate, with over 400 individual responses received. A detailed analysis of the survey results and resulting data is found in Appendix D.

The survey posed questions about how people feel about the facility and site conditions of their schools. Respondents were asked to identify which school they were responding about, and then asked a series of questions that fall into five main categories:

- Site
- Common Areas
- Classrooms
- Specialized Instruction
- Other Considerations

The survey questions were posed such that “agree” reflected a positive response while “disagree” reflected a negative response. The responses were generally favourable which indicates that for the most part the District’s facilities are functionally adequate, they are well maintained, and staff are generally responsive to items that need repair or attention.

As for which schools garnered the most attention in the survey, within the Golden and Windermere Zones responses were quite evenly distributed across all schools in the Zone. But in the Kimberley Zone, the clear majority of responses were specific to Selkirk Secondary.

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There was no single issue that was driving the high response rate for Selkirk, rather concerns seemed to be focussed on a few key issues – parking, drop off/pick up, landscaping or the aesthetics of the site, and the overall age/condition of the facility. The District has been making a concerted effort to renew and revitalize Selkirk Secondary in recent years, so responses might be more favourable in the next LRFP update.

Based on the responses, there are three areas that could warrant some attention or improvement from District staff. It is worth noting that these three areas are where the public has the most interactions with their school facilities which means opinions are likely to be stronger. Also, some issues (e.g., pick up and drop off) are not specific facility management issues.

The site is easy to access for drop off and pick up. Overall, the “disagree” response was nearly equal to “agree” for this question. The “disagree” response rate did outnumber “agree” for certain individual schools, and for the Kimberley Zone as a whole. This is unsurprising as drop off and pick up is something that many parents have to do daily. Challenges are not always due to anything that is within the control of District staff but there may be an opportunity to look at improvements, particularly at Eileen Madson, J. Alfred Laird, Marysville, and Selkirk. Improvements will often require collaboration with the local municipality.

There is ample space for group and individual teaching breakout areas. There was not a significant “disagree” response rate for this question, but it was higher than for most other questions. However, the “neutral” response made up the majority of responses in some cases. Reconfiguring school spaces to accommodate this concern is often difficult and usually costly. There are cases where innovative and affordable solutions are possible, such as the space created within David Thompson Secondary, however the changes must be prioritized against other facility needs and available funding.

The grade configuration of the school is appropriate. This is such an important question for the District given how much attention it received during the development of the 2017 LTFP. Given the responses and comments in the survey, this issue is of particular interest in the Kimberley Zone. The “disagree” response rate in the Windermere and Golden Zones was low, however in the Kimberley Zone there were more “disagree” responses than “agree”. There appears to be no clear consensus about what a preferred configuration should be, as written responses varied considerably with no obvious grade configuration preference.

To summarize, there appear to be two main concerns with the grade configuration in the Kimberley Zone:

- Grade 8 students should not be in high school with grade 11 and 12
- Grades 4 and 5 students should not be in a middle school with grade 7

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Some BC school districts (for example, Greater Victoria and Coquitlam) have moved to a middle school model (K-5; 6-8; 9-12) over time, perhaps due to concerns like these, but surely for many others as well, including for pedagogical reasons. But the transition to a middle school model can be quite difficult, disruptive, and costly. And it often takes a commitment by the Board over many years.

While there are good reasons for adopting a middle school model, it must be noted that many school districts in BC operate a full K-7 and 8-12 grade configuration, including the two biggest school districts in the entire province – Surrey and Vancouver. So, for a huge number of students in the province, grades 4 and 5 are in the same school as grade 7, and grade 8 students are in the same school as grades 11 and 12.

Given the survey responses about grade configuration, as well as the feedback the District received from the 2017 LTFP process, it seems appropriate for the District to do further research into the pros and cons of making changes to grade configurations and catchment areas. The research should be done by looking at options in each of the three zones, with the eventual possibility of implementing changes in only one, two, or all three zones, depending on the results and further feedback from the public.

B. Public Feedback on the Draft LRFP

In September 2024, a Final Draft of the LRFP was posted to the District website, with a feedback form that provided an opportunity for the public to comment on the document before it was finalized. About 40 anonymous responses were received, some of which were very brief. Comments were mostly focused on a few general themes (e.g., grade configuration, catchment areas, enrolment forecasting), as well as some feedback regarding specific building issues (e.g., parking lots, school replacement/renovation, washrooms, HVAC).

All of the comments received were considered and, where necessary, this final version LRFP was amended to reflect them. Further, all comments were shared with the District so that staff can be aware of the specific concerns that were identified through this public feedback process.

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VIII. SUMMARY & RECOMMENDATIONS

A. Summary

This LRFP provides an update to the District's 2017 LTFP. Enrolment forecasts and building condition data are updated with the most current available information. The LRFP is set in the context of the 2017 LTFP where, for a variety of reasons, some of the recommendations were not pursued by the District. Some 2017 recommendations may be revisited in the future depending on circumstances, but some require collaboration from other parties, primarily capital funding from the Ministry for functional, renewal, and even expansion projects.

The District's capital asset inventory is experiencing the effects of decades without any major capital project funding for the full replacement of any District schools. No net new schools or full replacements have been approved since David Thompson Secondary was built in 1994. In the late 1990s and early 2000s, several District schools across all three Zones received significant renovations (HVAC, interior upgrades, new exterior finishes), but it has been more than 20 years since the Ministry allocated specific major capital funding for a significant renovation/renewal of a District school.

Except for Golden Secondary (1991), McKim Middle (1988; major renovation in 1999), and Eileen Madson Primary (1982), the rest of the District's elementary and secondary schools were all built prior to 1982, with most having been opened in the 1950s and 1960s. The District has a strong case for Ministry capital funding to renew its inventory, for replacement projects and/or major renovation projects. Even though it is not quite as old as some other District schools, there is a strong case for Eileen Madson Primary to remain a top priority for reasons of building condition but also functionality and utilization, however Selkirk Secondary remains a strong consideration as well, though perhaps for a major renovation rather than a replacement, so as to not lose the school's large shops and some other spaces that would not be as large in a replaced facility.

Despite the age of the District's inventory, District staff have done an excellent job of maintaining the current assets with the funding available for minor capital projects. This is evidenced by the 0.30 FCI rating for the District following the most recent VFA assessments in 2019. But as with any aged inventory, it becomes more difficult and costly to maintain this level of building condition as the years pass, so the FCI rating increases considerably between assessments.

The LRFP confirms that after a period of enrolment decline from the late 1990s to about 2015, and the closure of several District schools in the early 2000s, the District is experiencing a period of relative enrolment stability, which is expected to continue for the next ten years. No significant growth or decline is expected in any of the three zones over the course of the ten-year planning horizon of this LRFP. Several schools are experiencing capacity utilization pressures, but for the most part these pressures should be manageable with one or two portables, or requests

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to the Ministry for small additions. These pressures should be monitored closely on an annual basis, and an expansion project should be added to the District's capital plan submission as required.

The 2017 LTFP included significant work and several recommendations about potential grade configuration changes in each of the three zones. For various reasons discussed within this 2024 update, the District has not proceeded with these changes. In most cases, capital project funding from the Ministry would be required to effectively make these changes, and the District has not received any major capital funding approvals from the Ministry for many years now.

Nevertheless, because grade configuration continues to be an issue for the District and the public, a detailed research study would be useful. The study should include several key pieces:

- Establish options for potential configurations in each of the zones, including research-based educational implications for students
- Identify costs and risks related to finances; transportation; student learning and well being; parental preference; as well as the required size and functionality of District facilities.
- Describe the potential benefits for students, parents, teachers, staff, the environment, municipalities, etc.
- Explain what would be required to implement any recommended options.

B. Major Project Priorities

There are several obvious priorities for the District to consider in their upcoming annual capital plan submissions to the Ministry. These priorities are generated by evaluating the data for all of the main capital planning variables, including:

- facility condition
- capacity utilization
- grade configuration
- school locations
- building functionality
- transportation requirements

But the priorities also consider other less tangible considerations, such as:

- student learning conditions and preferences
- student well being
- staff and parental preferences

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- board of education input
- past history

Given the information and data available, the District should consider the following major project requests in upcoming capital plan submissions:

Eileen Madson Primary School – Replacement

This has been the District’s highest priority for replacement in recent Capital Plan submissions. The school is operating over its intended operating capacity, it has a high FCI of 0.82, and functionally the space is not flexible or suitable for non-primary grades. Given these factors, a replacement at a larger capacity is warranted.

Selkirk Secondary School – Major Renovation

The District should also prioritize either a replacement or major renovation at Selkirk. A full replacement would result in a modern building with lower operational costs, reduced energy consumption, and more functional space for 21st Century learning. However, one of the drawbacks of replacing a secondary school is that current Ministry space allocations will typically result in a smaller school, with less overall square metres than the current school. Specifically, some core areas may be dramatically smaller, such as space for industrial arts, home economics and fine arts, but also things such as mechanical and storage space. Given these considerations, and with particular concern for the reduction in shop space, it may be preferable for the board to request a major renovation for Selkirk Secondary so that major building components and features can be updated but the current space allocations for certain key program areas are preserved. There is also a greater chance of having a renovation approved for funding by the Ministry, because a full replacement will be far more expensive than a major renovation.

Nicholson Elementary and Edgewater Elementary - Replacements

These priorities are not as urgent however they can be viewed as upcoming needs that should be addressed once projects at Eileen Madson and Selkirk have been approved. The District should continue to monitor the condition of these buildings closely and include them in future annual capital plan submissions, as needed.

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C. Recommendations

- 1) That School District No. 6 (Rocky Mountain) reconfirms their “Quest for Quality” operating and long-range facilities planning principles:
 - **Purpose – We:**
 - *enhance the learning environment by transporting students safely and efficiently, and by keeping buildings, grounds and equipment safe, clean and in good condition.*
 - **Operating Principles – We:**
 - *provide quality services in a professional manner*
 - *make health and safety our prime concern*
 - *are conscientious, willing, responsible, reliable, and flexible*
 - *are good models*
 - *treat others with courtesy, respect, fairness, and equality*
 - *accept accountability for our performance*
 - *are continuous learners*
 - *contribute to a positive working and learning environment*
- 2) That School District No. 6 (Rocky Mountain) will use this Long-Range Facilities Plan as a strategic framework and support document for the District’s annual five-year capital plan submissions, as per Ministry of Education and Child Care capital planning requirements.
- 3) That School District No. 6 (Rocky Mountain) will continue to maintain a comprehensive five-year plan for minor capital projects to accommodate the highest priority facility maintenance needs of the District.
- 4) That School District No. 6 (Rocky Mountain) will continue to request increased capital funding for the Ministry’s Replacement and Major Renovation capital programs, particularly for rural districts that are unable to access funding from the Expansion and Seismic Mitigation programs, as a disproportionate amount of capital funding has been allocated to school districts in the Lower Mainland and coastal zones for the past 20 years.
- 5) That School District No. 6 (Rocky Mountain) recognizes that District schools are well utilized and there is no significant enrolment decline forecasted.
- 6) That School District No. 6 (Rocky Mountain) will conduct research to determine high-level cost estimates for updating HVAC and other building upgrades that would provide cooling in District schools during the warmest months of the school year; and to work with other Trustees in BC to ensure the MECC understands the requirement to prioritize additional capital funding for these upgrades.

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- 7) That School District No. 6 (Rocky Mountain) will pursue opportunities for capital funding under the Ministry's Rural District Program, particularly for Nicholson Elementary, Edgewater Elementary, and Martin Morigeau Elementary.

- 8) That School District No. 6 (Rocky Mountain) will conduct a comprehensive research study of catchment areas and grade configuration options for all three zones, including detailed costs and benefits along with research-based educational implications for students, and with results presented to the board within the next three years.

- 9) That School District No. 6 (Rocky Mountain) will continue to make Eileen Madson Primary School a top priority for replacement in the District's annual capital plan submissions to the Ministry.

- 10) That School District No. 6 (Rocky Mountain) will continue to make Selkirk Secondary School a top priority for major renovation in the District's annual capital plan submissions to the Ministry.

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IX. APPENDICES

APPENDIX A – Status of 2017 LTFP Recommendations

Zone and School Specific Recommendations

Golden Zone Recommendations

1. **Alexander Park and Lady Grey Elementary:** Convert both schools to a K-7 grade configuration:
 - With all French Program students to attend Lady Grey Elementary
 - With the proposed catchment areas to be:
 - Lady Grey Elementary: Donald South to Champagne Road, west of Hwy 95 and north of Hwy 1 from the intersection of Golden Donald Upper Road and Barber Road to Donald, plus all French Program students.
 - Alexander Park Elementary: North of Champagne Road and east of Hwy 95 and north of Hwy 1 from the intersection of Golden Donald Upper Road and Barber Road.
 - Amend Board Policy on existing Golden Zone catchment areas if implemented.

NOT ADOPTED

2. **Nicholson Elementary:** Maintain as a K-7 elementary school and complete a facility assessment study to determine the requirements for a major upgrade to the site, building services and facility or determine if replacement of the facility with a new building is more appropriate.

COMPLETED

3. **Golden Secondary:** Encourage International fee-paying student registrations at the secondary school to supplement student enrolments, increase the facility utilization and to maintain a selection of diverse elective student programs, as long as there is available space.

IN PROGRESS / ONGOING

APPENDIX A – Status of 2017 LTFP Recommendations

Windermere Zone Recommendations

1. **Eileen Madson Primary:** Complete a Project Identification “Light” Report to expand the school and provide the rationale, scope, costs, and benefits to the Ministry of Education in the District’s annual Five-Year Capital Plan. And further, Eileen Madson Primary continue to operate as a K-3 school with portable classrooms as may be required until such time as a building addition can be constructed and a K-7 grade reconfiguration can be implemented.

COMPLETED

2. **Eileen Madson Primary and J. Alfred Laird Elementary:** Convert both schools to a K-7 grade configuration subject to:
 - An expansion at Eileen Madson Primary to accommodate Grade K-7 students
 - With the proposed catchment areas of:
 - Eileen Madson Primary: North of 13th and 14th Street
 - J. Alfred Laird Elementary: South of 13th and 14th Street
 - Further review of the most appropriate catchment areas should be conducted closer to the date of implementation.

NOT ADOPTED

3. Maintain Edgewater Elementary, Windermere Elementary and Martin Morigeau Elementary as K-7 schools. Monitor enrolments at Martin Morigeau Elementary and ensure a viable educational program can be sustained at the school.

COMPLETED

4. Edgewater Elementary: Complete an internal facility assessment to determine the requirements for a major upgrade to the building envelope and site to determine if the upgrades can be accomplished within the District’s AFG funding, or if the project should be submitted to the Ministry of Education as a School Enhancement Project or Major Capital Project request in the District’s Five-Year Capital Plan.

COMPLETED

APPENDIX A – Status of 2017 LTFP Recommendations

5. Windermere Elementary: Complete an internal facility assessment to determine the requirements for a major upgrade to the building envelope. Include a request in the District's Five-Year Capital Plan to the Ministry of Education.

COMPLETED

6. David Thompson Secondary: Encourage International fee-paying student registrations at David Thompson Secondary to increase student enrolments and to allow provision of student programs and diversity as long as there is room. Explore options and partners to construct an auto mechanics shop at the secondary school to meet the need and demand for this elective option.

IN PROGRESS / ONGOING

Kimberley Zone Recommendations

1. Convert Lindsay Park, Marysville and McKim Middle to a K to 7 grade configurations
 - With all French Program students to attend McKim Middle and
 - With the proposed catchment areas to be as described in Option A:
 - Lindsay Park Elementary: Areas A, B & C
 - McKim Middle: Areas D, E, F, G, H, I and Forest Crown
 - Marysville Elementary: Marysville and surrounding areas south of Marysville (St. Mary's Lake Road, Wycliffe etc.)
 - Amend Board Policy on existing Kimberley open catchment areas to new catchments if implemented

NOT ADOPTED

2. Officially change the name of McKim Middle to McKim Elementary.

NOT ADOPTED

APPENDIX A – Status of 2017 LTFP Recommendations

3. Prepare a Capital Plan submission to the Ministry of Education to address the shortfall of space at Lindsay Park Elementary.

NOT ADOPTED

4. Selkirk Secondary: Maintain the current proposal and Capital Plan submission to replace the aging secondary school with a new facility. In the interim, plan and complete a series of phased life-cycle upgrades utilizing AFG or School Enhancement Program funding to extend the life of the facility and provide a suitable learning environment for students until such time as capital replacement school funding can be secured.

IN PROGRESS / ONGOING

ALTERNATE PROGRAMS AND LEARNING SERVICES RECOMMENDATIONS

1. International Education Program Administration
 - Consider development of a Business Plan for the International Ed Program
 - Review alternate program-sustainable facility options to house the International Education Program for the long term.

COMPLETED

2. Learning Services Accessibility

Continue to evaluate and upgrade facilities and sites to meet the unique requirements of students with special needs, where required including:

- Increased accessibility
- Improved adequate toileting and personal care rooms
- Learning Service teaching and assistance spaces.

COMPLETED

APPENDIX A – Status of 2017 LTFP Recommendations

ADMINISTRATION FACILITY RECOMMENDATIONS

1. Continue with the development of plans to upgrade the Golden and Kimberley Zone Offices and Operations/Works yards.

IN PROGRESS / ONGOING

DISTRICT WIDE RECOMMENDATIONS

The strategies and recommendations are listed below in random order.

1. Board Governance and Policy Related to Program Development Review and Change

Board Policy and Regulations related to educational programs and facilities should be in alignment with the Guiding Principles and any approved recommendations of the Long Term Facility Plan. For example, Board Policies regarding catchment area identification and transportation routes will require alignment with the plan if implemented.

A review of Board Policies should also occur to harmonize policy with respect to the following LTFP Guiding Principles:

- Educational Programs
- Financial Responsibility
- Reconciliation of Student Enrolments and School Capacities
- School Size
- Grade Configuration and Multiple School Transition
- Facility Renewal and Facility Reconfigurations
- Community Relationships and Partners
- District Support Facilities / Transportation of Students

IN PROGRESS / ONGOING

2. Disposal of Property

- a) After considering the existing and future enrolment and educational needs of the district, the Steering Committee has identified the following properties as no longer required for school purposes. The properties could be disposed of in accordance with Ministry regulations and Board Policy 3270: Acquisition and Property Disposal.

APPENDIX A – Status of 2017 LTFP Recommendations

- Former Field Elementary (sold to Parks Canada)
- Former Field Teacherage (sold to Parks Canada)
- Former Columbia Valley Elementary
- Former Wasa Elementary

IN PROGRESS / ONGOING

- b) The former Radium Elementary and Blarchmont Elementary should be held for potential future school use.

Recommendations:

- That discussions and negotiations continue with Parks Canada toward a mutually beneficial agreement for the on-going tenure and/or use of the Field properties
- That the disposal of the former Columbia Valley Elementary and the former Wasa Elementary be referred to the School District No. 6 Capital Committee for discussion
- And further, if the Board decides to proceed with the sale of the Columbia Valley and Wasa properties, the District obtain real estate appraisals and dispose of these properties through a public process to ensure that fair market value is obtained. Further, due to their isolation and limited use, the District may wish to prepare a comprehensive marketing plan for the sale of the properties.

IN PROGRESS / ONGOING OR COMPLETE

3. Facility Renewal

School District No. 6 has maintained its facilities in good condition. However, as the District's inventory of schools ages, facility condition, and the need for facility renewal, will gain greater importance and require more planning and funding for the replacement, renovation and upgrades of building components of facilities that are reaching the end of their useful life. Updating facilities and their building systems should continue to be addressed in order to adequately accommodate students and provide suitable learning environments. Planning and implementation strategies for facility renewal must continue including correction of any health and safety issues, implementation of energy conservation initiatives and projects to upgrade mechanical, HVAC, building envelope, structural and seismic upgrades.

APPENDIX A – Status of 2017 LTFP Recommendations

Further, it is recommended that the District continue to review its school facilities with respect to creating an upgrade plan and schedule where required, to meet the challenges and opportunities of new educational paradigms to:

- Stay current with the BC Ministry of Education curriculum policies and procedures
- Provide educational structures and programming that enable the District to best meet its mission of engaging students in meaningful and relevant learning experiences
- Be congruent with the transformation agenda to interdisciplinary themes, inquiry and project-based learning with competency-based measures of student progress
- Support learning environments to empower teachers to move from isolation to collaboration
- Flexibility should be provided to educational structures and programs for current and future educational delivery models. Consideration should be given to how learning spaces are currently being transformed to better align with new concept-based and competency-driven curriculum (i.e.) Learning Commons and Project-Based Learning Spaces.

IN PROGRESS / ONGOING

4. Enrolment Projections

There is a need to verify and update enrolment projections for planning and budgeting purposes on an annual basis. It is recommended that the District:

- Set up a referral process with the Regional Districts and Municipalities within its jurisdiction so that the District is informed of all current and potential residential development applications
- Employ one, or a combination of the recommendations below:
 - Develop an internal methodology to create annual enrolment projections
 - Contract Baragar Demographics to develop annual enrolment projections, or
 - Contract another consultant (other than Baragar) to develop annual enrolment projections.

IN PROGRESS / ONGOING

5. Catchment Area Review

APPENDIX A – Status of 2017 LTFP Recommendations

The Board has the responsibility to provide school facilities that address changing enrolment patterns and sustain high quality programs to meet educational expectations. One way the Board fulfills this responsibility is through the setting of school catchment areas.

While the geographic area of School District No. 6 is static, many factors within the larger community are constantly changing. The number of current students, their geographic distribution and demographic characteristics are all factors within the school district which must be considered in the formation of catchment areas.

The current school catchment areas have evolved through many years, have largely been formed for the efficiency of school bus transportation routes, and have served the district well. However, there are a large number of out-of-catchment students attending District schools making it difficult to plan or budget.

It is recommended the District conduct a District Wide catchment area review to address changing demographics, regulate numbers and out-of-catchment students, in concert with school bus transportation requirements and route rationalization.

IN PROGRESS / ONGOING

6. Catchment Area Map

There is no School District No. 6 Catchment Area Map currently available on-line or in hard copy for the public.

It is recommended the District produce a digital catchment area map that can be posted on the District website to promote understanding of the school catchment areas and encourage in-catchment registrations.

IN PROGRESS / ONGOING

7. School Capacity Review

It is recommended the District complete a capacity review to verify the nominal and operating capacity of each school by comparing the current use of school spaces to the allowable Ministry of Education Area Standards. Any revisions to the nominal and operating capacity of a school must be agreed to by the Ministry.

APPENDIX A – Status of 2017 LTFP Recommendations

Schools identified for immediate review are Eileen Madson Primary, J. Alfred Laird Elementary, Lindsay Park Elementary and McKim Middle.

IN PROGRESS / ONGOING

8. Community Relationships and Partners

It is recommended the District continue to explore relationships with public and private sector partners to broaden and augment opportunities for students. It is also recommended that the District seek compatible community organizations to lease or purchase surplus or closed school space.

IN PROGRESS / ONGOING

9. Long Term Facility Plan Update

It is recommended that School District No. 6 complete an update to The Long Term Facility Plan in no more than five years (2021), unless changes in policy and/or enrolment fluctuations require it earlier. It is also recommended the District complete a new LTFP in no more than 10 years (2026), unless policy and/or enrolment fluctuations require it earlier.

IN PROGRESS / ONGOING

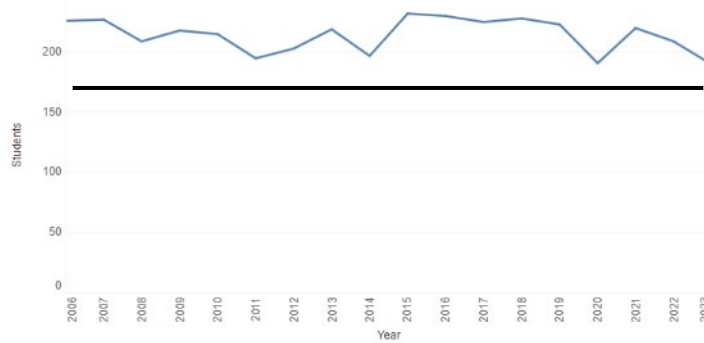
APPENDIX A – Status of 2017 LTFP Recommendations

LONG TERM FACILITY PLAN - PROPOSED / UPDATED IMPLEMENTATION SCHEDULE					
OPTION BY AREA	DRAFT IMPLEMENTATION SCHEDULE				
	CURRENT 2016/17	2017/18	2018/19	2019-2021	> 5 YEARS 2021 & Beyond
GOLDEN:					
1. Convert Alexander Park and Lady Grey to a K-7 grade configuration.	Public Consultation & Board Recommendation	Complete Facility & Site Requirements	✓ Implement Sept 2018		
2. Nicholson Elementary: Complete a facility assessment study to determine the requirements for a major upgrade to the site, building services and facility or determine if replacement of the facility is more appropriate. Submit in Capital Plan.		Complete Study. Submit to MOE			✓ Construction (If approved)
WINDERMERE:					
1. Convert Eileen Madson & J. Alfred Laird to K-7, subject to a review of where students live and development of workable catchment areas.	Public Consultation & Board Recommendation				✓ Reconfiguration after EME Addition
2. Eileen Madson –Complete a PIR for upgrade/addition to convert to a K-7 school. Submit in Capital Plan.		✓ Planning		✓ Construction (If approved)	
3. Edgewater Elem –Complete a facility assessment study to determine the requirements for a major upgrade to the site and facility. Submit in Capital Plan.		✓ Planning		✓ Construction (if approved)	
4. Windermere Elem -Add exterior building envelope upgrade to Capital Plan and/or AFG list.		✓ Planning	✓ Construction (if approved)		
KIMBERLEY:					
1. Implement K-7 grade re-configuration at all Kimberley zone elementary schools	Public Consultation & Board Recommendation	Complete Facility & Site Requirements	✓ Implement Sept 2018		
2. Lindsay Park a) Complete analysis of interim requirements for Sept 2018. b) Complete a space assessment for long term upgrade/addition requirements. Submit in Capital Plan.	Implement Interim Requirements for Sept 2018. Complete Long Term Space Study. Submit to MOE	Complete Interim Facility & Site Requirements		✓ Construction (If approved)	
3. Selkirk Secondary -Continue to submit PIR proposal to replace Selkirk Sec. for 450-500 capacity in Capital Plan. Note: PIR Update completed in 2015.	PDR Planning Completed 2015 & Submitted to MOE				✓ Construction (If approved)
NOTE: ALL CONSTRUCTION DATES ARE SUBJECT TO FUNDING.					

GOLDEN ZONE

Alexander Park Elementary School (K-3)

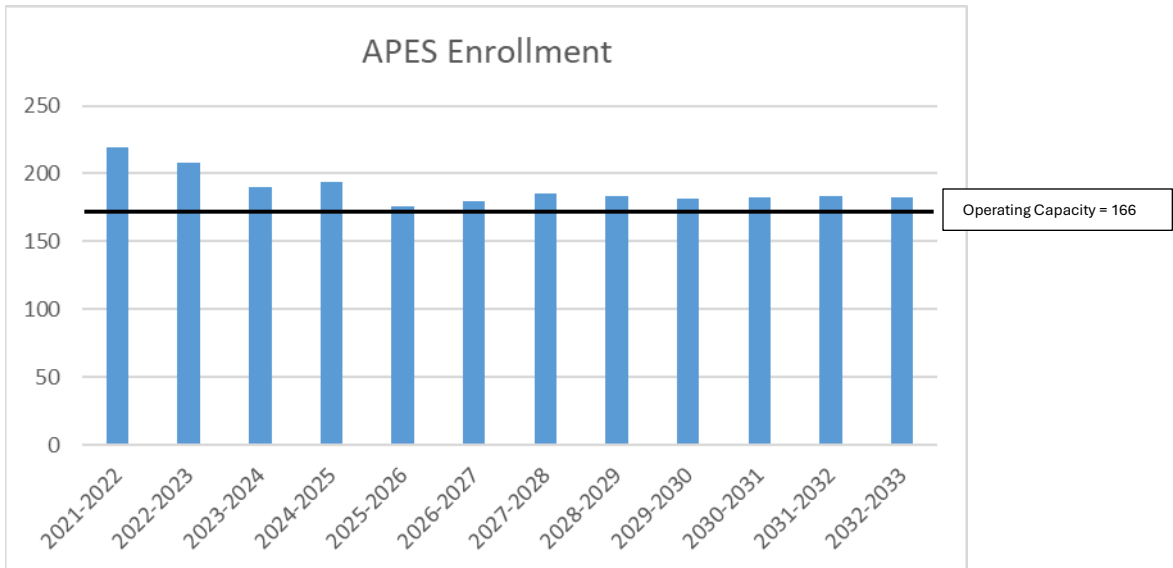
Student Enrolment Over Time



Number of Students Across All Grades 2023/24

Sub Population	K	1	2	3	Total
All Students	39	40	66	44	189
Diverse Needs	msk	msk	msk	msk	msk
Indigenous	msk	msk	15	msk	30

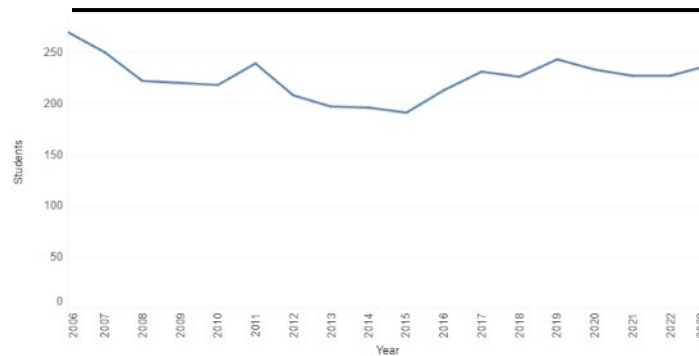
APES Enrollment



Operating Capacity = 166

Lady Grey Elementary School (4-7)

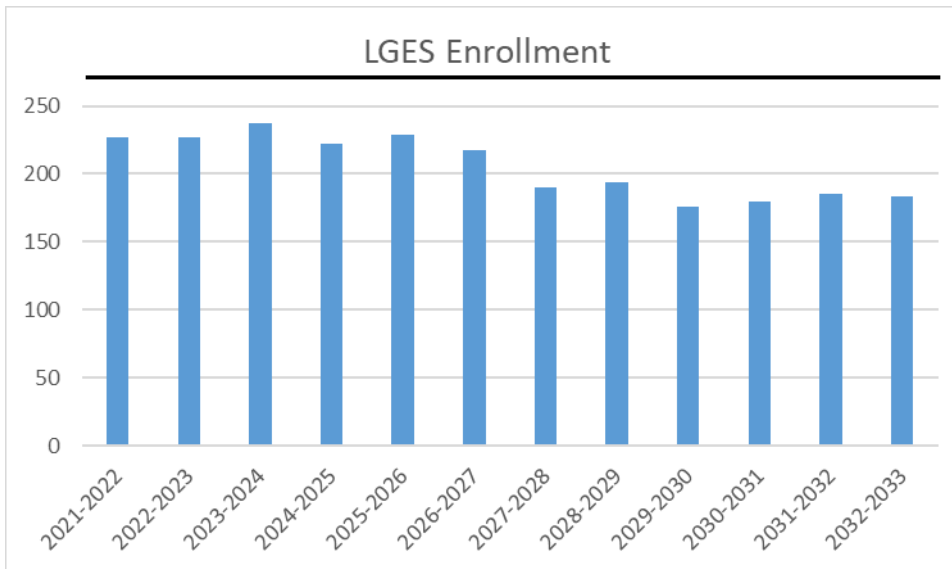
Student Enrolment Over Time



Number of Students Across All Grades 2023/24

Sub Population	4	5	6	7	Total
All Students	67	52	59	59	237
Diverse Needs	msk	msk	msk	msk	17
Indigenous	13	11	11	20	55

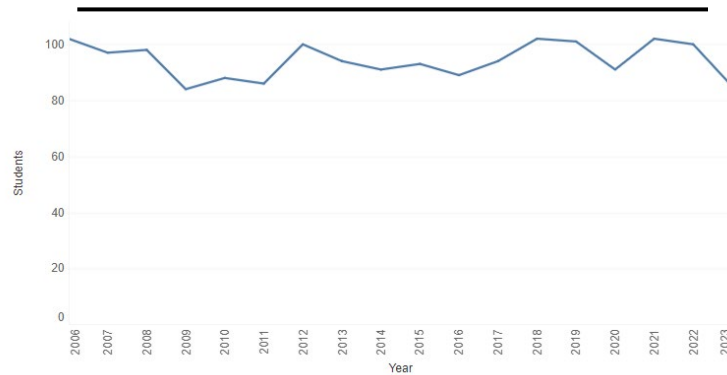
LGES Enrollment



Operating Capacity = 269

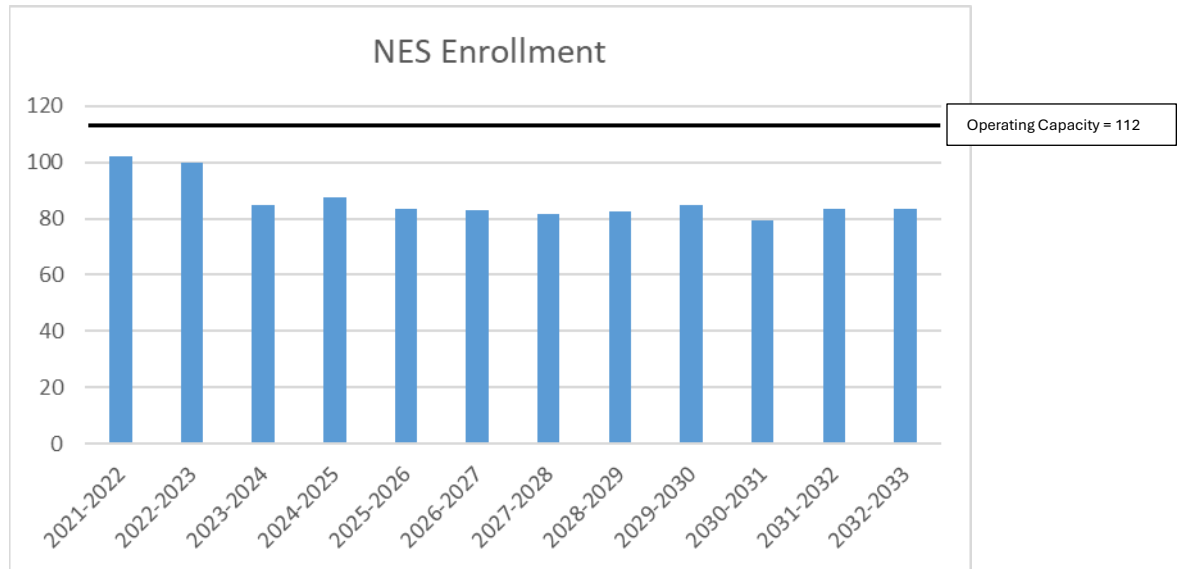
Nicholson Elementary School (K-7)

Student Enrolment Over Time



Number of Students Across All Grades 2023/24

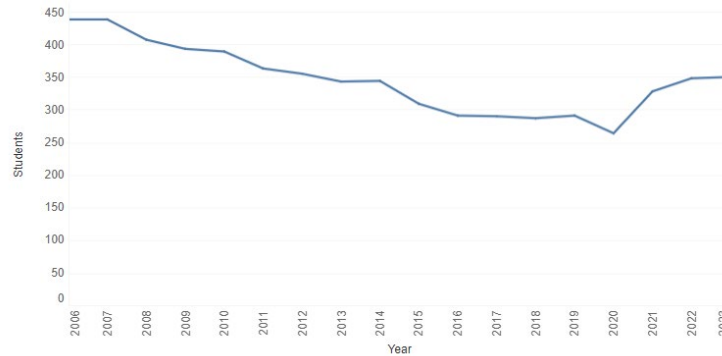
Sub Population	K	1	2	3	4	5	6	7	Total
All Students	msk	16	msk	msk	12	11	15	msk	85
Diverse Needs	msk	msk	msk	msk	msk	msk	msk	msk	msk
Indigenous	msk	msk	msk	msk	msk	msk	msk	msk	23



Operating Capacity = 112

Golden Secondary School (8-12)

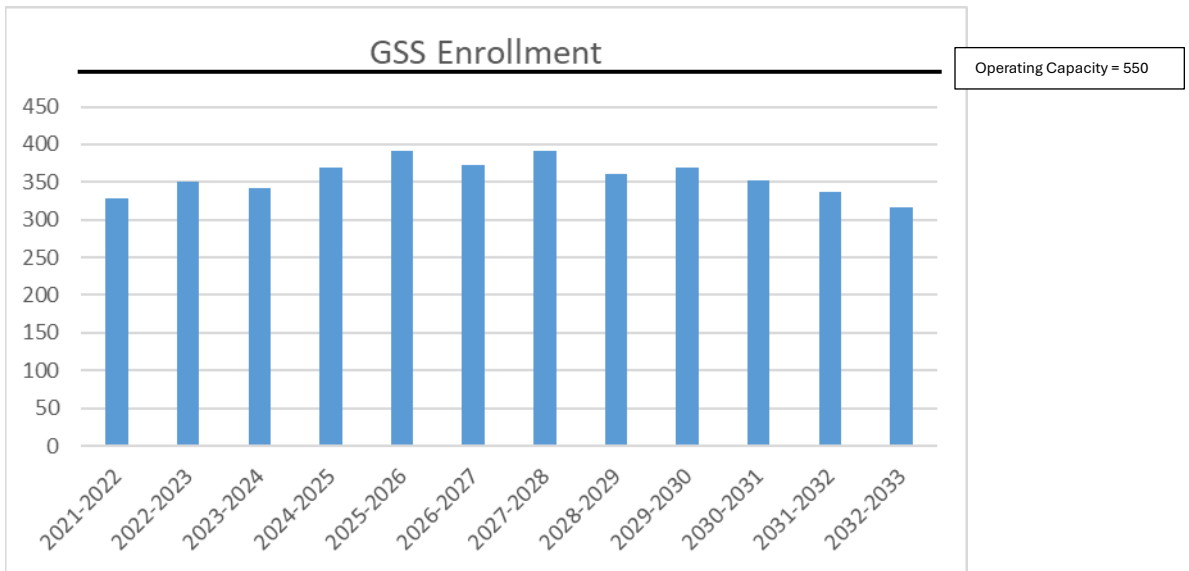
Student Enrolment Over Time



Number of Students Across All Grades 2023/24

Sub Population	8	9	10	11	12	Others	Total
All Students	83	60	82	56	52	17	350
Diverse Needs	11	msk	15	12	msk	msk	53
Indigenous	21	14	23	15	12	msk	85

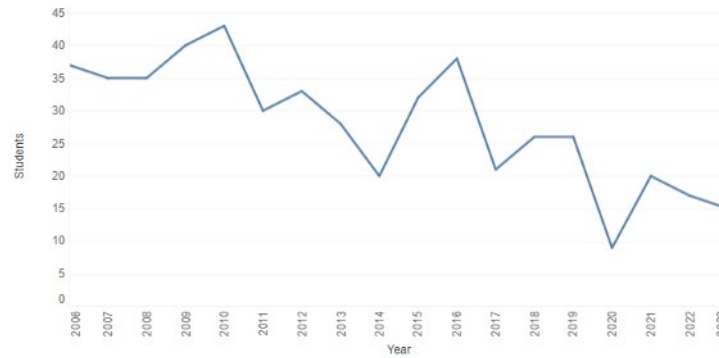
GSS Enrolment



Operating Capacity = 550

Golden Alternate School

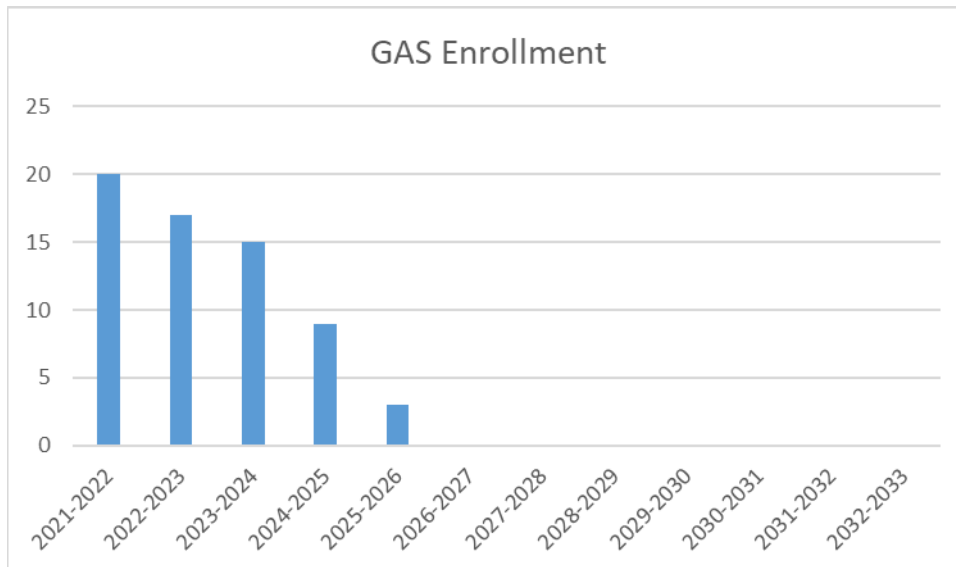
Student Enrolment Over Time



Number of Students Across All Grades 2023/24

Sub Population	10	11	12	Total
All Students	msk	msk	msk	15
Diverse Needs	msk	msk	msk	msk
Indigenous	msk	msk	msk	msk

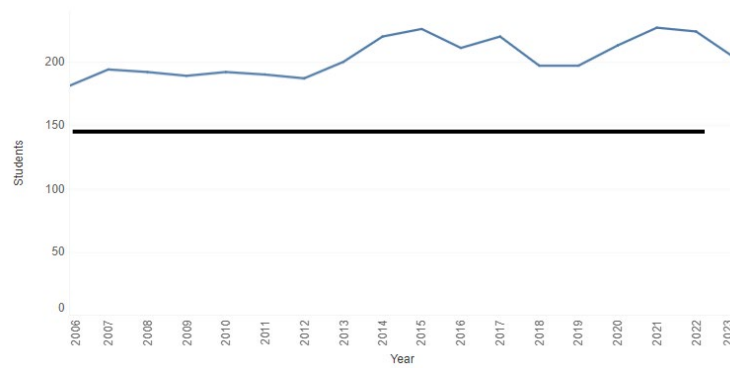
GAS Enrollment



WINDERMERE ZONE

Eileen Madson Primary School (K-3)

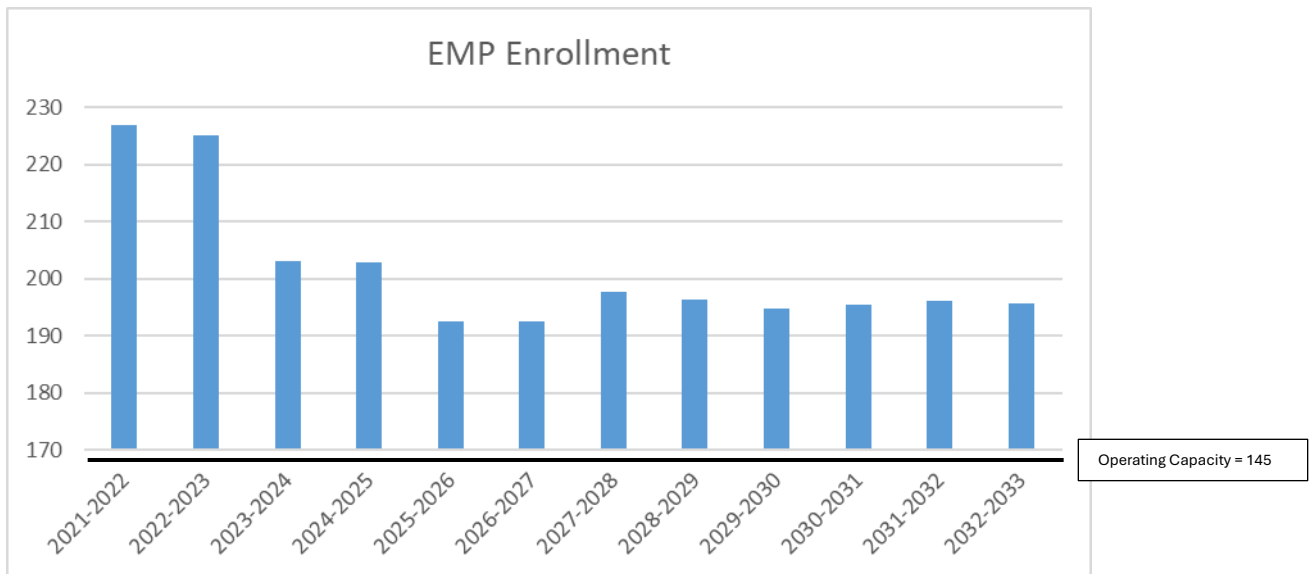
Student Enrolment Over Time



Number of Students Across All Grades 2023/24

Sub Population	K	1	2	3	Total
All Students	43	48	61	51	203
Diverse Needs	msk	msk	msk	msk	11
Indigenous	msk	msk	msk	12	31

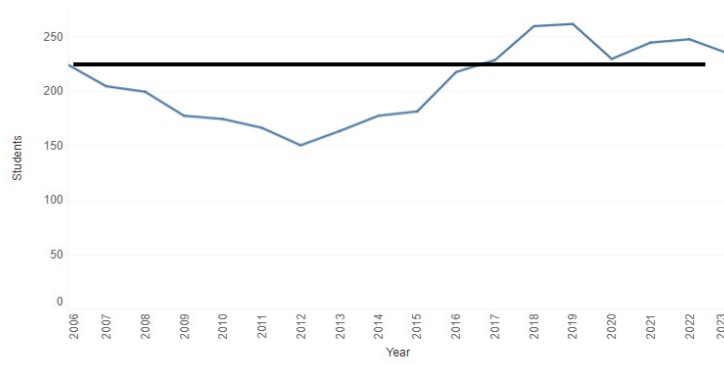
EMP Enrolment



Operating Capacity = 145

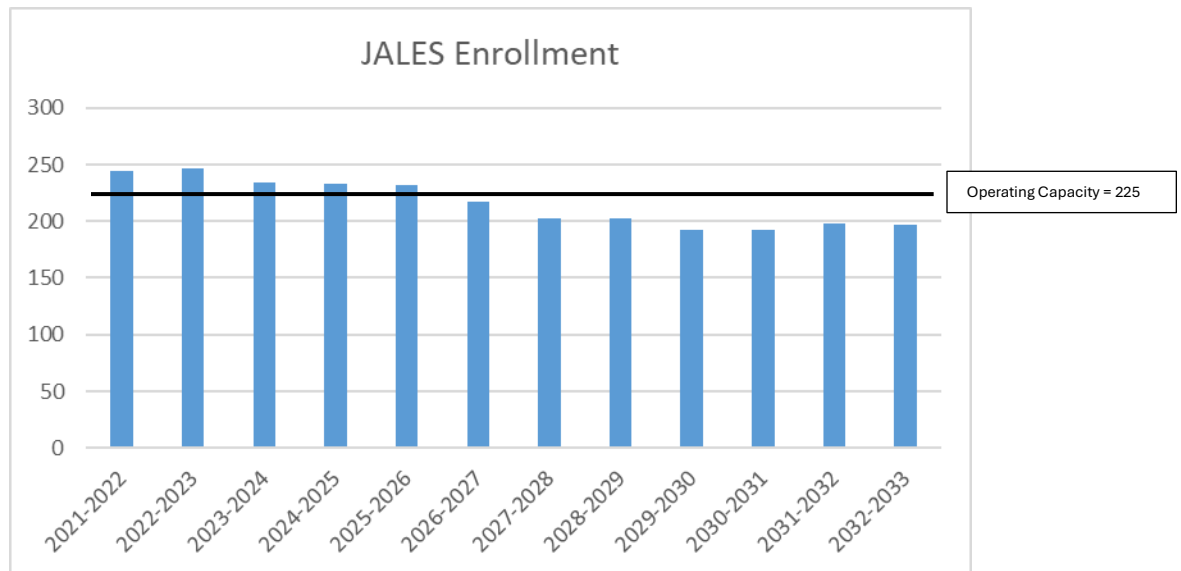
J Alfred Laird Elementary School (4-7)

Student Enrolment Over Time



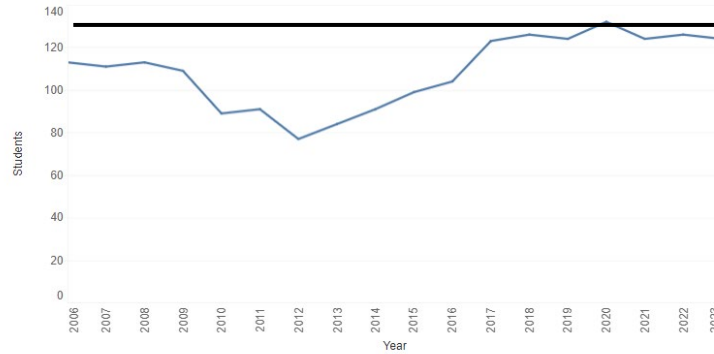
Number of Students Across All Grades 2023/24

Sub Population	4	5	6	7	Total
All Students	57	63	62	52	234
Diverse Needs	msk	10	msk	msk	29
Indigenous	13	12	13	10	48



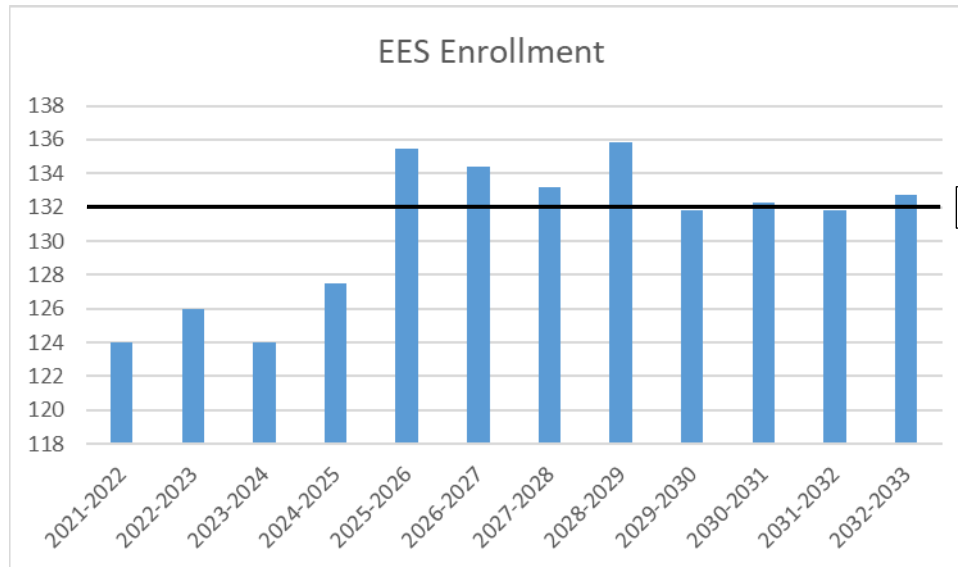
Edgewater Elementary School (K-7)

Student Enrolment Over Time



Number of Students Across All Grades 2023/24

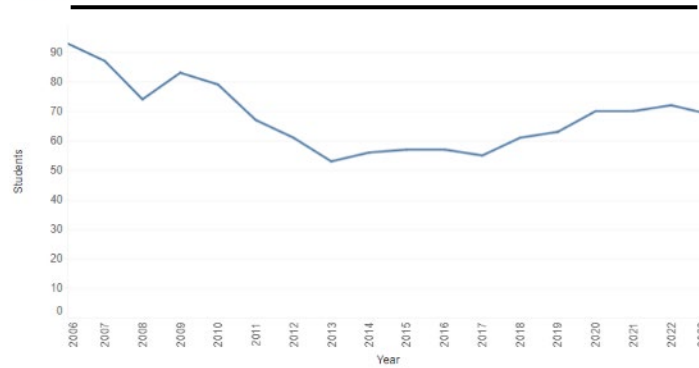
Sub Population	K	1	2	3	4	5	6	7	Total
All Students	17	16	21	14	18	18	msk	12	124
Diverse Needs	msk	msk	msk	msk	msk	msk	msk	msk	10
Indigenous	msk	msk	msk	msk	msk	msk	msk	msk	27



Operating Capacity = 132

Martin Morigeau Elementary School (K-7)

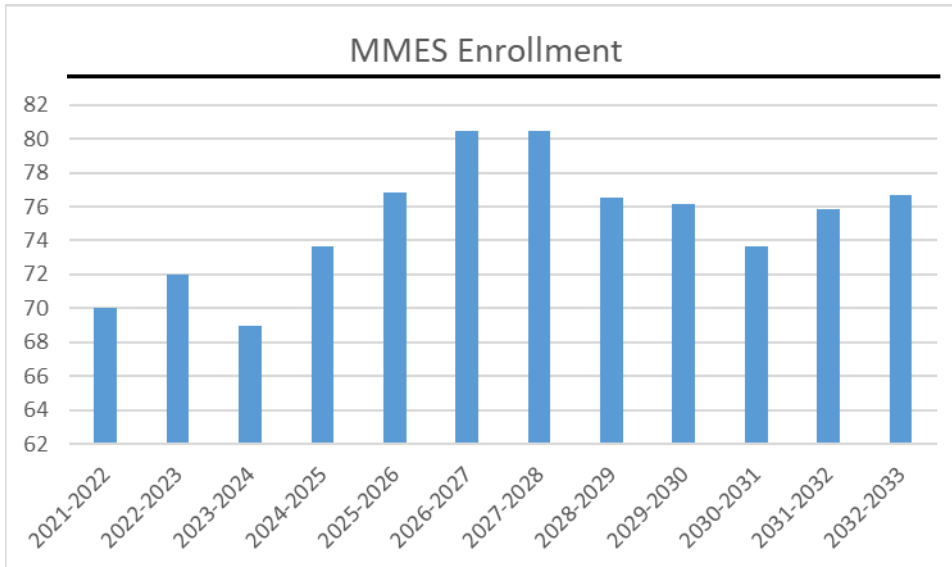
Student Enrolment Over Time



Number of Students Across All Grades 2023/24

Sub Population	K	1	2	3	4	5	6	7	Total
All Students	msk	12	10	14	10	msk	msk	msk	69
Diverse Needs	msk	msk	msk	msk	msk	msk	msk	msk	13
Indigenous	msk	msk	msk	msk	msk	msk	msk	msk	35

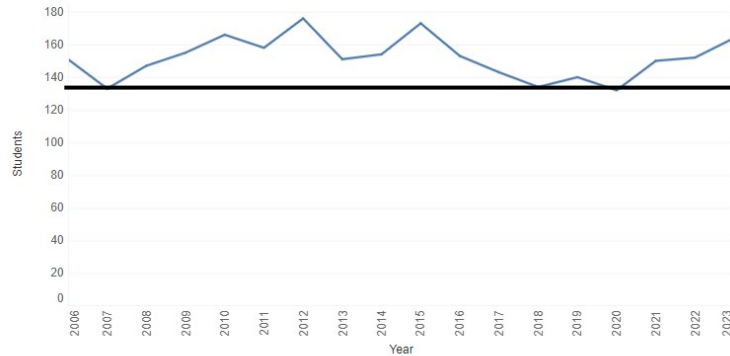
MMES Enrollment



Operating Capacity = 112

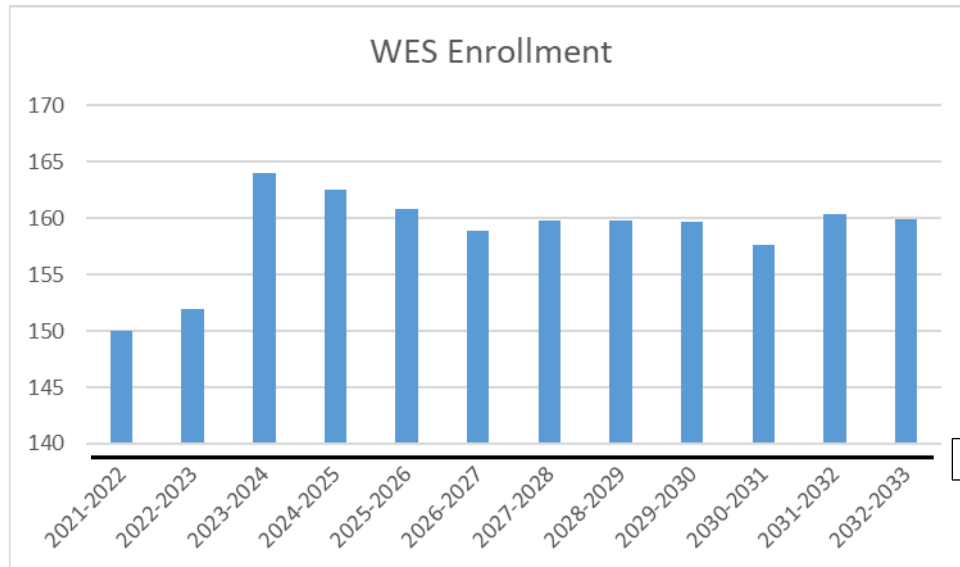
Windermere Elementary School (K-7)

Student Enrolment Over Time



Number of Students Across All Grades 2023/24

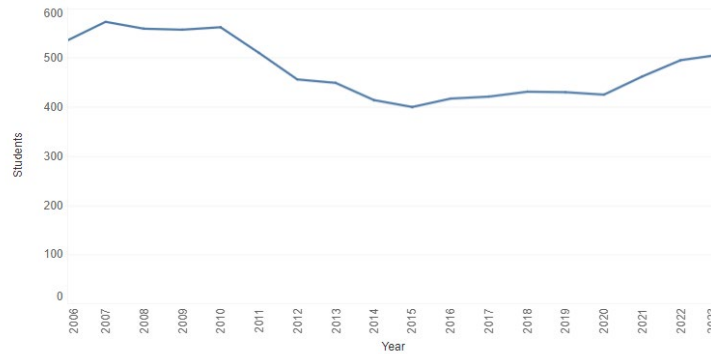
Sub Population	K	1	2	3	4	5	6	7	Total
All Students	17	22	20	20	19	22	22	22	164
Diverse Needs	msk	msk	msk	msk	msk	msk	msk	msk	15
Indigenous	msk	msk	msk	msk	msk	msk	msk	msk	33



Operating Capacity = 135

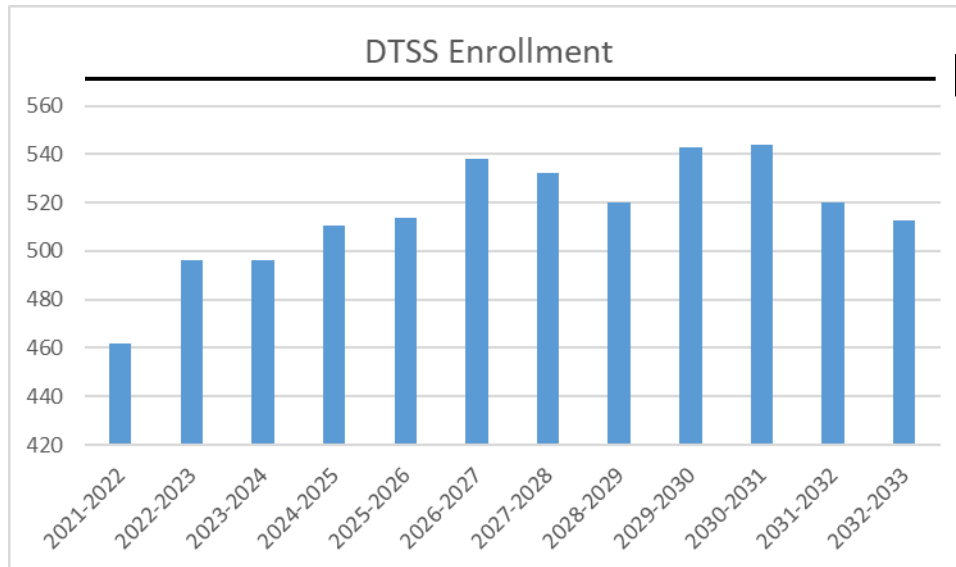
David Thompson Secondary School (8-12)

Student Enrolment Over Time



Number of Students Across All Grades 2023/24

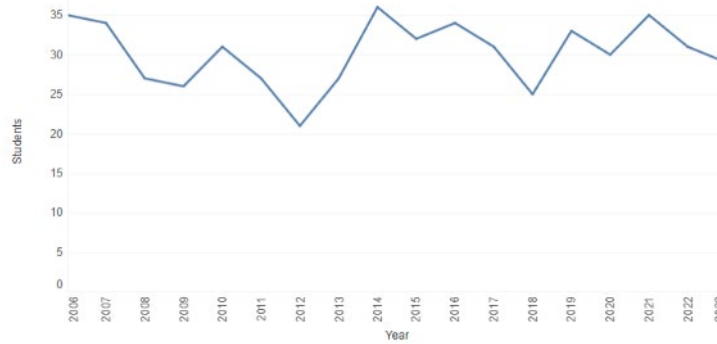
Sub Population	8	9	10	11	12	Others	Total
All Students	110	110	87	95	88	16	506
Diverse Needs	17	26	11	msk	11	msk	72
Indigenous	25	32	23	18	22	msk	120



Operating Capacity = 675

Open Doors Alternate Education

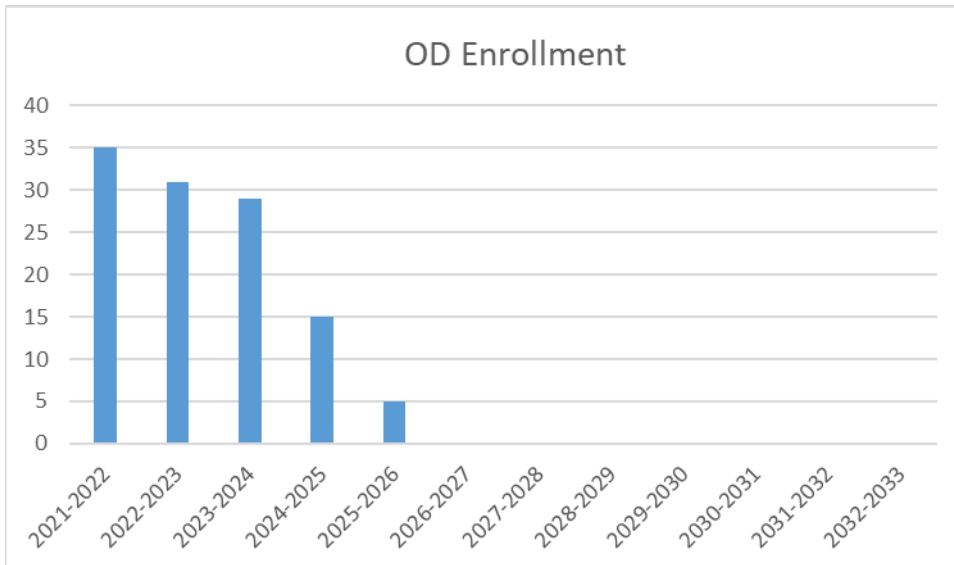
Student Enrolment Over Time



Number of Students Across All Grades 2023/24

Sub Population	10	11	12	Total
All Students	msk	10	14	29
Diverse Needs	msk	msk	msk	15
Indigenous	msk	msk	msk	12

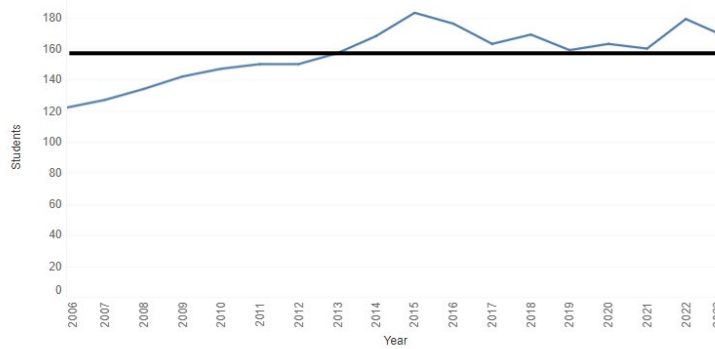
OD Enrollment



KIMBERLEY ZONE

Lindsay Park Elementary School (K-3)

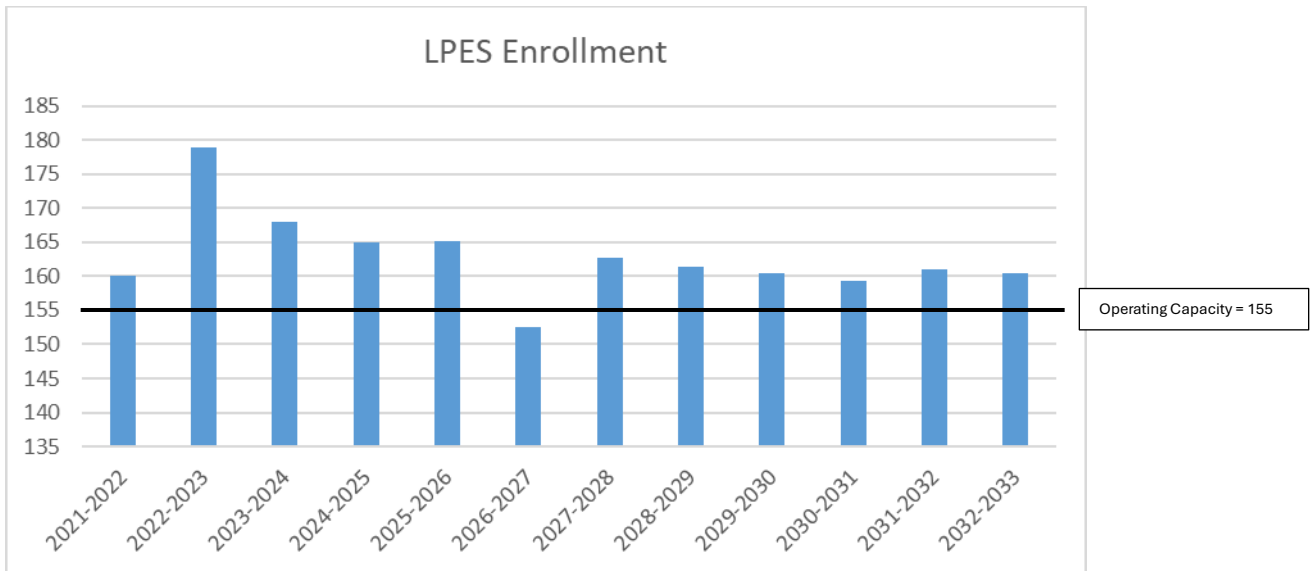
Student Enrolment Over Time



Number of Students Across All Grades 2023/24

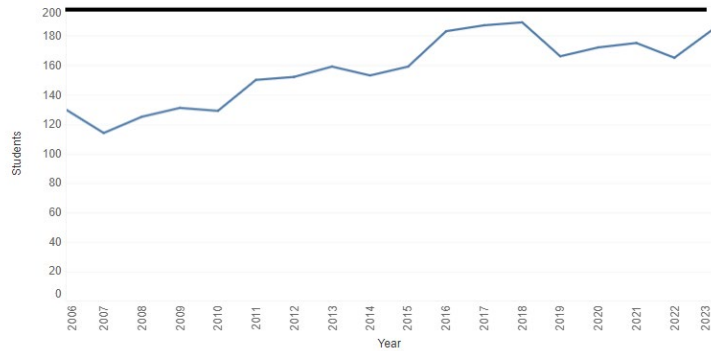
Sub Population	K	1	2	3	Total
All Students	28	54	41	45	168
Diverse Needs	msk	msk	msk	msk	msk
Indigenous	msk	msk	msk	msk	20

LPES Enrolment



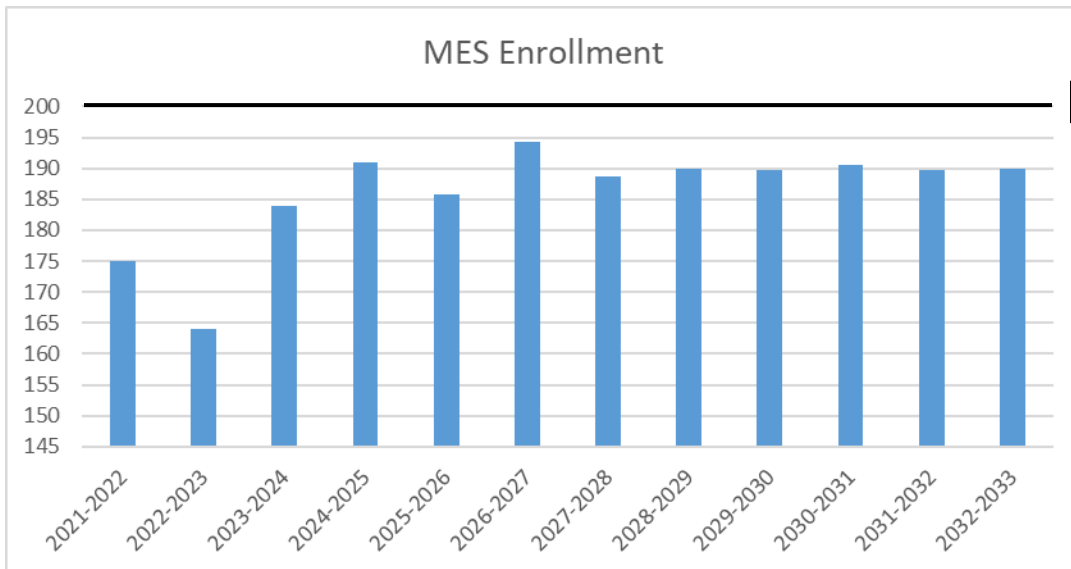
Marysville Elementary School (K-3)

Student Enrolment Over Time



Number of Students Across All Grades 2023/24

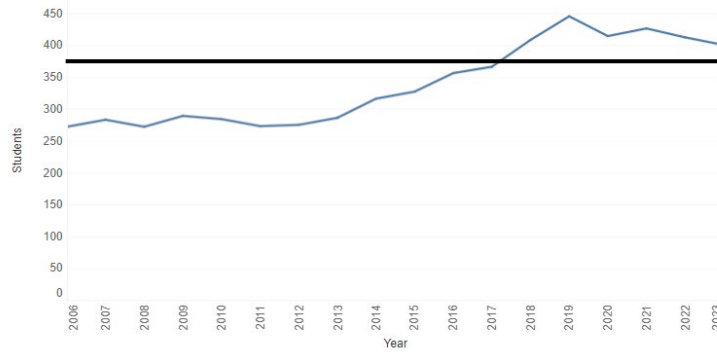
Sub Population	K	1	2	3	Total
All Students	54	38	53	39	184
Diverse Needs	msk	msk	msk	msk	13
Indigenous	11	msk	13	10	43



Operating Capacity = 200

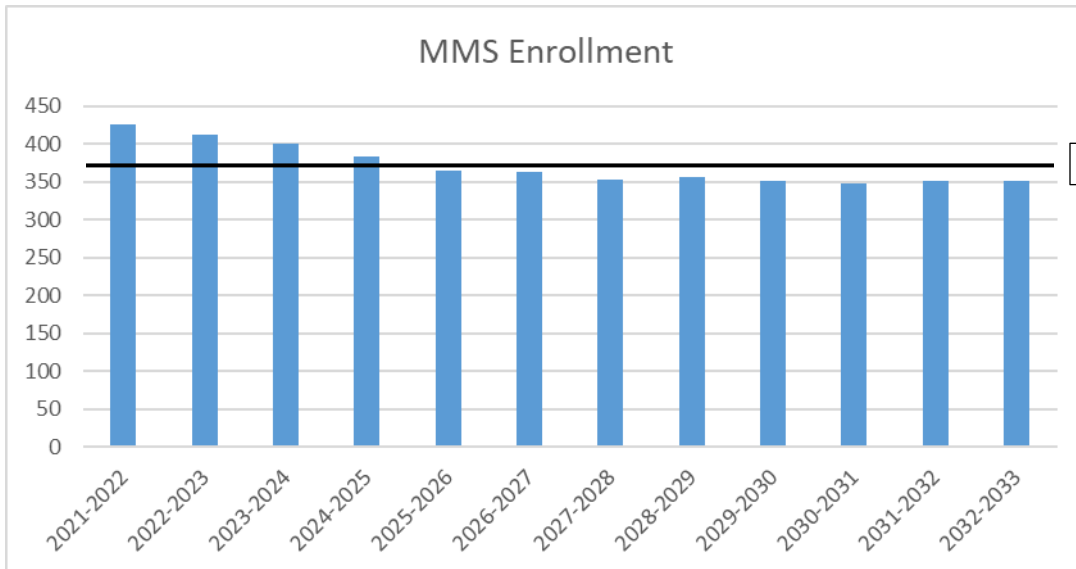
McKim Middle School (4-7)

Student Enrolment Over Time



Number of Students Across All Grades 2023/24

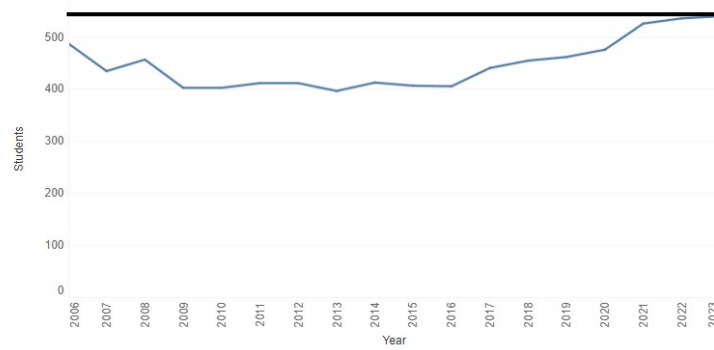
Sub Population	4	5	6	7	Total
All Students	93	94	112	101	400
Diverse Needs	msk	17	11	13	46
Indigenous	22	26	21	21	90



Operating Capacity = 373

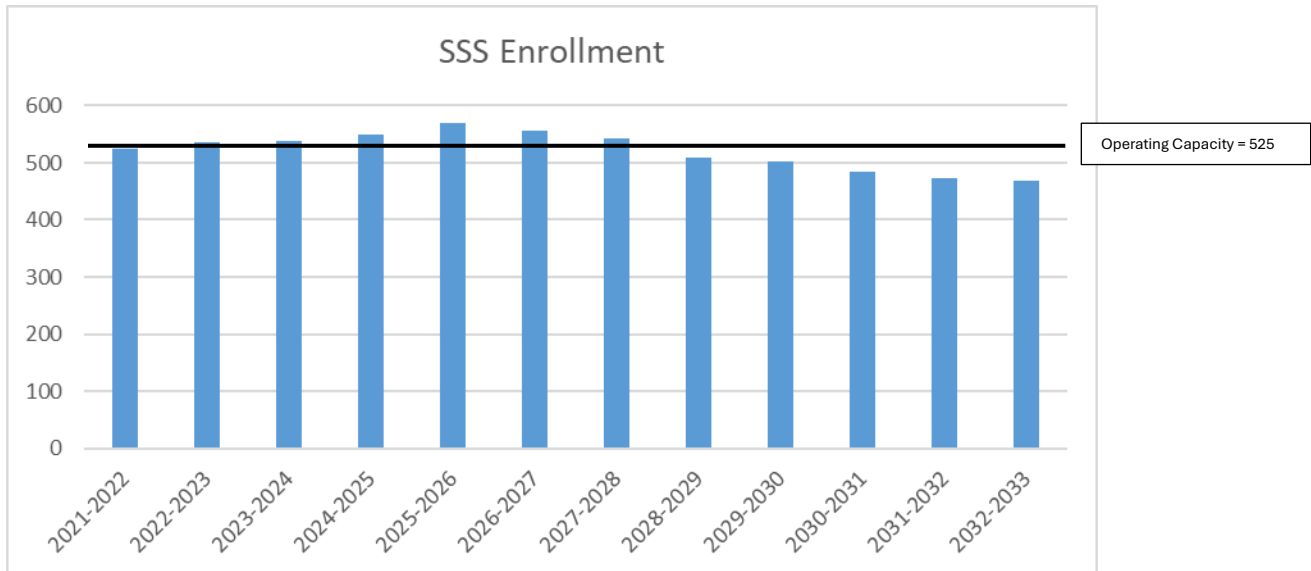
Selkirk Secondary School (8-12)

Student Enrolment Over Time



Number of Students Across All Grades 2023/24

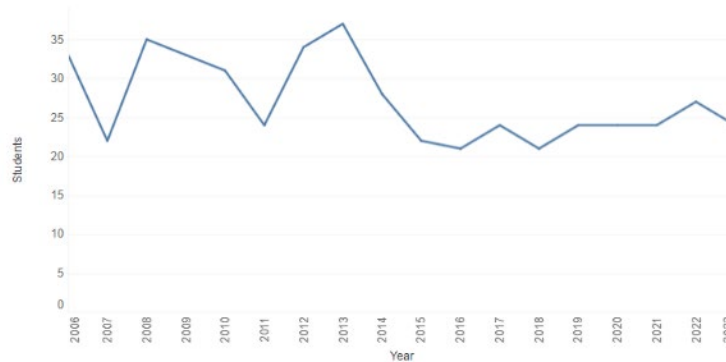
Sub Population	8	9	10	11	12	Others	Total
All Students	117	108	103	91	92	28	539
Diverse Needs	14	15	16	16	25	msk	86
Indigenous	26	21	22	18	21	msk	108



Operating Capacity = 525

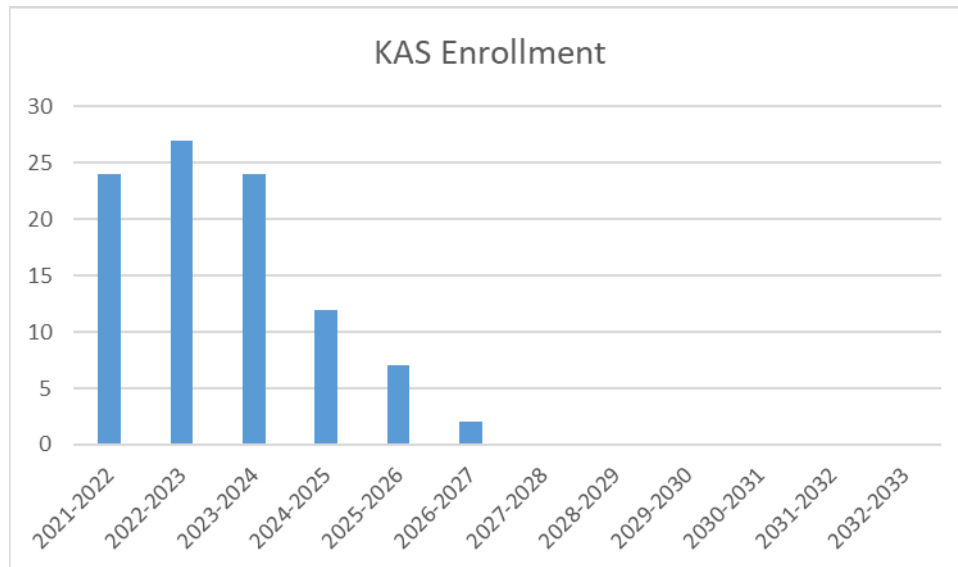
Kimberley Alternate School (8-12)

Student Enrolment Over Time



Number of Students Across All Grades 2023/24

Sub Population	9	10	11	12	Total
All Students	msk	msk	msk	12	24
Diverse Needs	msk	msk	msk	msk	19
Indigenous	msk	msk	msk	msk	msk





Asset Detail Report

By Asset Name

School District: Rocky Mountain
Facility: Alexander Park Elementary

Asset: Alexander Park Elementary
Asset Number: 100668

Assets are ordered by Asset Name

Currency: CAD

Statistics

FCI Cost:	3,676,546	FCI:	0.53
RI Cost:	4,071,935	RI:	0.58
Total Requirements Cost:	4,071,933		
Current Replacement Value:	6,965,879	Date of most Recent Assessment:	May 30, 2019

Type	Building	Construction Type	Wood Frame
Area	2,817 SM	Historical Category	Unknown
Use	Elementary School	City	Golden
Floors	1	State/Province/Region	CANADA
Address 1	1000 14th Avenue South	Zip/Postal Code	VOA 1H0
Address 2	-	Architect	-
Year Constructed	1963	Commission Date	-
Year Renovated	-	Decommission Date	-
Ownership	School District Owned		

Architectural Inspector: David Greeley P. Eng

Inspection Date: 30, May 2019

Photo



Signature - Exterior Elevation Alexander Park Elementary School

Asset Description

ALEXANDER PARK ELEMENTARY SCHOOL; ASSET NUMBER 100668

Asset Detail Report

By Asset Name

School District: Rocky Mountain
Facility: David Thompson Secondary

Asset: David Thompson Secondary
Asset Number: 120015

Assets are ordered by Asset Name

Currency: CAD

Statistics

FCI Cost:	12,624,986	FCI:	0.64
RI Cost:	12,776,279	RI:	0.64
Total Requirements Cost:	12,776,279		
Current Replacement Value:	19,826,028	Date of most Recent Assessment:	May 30, 2019

Type	Building	Construction Type	Multiple Types
Area	7,894 SM	Historical Category	
Use	Secondary School	City	Invermere
Floors	1	State/Province/Region	CANADA
Address 1	1535 14th Street	Zip/Postal Code	V0A 1K0
Address 2	-	Architect	-
Year Constructed	1994	Commission Date	-
Year Renovated	-	Decommission Date	-
Ownership	School District Owned		

Architectural Inspector: David Greeley P. Eng

Inspection Date: 30, May 2019

Photo



Signature - Exterior Elevation David Thompson Secondary School

Asset Description

DAVID THOMPSON SECONDARY SCHOOL; ASSET NUMBER 120015

Asset Detail Report

By Asset Name

School District: Rocky Mountain
Facility: Edgewater Elementary

Asset: Edgewater Elementary
Asset Number: 100181

Assets are ordered by Asset Name

Currency: CAD

Statistics

FCI Cost:	2,790,564	FCI:	0.85
RI Cost:	2,905,706	RI:	0.88
Total Requirements Cost:	2,905,705		
Current Replacement Value:	3,298,549	Date of most Recent Assessment:	May 30, 2019

Type	Building	Construction Type	Multiple Types
Area	1,462 SM	Historical Category	Unknown
Use	Elementary School	City	Edgewater
Floors	1	State/Province/Region	CANADA
Address 1	5813 Sinclair Street	Zip/Postal Code	VOA 1E0
Address 2	-	Architect	-
Year Constructed	1957	Commission Date	-
Year Renovated	-	Decommission Date	-
Ownership	School District Owned		

Architectural Inspector: David Greeley P. Eng

Inspection Date: 30, May 2019

Photo



Signature - Exterior Elevation Edgewater Elementary School

Asset Description

EDGEWATER ELEMENTARY SCHOOL, ASSET NUMBER 100181

Asset Detail Report

By Asset Name

School District: Rocky Mountain
Facility: Eileen Madson Primary

Asset: Eileen Madson Primary
Asset Number: 100197

Assets are ordered by Asset Name

Currency: CAD

Statistics

FCI Cost:	3,118,160	FCI:	0.82
RI Cost:	3,247,906	RI:	0.86
Total Requirements Cost:	3,247,910		
Current Replacement Value:	3,785,413	Date of most Recent Assessment:	May 30, 2019

Type	Building	Construction Type	Concrete Block
Area	1,646 SM	Historical Category	Unknown
Use	Elementary School	City	Invermere
Floors	1	State/Province/Region	CANADA
Address 1	2001 15th Avenue	Zip/Postal Code	V0A 1K0
Address 2	-	Architect	-
Year Constructed	1982	Commission Date	-
Year Renovated	-	Decommission Date	-
Ownership	School District Owned		

Architectural Inspector: David Greeley P. Eng

Inspection Date: 30, May 2019

Photo



Signature - Exterior Elevation Eileen Madson Primary School

Asset Description

EILEEN MADSON PRIMARY SCHOOL; ASSET NUMBER 100197

Asset Detail Report

By Asset Name

School District: Rocky Mountain
Facility: Golden Secondary

Asset: Golden Secondary
Asset Number: 100658

Assets are ordered by Asset Name

Currency: CAD

Statistics

FCI Cost:	9,738,631	FCI:	0.59
RI Cost:	10,054,991	RI:	0.61
Total Requirements Cost:	10,054,990		
Current Replacement Value:	16,570,123	Date of most Recent Assessment:	May 30, 2019

Type	Building	Construction Type	Concrete Block
Area	7,128 SM	Historical Category	
Use	Secondary School	City	Golden
Floors	2	State/Province/Region	CANADA
Address 1	1500-9th Street South	Zip/Postal Code	VOA 1H0
Address 2	-	Architect	-
Year Constructed	1991	Commission Date	-
Year Renovated	-	Decommission Date	-
Ownership	School District Owned		

Architectural Inspector: David Greeley P. Eng

Inspection Date: 30, May 2019

Photo



Signature - Exterior Elevation Golden Secondary School

Asset Description

GOLDEN SECONDARY SCHOOL, ASSET NUMBER 100658

Asset Detail Report

By Asset Name

School District: Rocky Mountain
Facility: J. Alfred Laird Elementary

Asset: J. Alfred Laird Elementary
Asset Number: 100188

Assets are ordered by Asset Name

Currency: CAD

Statistics

FCI Cost:	3,270,224	FCI:	0.57
RI Cost:	3,673,475	RI:	0.64
Total Requirements Cost:	3,673,477		
Current Replacement Value:	5,704,221	Date of most Recent Assessment:	May 30, 2019

Type	Building	Construction Type	Multiple Types
Area	2,289 SM	Historical Category	
Use	Elementary School	City	Invermere
Floors	1	State/Province/Region	CANADA
Address 1	1202 13th Avenue	Zip/Postal Code	VOA 1K0
Address 2	-	Architect	-
Year Constructed	1964	Commission Date	-
Year Renovated	-	Decommission Date	-
Ownership	School District Owned		

Architectural Inspector: David Greeley P. Eng

Inspection Date: 30, May 2019

Photo



Signature - Exterior Elevation J. Alfred Laird Elementary School

Asset Description

J. ALFRED LAIRD ELEMENTARY SCHOOL; ASSET NUMBER 100188

Asset Detail Report

By Asset Name

School District: Rocky Mountain
Facility: Lady Grey Elementary

Asset: Lady Grey Elementary
Asset Number: 100657

Assets are ordered by Asset Name

Currency: CAD

Statistics

FCI Cost:	3,325,247	FCI:	0.53
RI Cost:	4,261,205	RI:	0.68
Total Requirements Cost:	4,261,206		
Current Replacement Value:	6,249,573	Date of most Recent Assessment:	May 30, 2019

Type	Building	Construction Type	Multiple Types
Area	2,775 SM	Historical Category	
Use	Elementary School	City	Golden
Floors	1	State/Province/Region	CANADA
Address 1	BOX 899	Zip/Postal Code	V0A 1H0
Address 2	620 9th Street South	Architect	-
Year Constructed	1956	Commission Date	-
Year Renovated	-	Decommission Date	-
Ownership	School District Owned		

Architectural Inspector: David Greeley P. Eng

Inspection Date: 30, May 2019

Photo



Signature - Exterior Elevation Lady Grey Elementary

Asset Description

LADY GREY ELEMENTARY SCHOOL, ASSET NUMBER 100657

Asset Detail Report

By Asset Name

School District: Rocky Mountain
Facility: Lindsay Park Elementary

Asset: Lindsay Park Elementary
Asset Number: 100144

Assets are ordered by Asset Name

Currency: CAD

Statistics

FCI Cost:	2,537,979	FCI:	0.62
RI Cost:	2,835,036	RI:	0.69
Total Requirements Cost:	2,835,042		
Current Replacement Value:	4,119,086	Date of most Recent Assessment:	May 30, 2019

Type	Building	Construction Type	Multiple Types
Area	1,669 SM	Historical Category	
Use	Elementary School	City	Kimberley
Floors	1	State/Province/Region	CANADA
Address 1	602 Salmo Street	Zip/Postal Code	V1A 2M8
Address 2	-	Architect	-
Year Constructed	1953	Commission Date	-
Year Renovated	2002	Decommission Date	-
Ownership	School District Owned		

Architectural Inspector: David Greeley P. Eng

Inspection Date: 30, May 2019

Photo



Signature - Exterior Elevation Lindsay Park Elementary School

Asset Description

LINDSAY PARK ELEMENTARY SCHOOL; ASSET NUMBER 100144

Asset Detail Report

By Asset Name

School District: Rocky Mountain
Facility: Marysville Elementary

Asset: Marysville Elementary
Asset Number: 100139

Assets are ordered by Asset Name

Currency: CAD

Statistics

FCI Cost:	4,343,574	FCI:	0.86
RI Cost:	4,895,923	RI:	0.97
Total Requirements Cost:	4,895,929		
Current Replacement Value:	5,060,911	Date of most Recent Assessment:	May 30, 2019

Type	Building	Construction Type	Wood Frame
Area	2,199 SM	Historical Category	
Use	Elementary School	City	Marysville
Floors	1	State/Province/Region	CANADA
Address 1	546-309th Avenue	Zip/Postal Code	V0B 1S0
Address 2	-	Architect	-
Year Constructed	1950	Commission Date	-
Year Renovated	-	Decommission Date	-
Ownership	School District Owned		

Architectural Inspector: David Greeley P. Eng

Inspection Date: 30, May 2019

Photo



Signature - Exterior Elevation Marysville Elementary

Asset Description

MARYSVILLE ELEMENTARY SCHOOL; ASSET NUMBER 100139

Asset Detail Report

By Asset Name

School District: Rocky Mountain **Asset:** Martin Morigeau Elementary
Facility: Martin Morigeau Elementary **Asset Number:** 100195

Assets are ordered by Asset Name Currency: CAD

Statistics

FCI Cost:	1,673,335	FCI:	0.71
RI Cost:	1,870,135	RI:	0.79
Total Requirements Cost:	1,870,136		
Current Replacement Value:	2,353,648	Date of most Recent Assessment:	May 30, 2019

Type	Building	Construction Type	Wood Frame
Area	1,237 SM	Historical Category	
Use	Elementary School	City	Canal Flats
Floors	1	State/Province/Region	CANADA
Address 1	4891 Beatty Avenue	Zip/Postal Code	V0B 1B0
Address 2	-	Architect	-
Year Constructed	1974	Commission Date	-
Year Renovated	-	Decommission Date	-
Ownership	School District Owned		

Architectural Inspector: David Greeley P. Eng **Inspection Date:** 30, May 2019

Photo



Signature - Exterior Elevation Martin Morigeau Elementary School

Asset Description

MARTIN MORIGEAU ELEMENTARY, ASSET NUMBER 100195

Asset Detail Report

By Asset Name

School District: Rocky Mountain
Facility: McKim Middle

Asset: McKim Middle
Asset Number: 100135

Assets are ordered by Asset Name

Currency: CAD

Statistics

FCI Cost:	5,015,844	FCI:	0.42
RI Cost:	5,197,345	RI:	0.44
Total Requirements Cost:	5,197,346		
Current Replacement Value:	11,848,908	Date of most Recent Assessment:	May 30, 2019

Type	Building	Construction Type	Multiple Types
Area	4,143 SM	Historical Category	
Use	Senior Middle School	City	Kimberley
Floors	2	State/Province/Region	CANADA
Address 1	689 Rotary Drive	Zip/Postal Code	V1A 1E4
Address 2	-	Architect	-
Year Constructed	1988	Commission Date	-
Year Renovated	2002	Decommission Date	-
Ownership	School District Owned		

Architectural Inspector: David Greeley P. Eng

Inspection Date: 30, May 2019

Photo



Signature - Exterior Elevation McKim Middle School

Asset Description

MCKIM MIDDLE SCHOOL; ASSET NUMBER 100135

Asset Detail Report

By Asset Name

School District: Rocky Mountain
Facility: Nicholson Elementary

Asset: Nicholson Elementary
Asset Number: 100660

Assets are ordered by Asset Name

Currency: CAD

Statistics

FCI Cost:	1,446,166	FCI:	0.49
RI Cost:	1,692,141	RI:	0.57
Total Requirements Cost:	1,692,139		
Current Replacement Value:	2,955,562	Date of most Recent Assessment:	May 30, 2019

Type	Building	Construction Type	Wood Frame
Area	1,282 SM	Historical Category	
Use	Elementary School	City	Golden
Floors	1	State/Province/Region	CANADA
Address 1	737 Nicholson Frontage Rd.	Zip/Postal Code	V0A 1H0
Address 2	-	Architect	-
Year Constructed	1962	Commission Date	-
Year Renovated	-	Decommission Date	-
Ownership	School District Owned		

Architectural Inspector: David Greeley P. Eng

Inspection Date: 30, May 2019

Photo



Signature - Exterior Elevation Nicholson Elementary

Asset Description

NICHOLSON ELEMENTARY, ASSET NUMBER 100660

Asset Detail Report

By Asset Name

School District: Rocky Mountain
Facility: Selkirk Secondary

Asset: Selkirk Secondary
Asset Number: 100147

Assets are ordered by Asset Name

Currency: CAD

Statistics

FCI Cost:	13,775,710	FCI:	0.66
RI Cost:	14,689,738	RI:	0.71
Total Requirements Cost:	14,689,737		
Current Replacement Value:	20,773,404	Date of most Recent Assessment:	May 30, 2019

Type	Building	Construction Type	Multiple Types
Area	7,715 SM	Historical Category	
Use	Secondary School	City	Kimberley
Floors	2	State/Province/Region	CANADA
Address 1	405 Halpin Street	Zip/Postal Code	V1A 2H1
Address 2	-	Architect	-
Year Constructed	1957	Commission Date	-
Year Renovated	1973	Decommission Date	-
Ownership	School District Owned		

Architectural Inspector: David Greeley P. Eng

Inspection Date: 30, May 2019

Photo



Signature - Exterior Elevation Selkirk Secondary School

Asset Description

SELKIRK SECONDARY SCHOOL, ASSET 100147

Asset Detail Report

By Asset Name

School District: Rocky Mountain
Facility: Windermere Elementary

Asset: Windermere Elementary
Asset Number: 100175

Assets are ordered by Asset Name

Currency: CAD

Statistics

FCI Cost:	2,258,268	FCI:	0.53
RI Cost:	2,560,591	RI:	0.61
Total Requirements Cost:	2,560,588		
Current Replacement Value:	4,225,702	Date of most Recent Assessment:	May 30, 2019

Type	Building	Construction Type	Multiple Types
Area	1,536 SM	Historical Category	
Use	Elementary School	City	Windermere
Floors	1	State/Province/Region	CANADA
Address 1	4747 Government Street	Zip/Postal Code	V0B 2L0
Address 2	-	Architect	-
Year Constructed	1950	Commission Date	-
Year Renovated	-	Decommission Date	-
Ownership	School District Owned		

Architectural Inspector: Ian Tingley

Inspection Date: 15, May 2014

Photo



Signature - Exterior Elevation Windermere Elementary School

Asset Description

WINDERMERE ELEMENTARY SCHOOL; ASSET NUMBER 100175

Asset Detail Report

By Asset Name

School District: Rocky Mountain
Facility: Golden Alternate

Asset: Golden Alternate
Asset Number: 120057

Assets are ordered by Asset Name

Currency: CAD

Statistics

FCI Cost:	535,718	FCI:	0.37
RI Cost:	581,001	RI:	0.41
Total Requirements Cost:	581,002		
Current Replacement Value:	1,431,694	Date of most Recent Assessment:	May 30, 2019

Type	Building	Construction Type	Concrete Block
Area	603 SM	Historical Category	Unknown
Use	Learning Centres	City	Golden
Floors	1	State/Province/Region	CANADA
Address 1	902-9th Street	Zip/Postal Code	V0A 1H0
Address 2	-	Architect	-
Year Constructed	1977	Commission Date	-
Year Renovated	2014	Decommission Date	-
Ownership	School District Owned		

Architectural Inspector: David Greeley P. Eng

Inspection Date: 30, May 2019

Photo



Signature - Exterior Elevation Golden Alternate School

Asset Description

GOLDEN ALTERNATE SCHOOL- ASSET NUMBER: 120057

Asset Detail Report

By Asset Name

School District: Rocky Mountain **Asset:** Open Doors Alternate Education
Facility: Open Doors Alternate Education **Asset Number:** 100201

Assets are ordered by Asset Name Currency: CAD

Statistics

FCI Cost:	359,787	FCI:	0.34
RI Cost:	551,414	RI:	0.52
Total Requirements Cost:	551,414		
Current Replacement Value:	1,067,781	Date of most Recent Assessment:	May 30, 2019

Type	Building	Construction Type	Wood Frame
Area	472 SM	Historical Category	Unknown
Use	Learning Centres	City	Invermere
Floors	2	State/Province/Region	CANADA
Address 1	214 7th Avenue	Zip/Postal Code	V0A 1K0
Address 2	-	Architect	-
Year Constructed	1967	Commission Date	-
Year Renovated	2002	Decommission Date	-
Ownership	School District Owned		

Architectural Inspector: David Greeley P. Eng **Inspection Date:** 30, May 2019

Photo



Signature - Exterior View Open Doors Alternate Education

Asset Description

OPEN DOORS ALTERNATE EDUCATION, ASSET NUMBER 99127

Asset Detail Report

By Asset Name

School District: Rocky Mountain
Facility: Kimberley Alternate

Asset: Alternate School Kimberley
Asset Number: 120009

Assets are ordered by Asset Name

Currency: CAD

Statistics

FCI Cost:	610,961	FCI:	0.56
RI Cost:	610,961	RI:	0.56
Total Requirements Cost:	610,961		
Current Replacement Value:	1,099,902	Date of most Recent Assessment:	May 30, 2019

Type	Building	Construction Type	Wood Frame
Area	465 SM	Historical Category	
Use	Learning Centres	City	Kimberley
Floors	1	State/Province/Region	CANADA
Address 1	570 Mark Street	Zip/Postal Code	V1A 2Y5
Address 2	PO Box 70	Architect	-
Year Constructed	1997	Commission Date	-
Year Renovated	-	Decommission Date	-
Ownership	School District Owned		

Architectural Inspector: David Greeley P. Eng

Inspection Date: 30, May 2019

Photo



Signature - Rear Exterior Elevation Alternate School Kimberley

Asset Description

ALTERNATE SCHOOL KIMBERLEY; ASSET NUMBER 120009

Asset Detail Report

By Asset Name

School District: Rocky Mountain **Asset:** Golden Zone Office/Maintenance
Facility: Golden Zone Office/Maintenance **Asset Number:** 100679

Assets are ordered by Asset Name Currency: CAD

Statistics

FCI Cost:	701,127	FCI:	0.65
RI Cost:	797,986	RI:	0.74
Total Requirements Cost:	797,986		
Current Replacement Value:	1,085,273	Date of most Recent Assessment:	May 30, 2019

Type	Building	Construction Type	Wood Frame
Area	571 SM	Historical Category	
Use	School Board Office	City	Golden
Floors	1	State/Province/Region	CANADA
Address 1	812-14th Street	Zip/Postal Code	VOA 1H0
Address 2	-	Architect	-
Year Constructed	1963	Commission Date	-
Year Renovated	-	Decommission Date	-
Ownership	School District Owned		

Architectural Inspector: David Greeley P. Eng **Inspection Date:** 30, May 2019

Photo



Signature - Exterior Elevation Golden Zone Office / Maintenance Building Auditor Touch Photo

Asset Description

GOLDEN ZONE OFFICE / MAINTENANCE BUILDING; ASSET NUMBER 100679

Asset Detail Report

By Asset Name

School District: Rocky Mountain **Asset:** Golden Zone Bus Shed
Facility: Golden Zone Office/Maintenance **Asset Number:** 100679

Assets are ordered by Asset Name **Currency:** CAD

Statistics

FCI Cost:	98,754	FCI:	0.57
RI Cost:	98,754	RI:	0.57
Total Requirements Cost:	98,753		
Current Replacement Value:	172,295	Date of most Recent Assessment:	May 30, 2019

Type	Building	Construction Type	Wood Frame
Area	180 SM	Historical Category	No
Use	Bus Garage	City	Golden
Floors	1	State/Province/Region	CANADA
Address 1	812 -14th Street	Zip/Postal Code	V0A 1H0
Address 2	-	Architect	-
Year Constructed	1975	Commission Date	-
Year Renovated	-	Decommission Date	-
Ownership	School District Owned		

Architectural Inspector: David Greeley P. Eng **Inspection Date:** 30, May 2019

Photo



Signature - Exterior Elevation Golden Zone Bus Shed

Asset Description

GOLDEN ZONE BUS SHED; ASSET NUMBER

Asset Detail Report

By Asset Name

School District: Rocky Mountain

Asset: Board Office District Resource Centre Daycare

Facility: Board Office District Resource Centre Daycare **Asset Number:** 100177

Assets are ordered by Asset Name

Currency: CAD

Statistics

FCI Cost:	2,038,394	FCI:	0.60
RI Cost:	2,058,508	RI:	0.61
Total Requirements Cost:	2,058,511		
Current Replacement Value:	3,382,117	Date of most Recent Assessment:	May 30, 2019

Type	Building	Construction Type	Wood Frame
Area	1,795 SM	Historical Category	
Use	School Board Office	City	Invermere
Floors	2	State/Province/Region	CANADA
Address 1	630 3rd Street	Zip/Postal Code	VKA 1K0
Address 2	-	Architect	-
Year Constructed	1979	Commission Date	-
Year Renovated	1997	Decommission Date	-
Ownership	School District Owned		

Architectural Inspector: David Greeley P. Eng

Inspection Date: 30, May 2019

Photo



Signature - Exterior View Board Office / PRC / Daycare

Asset Description

BOARD OFFICE / PRC / DAYCARE; ASSET NUMBER 04009

Asset Detail Report

By Asset Name

School District: Rocky Mountain
Facility: Windermere Operations

Asset: Windermere Bus Garage
Asset Number: 300722

Assets are ordered by Asset Name

Currency: CAD

Statistics

FCI Cost:	0	FCI:	0.00
RI Cost:	887	RI:	0.00
Total Requirements Cost:	887		
Current Replacement Value:	326,853	Date of most Recent Assessment:	May 30, 2019

Type	Building	Construction Type	Wood Frame
Area	488 SM	Historical Category	No
Use	Bus Garage	City	Invermere
Floors	1	State/Province/Region	CANADA
Address 1	1302 Industrial Road #1	Zip/Postal Code	V0A 1K5
Address 2	-	Architect	-
Year Constructed	2014	Commission Date	-
Year Renovated	-	Decommission Date	-
Ownership	School District Owned		

Photo



Signature - Exterior Elevation Windermere Bus Garage

Asset Description

WINDERMERE BUS GARAGE, ASSET NUMBER 300722

ARCHITECTURAL

Asset Detail Report

By Asset Name

School District: Rocky Mountain
Facility: Windermere Operations

Asset: Windermere Operations
Asset Number: 300722

Assets are ordered by Asset Name

Currency: CAD

Statistics

FCI Cost:	321,741	FCI:	0.15
RI Cost:	322,577	RI:	0.15
Total Requirements Cost:	322,575		
Current Replacement Value:	2,152,067	Date of most Recent Assessment:	May 30, 2019

Type	Building	Construction Type	Steel
Area	962 SM	Historical Category	
Use	Maintenance Facility	City	Invermere
Floors	1	State/Province/Region	CANADA
Address 1	1302 Industrial Road #1	Zip/Postal Code	V0A 1K5
Address 2	-	Architect	-
Year Constructed	2014	Commission Date	-
Year Renovated	-	Decommission Date	-
Ownership	School District Owned		

Architectural Inspector: David Greeley P. Eng

Inspection Date: 30, May 2019

Photo



Signature - Exterior Elevation Windermere Operations Building

Asset Description

WINDERMERE OPERATIONS BUILDING; ASSET NUMBER 300722

Asset Detail Report

By Asset Name

School District: Rocky Mountain
Facility: Windermere Operations

Asset: Windermere Maintenance Storage Shed
Asset Number: 300722

Assets are ordered by Asset Name

Currency: CAD

Statistics

FCI Cost:	0	FCI:	0.00
RI Cost:	0	RI:	0.00
Total Requirements Cost:			
Current Replacement Value:	178,597	Date of most Recent Assessment:	May 30, 2019

Type	Building	Construction Type	Wood Frame
Area	149 SM	Historical Category	
Use	Maintenance Facility	City	Invermere
Floors	1	State/Province/Region	CANADA
Address 1	1302 Industrial Road #1	Zip/Postal Code	V0A 1K5
Address 2	-	Architect	-
Year Constructed	2014	Commission Date	-
Year Renovated	-	Decommission Date	-
Ownership	School District Owned		

Photo



Signature - Exterior Elevation Windermere Maintenance Storage Shed

Asset Description

WINDERMERE MAINTENANCE STORAGE SHED; ASSET NUMBER 300722

ARCHITECTURAL

Asset Detail Report

By Asset Name

School District: Rocky Mountain

Asset: Kimberley Maintenance and Bus Garage

Facility: Kimberley Maintenance and Bus Garage **Asset Number:** 100162

Assets are ordered by Asset Name

Currency: CAD

Statistics

FCI Cost:	1,929,246	FCI:	0.71
RI Cost:	2,098,606	RI:	0.77
Total Requirements Cost:	2,098,606		
Current Replacement Value:	2,723,729	Date of most Recent Assessment:	May 30, 2019

Type	Building	Construction Type	Concrete Block
Area	2,218 SM	Historical Category	Unknown
Use	Bus Garage	City	Kimberley
Floors	1	State/Province/Region	CANADA
Address 1	8676 Hwy. 95A N	Zip/Postal Code	V1A 2Y5
Address 2	-	Architect	-
Year Constructed	1967	Commission Date	-
Year Renovated	-	Decommission Date	-
Ownership	School District Owned		

Architectural Inspector: David Greeley P. Eng

Inspection Date: 30, May 2019

Photo



Signature - Exterior Elevation Kimberley Maintenance Building and Bus Garage

Asset Description

KIMBERLEY MAINTENANCE SHOP AND BUS GARAGE, ASSET NUMBER 100162

Asset Detail Report

By Asset Name

School District: Rocky Mountain
Facility: Kimberley Zone Office

Asset: Kimberley Zone Office
Asset Number: 100158

Assets are ordered by Asset Name

Currency: CAD

Statistics

FCI Cost:	879,011	FCI:	0.78
RI Cost:	1,084,211	RI:	0.96
Total Requirements Cost:	1,084,212		
Current Replacement Value:	1,124,931	Date of most Recent Assessment:	May 30, 2019

Type	Building	Construction Type	Wood Frame
Area	465 SM	Historical Category	
Use	School Board Office	City	Kimberley
Floors	2	State/Province/Region	CANADA
Address 1	PO BOX 70	Zip/Postal Code	V1A 2Y5
Address 2	8676 Hwy. 95A N	Architect	-
Year Constructed	1967	Commission Date	-
Year Renovated	-	Decommission Date	-
Ownership	School District Owned		

Architectural Inspector: David Greeley P. Eng

Inspection Date: 30, May 2019

Photo



Signature - Exterior Elevation Kimberley Zone Office

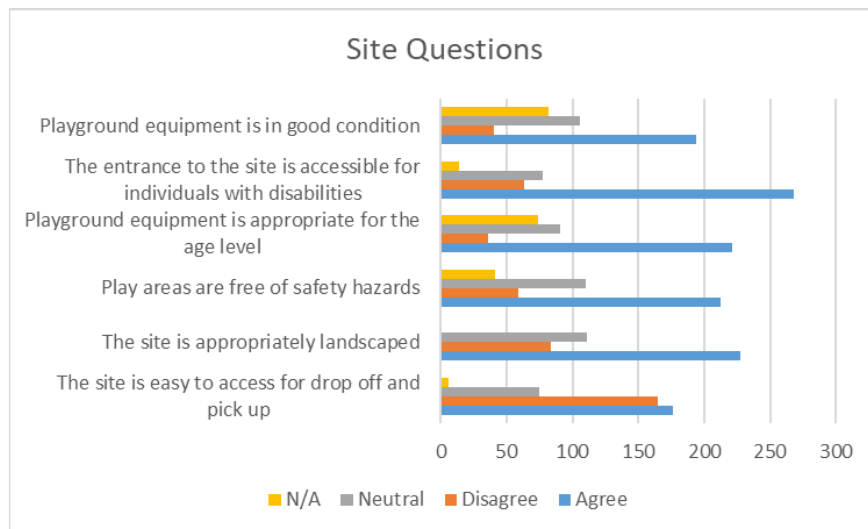
Asset Description

KIMBERLEY ZONE OFFICE, ASSET NUMBER 100158

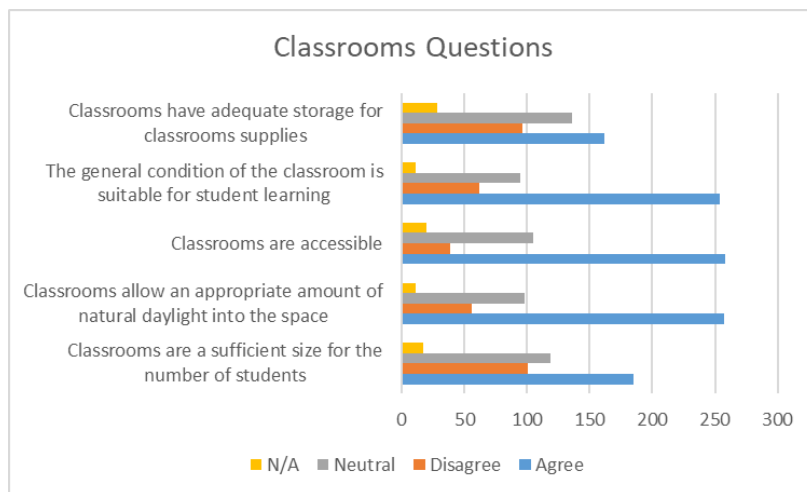
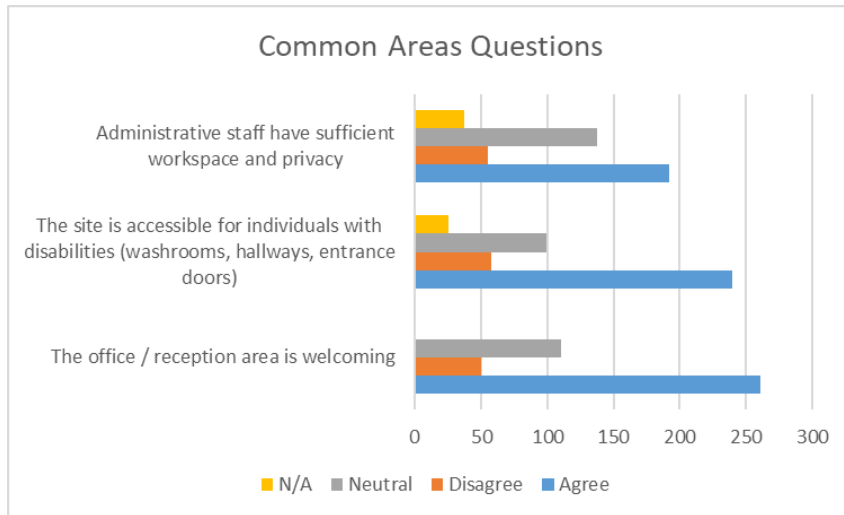
APPENDIX D – LRFP Survey Results

District-wide Responses

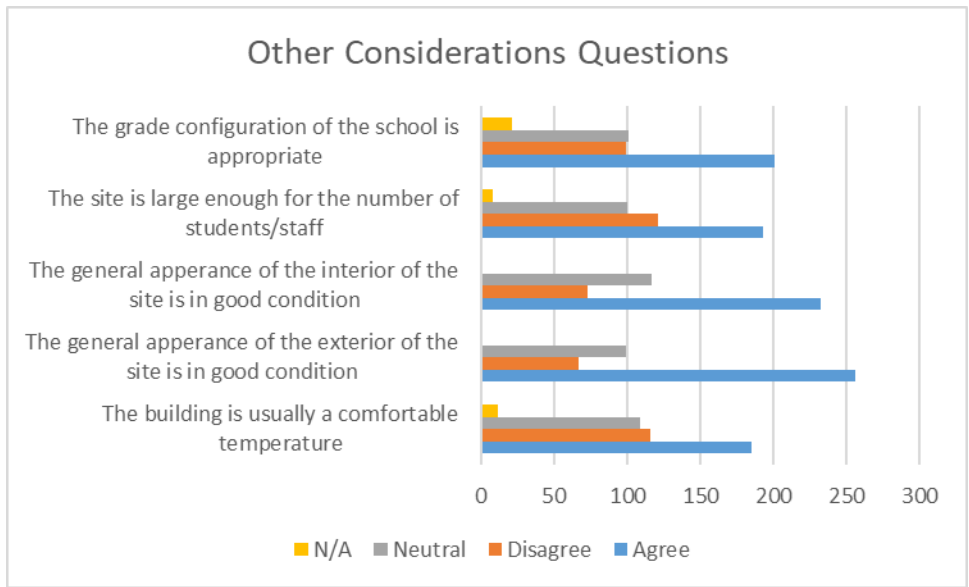
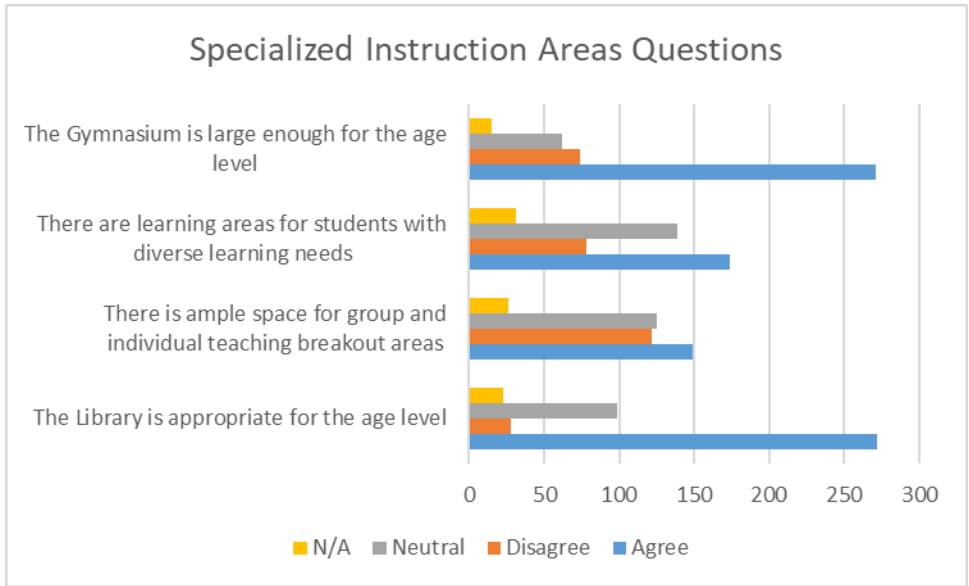
SCHOOL	# of RESPONSES
Alexander Park Elementary	23
Golden Secondary	36
Golden Zone Office	2
Lady Grey Elementary	29
Nicholson Elementary	11
David Thompson Secondary	45
Edgewater Elementary	17
Eileen Madson Primary	30
Invermere Board Office	6
Invermere Open Doors	1
J. Alfred Laird Elementary	26
Martin Morigeau Elementary	14
Windermere Elementary	25
Blarchmont Early Learning	4
Kimberley Alternate	2
Kimberley Board Office/RMISP	4
Kimberley Zone Office	1
Lindsay Park Elementary	20
Marysville Elementary	27
McKim Middle School	32
Selkirk Secondary	67
	422



APPENDIX D – LRFP Survey Results

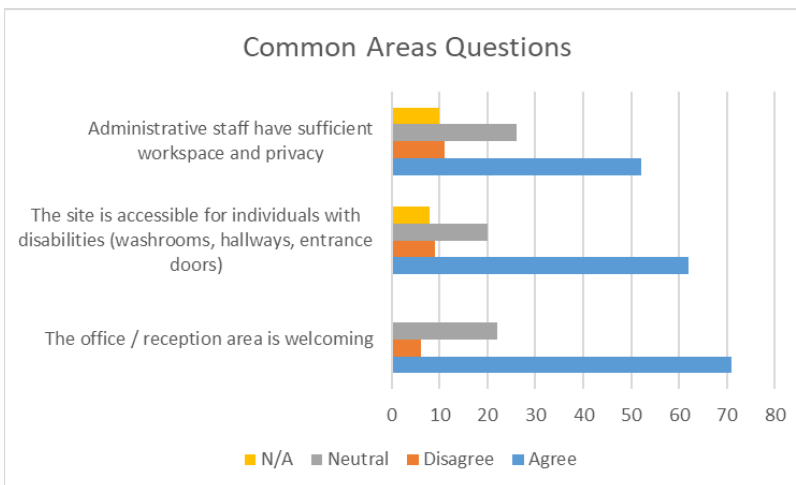
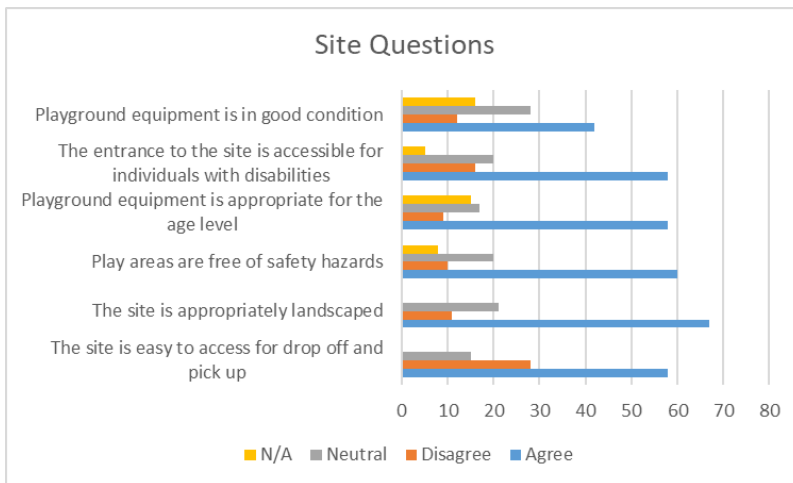
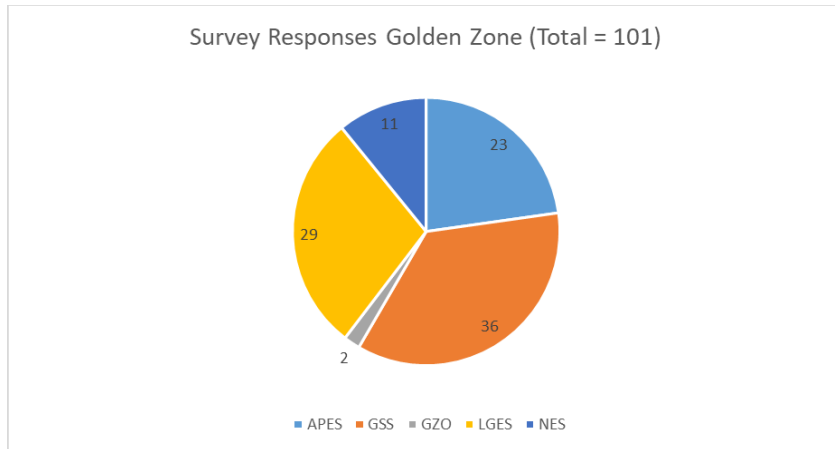


APPENDIX D – LRF Survey Results

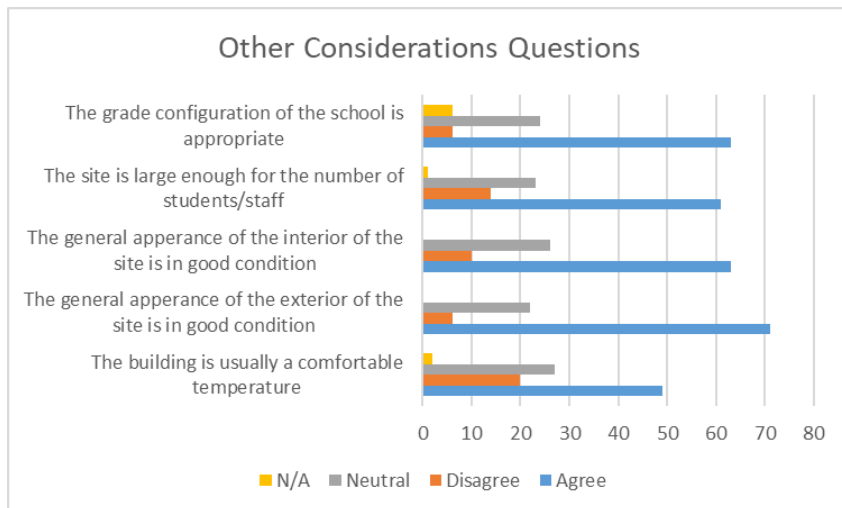
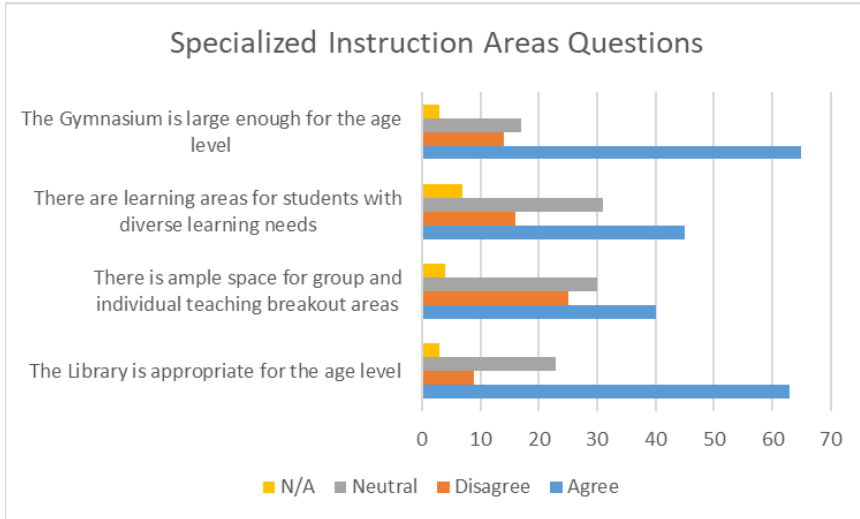
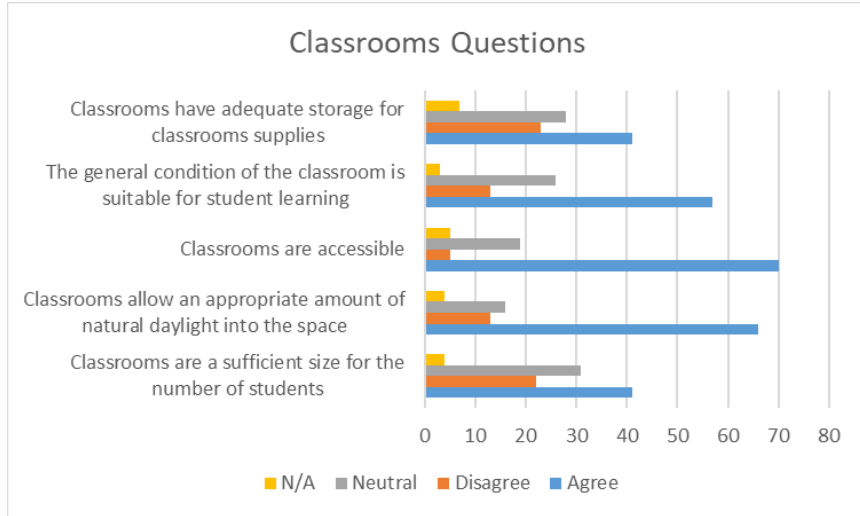


APPENDIX D – LRFP Survey Results

Golden Zone Responses

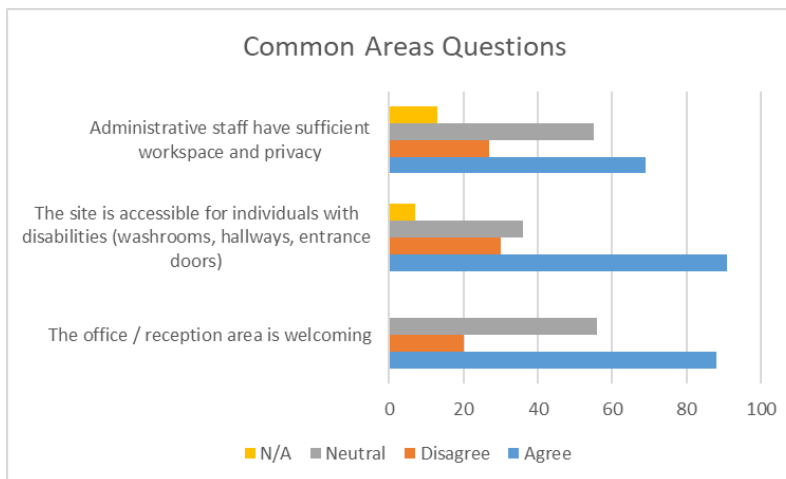
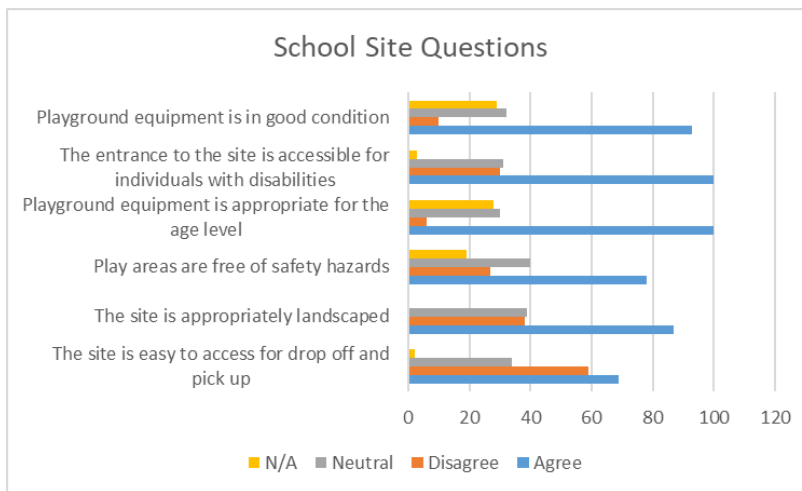
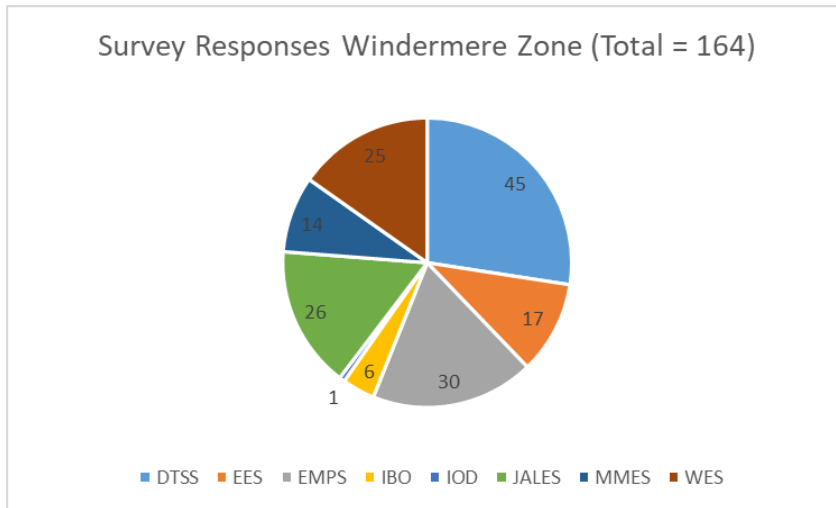


APPENDIX D – LRFP Survey Results

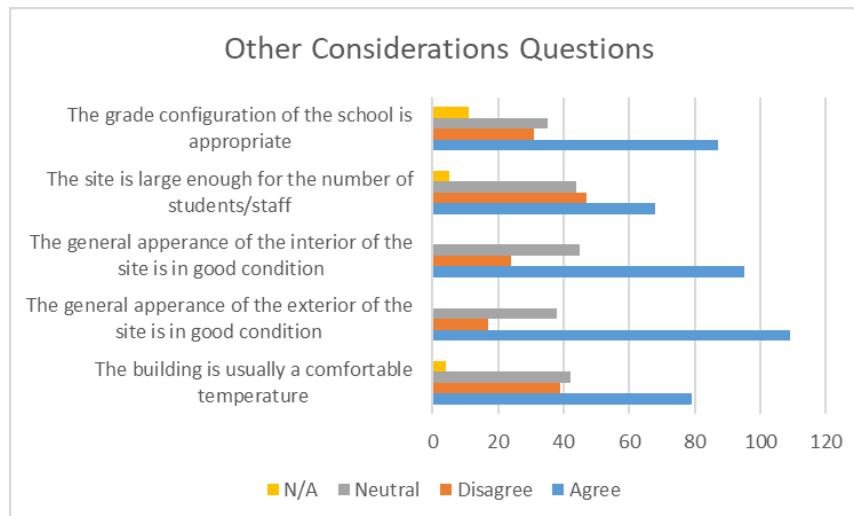
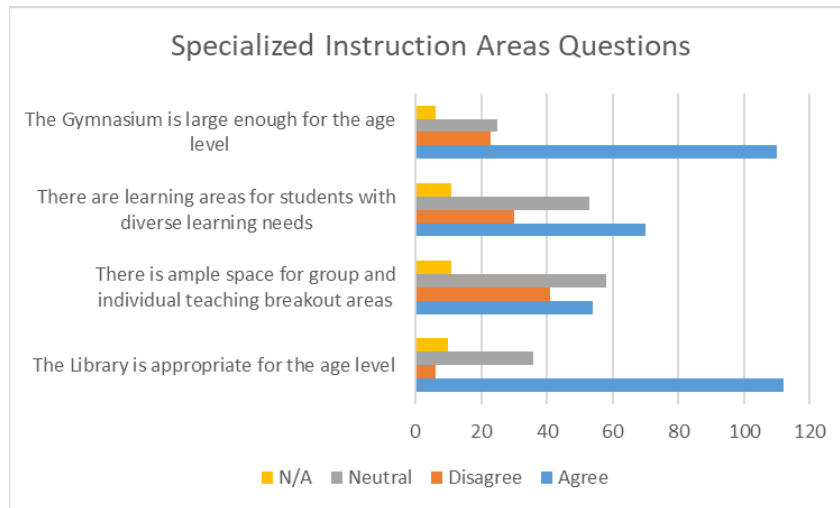
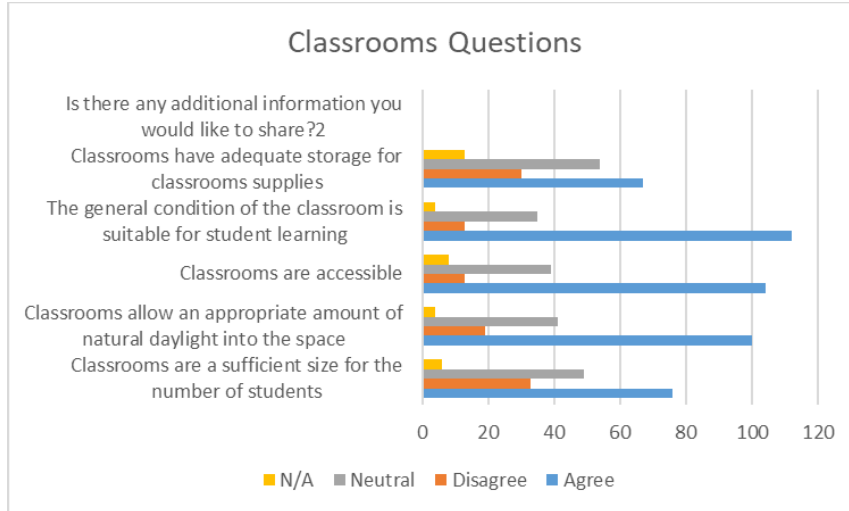


APPENDIX D – LRFP Survey Results

Windermere Zone Responses

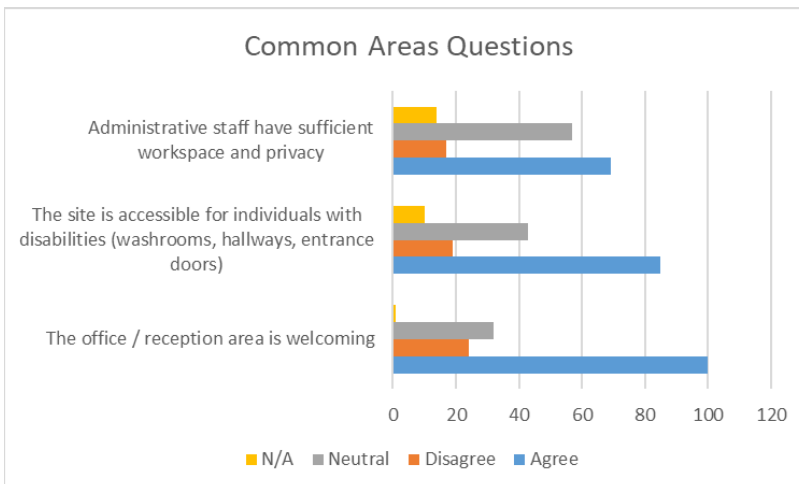
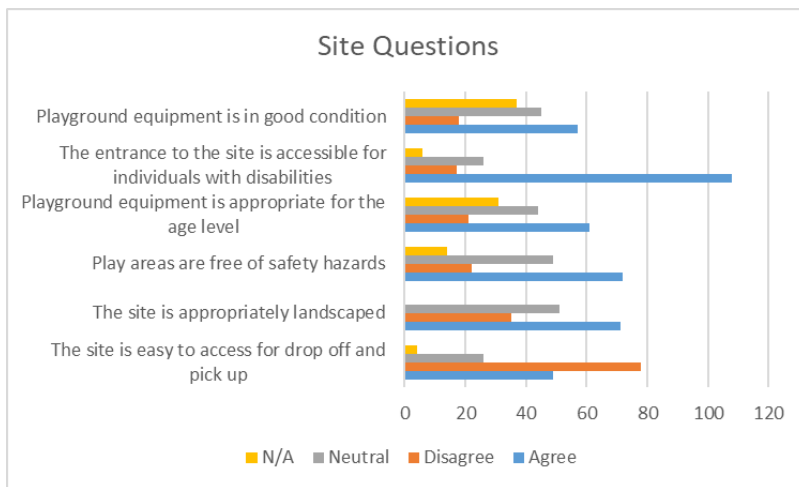
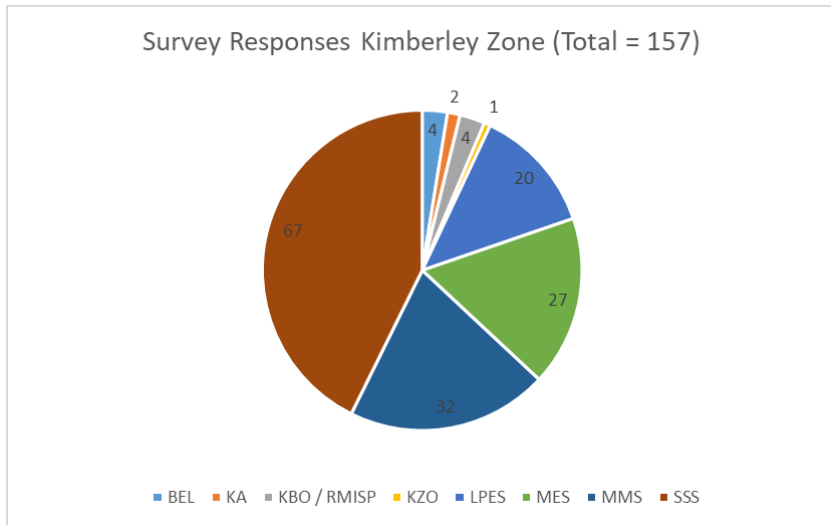


APPENDIX D – LRFP Survey Results

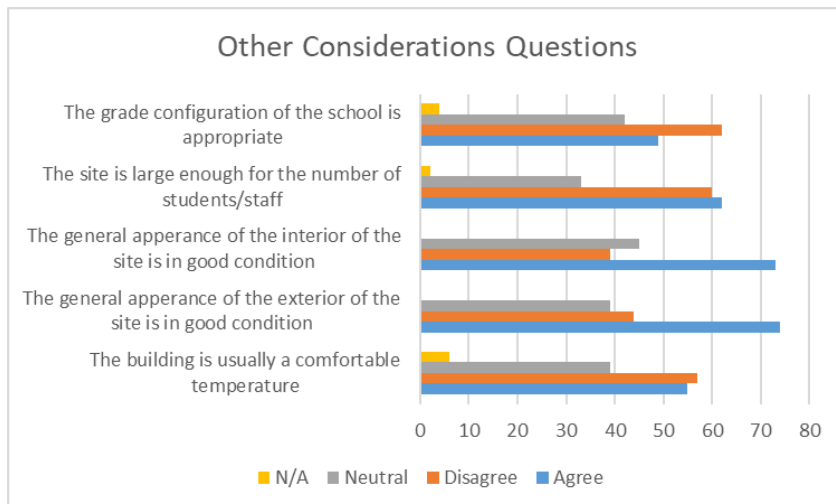
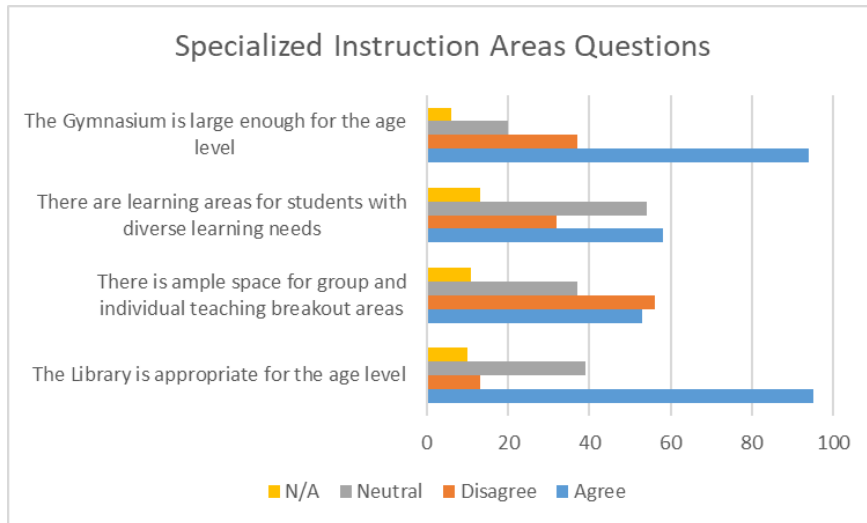
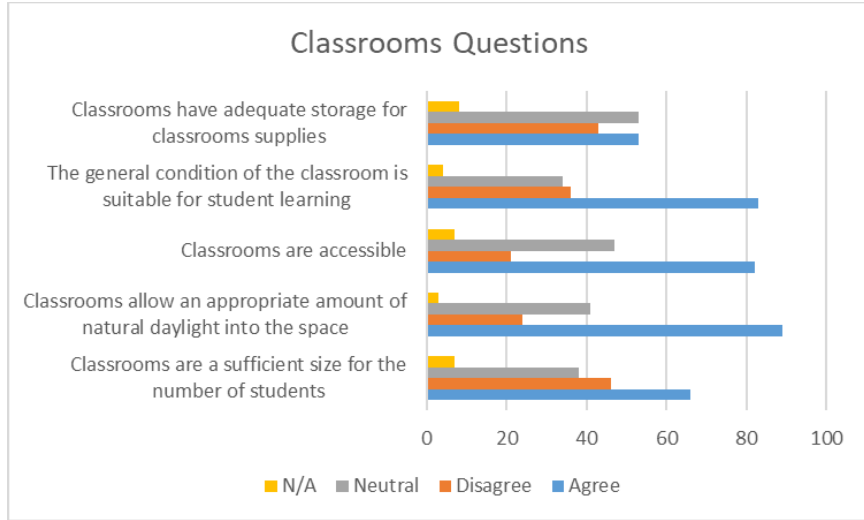


APPENDIX D – LRFP Survey Results

Kimberley Zone Responses



APPENDIX D – LRFP Survey Results



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”.



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 In 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

PUBLIC BOARD MEETING

REGULAR BOARD MEETING – Motion Required

DATE: December 10, 2024
TO: Board of Trustees
FROM: Aaron Callaghan, Superintendent of Schools
SUBJECT: District Calendars



ORIGINATOR: Steve Wyer, Assistant Superintendent

REFERENCE: 2025-2026, 2026-2027, 2027-2028 Calendars

ISSUE

The Board of Education will consider approving the 2025-2026 District Calendar and approving the 2027-2028 calendar, in principle. The 60 day consultation process is begun by the Board of Education for Rocky Mountain School District.

BACKGROUND

Calendar timelines are described in the School Act and in the School District No. 6 Bylaws.

In 2020, the Board of Education carried a motion to each year, approve one calendar for the upcoming year and to carry calendars for the two years beyond, in principle.

Each calendar requires a 60 day public consultation period in order to comply with School Act and District Bylaw requirements by May 31, 2024. Currently, the 2025-2026 and 2027 -2028 calendars are being presented for first reading and to open the calendar consultation window.

FUTURE CONSIDERATIONS

1. All non-instructional days are agreed to between the District and the RMTA, as described in the collective agreement. Parties have reached tentative agreement to the dates reflected in the 2026-2026 calendar. It should be noted Non-instructional days for the upcoming school year have been moved out of August and into the bookends of the calendar year. In approving this substantial change to district practice with the “August Days”, the Board should consider the following items as well as the feedback it will receive through the consultation period.
 - a. The instructional minutes remain the same. To maintain all the current school breaks, daily minutes will have to be increased at each school by roughly 4 minutes per day for a school with early Friday dismissal and 3 minutes a day for schools with five full days of instruction.
 - b. Requires families to find child care for two additional days during this school year.



PUBLIC BOARD MEETING

- c. CUPE hours may stay the same but have two fewer school days within the year on which to work.
2. The April 24th NID is Regional Specialists' Day and is set to align with SD 5 for the purpose of shared learning. SD 5 has not yet approved a calendar including this date in their district. This date may require adjustment in order to align.

CONCLUSION

The DRAFT district calendar for 2025-2026 requires first reading for final approval. The district seeks first reading of an approval to accept the DRAFT 2027-2028 District calendar, in principle.

RECOMMENDATION/POSSIBLE MOTION

Motion:

The Board of Education for Rocky Mountain School District No. 6 approve, at first reading, the DRAFT 2025-2026 as the FINAL calendar.

Motion:

The Board of Education for Rocky Mountain School District No. 6 approve, at first reading, the DRAFT calendar for 2027-2028 in principle.





SCHOOL DISTRICT NO. 6 (Rocky Mountain)

620 - 4th Street, P.O. Box 430
Invermere, B.C. V0A 1K0

Corporate Board Office

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F: (250) 342-6966

2025-2026 SCHOOL CALENDAR DRAFT

Note: NIDs may change as they are subject to agreement by RMTA

JULY

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Canada Day - Jul 1 instructional days 0

AUGUST

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Civic Holiday - Aug 4
instructional days 0

SEPTEMBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Labour Day - Sep 1 Back to School - Sep 2
Non-Instructional Day - Sep 22
Ntl. Day for Truth and Reconciliation - Sept 30
instructional days 19

OCTOBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Thanksgiving - Oct 13
Non-Instructional Day (for Pro-D, PSA) - Oct 24
instructional days 21

NOVEMBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Remembrance Day - Nov 11
instructional days 19

DECEMBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Christmas/Boxing Day - Dec 25/26
Winter Break - Dec 22 - Jan 5
instructional days 15

JANUARY

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

New Year's Day - Jan 1 School Reopens - Jan 5
Non-Instructional Day (for Pro-D, PSA) - Jan 26
instructional days 19

FEBRUARY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

Non-Instructional Day (for Pro-D) - Feb 17
Family Day - Feb 16 instructional days 18

MARCH

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Spring Break - Mar 16 -27
instructional days 12

APRIL

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Good Friday - April 3
Easter Monday - April 6
Non-Instructional Day (for Pro-D- RSA) - Apr 24
instructional days 24

MAY

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Victoria Day - May 18 instructional days 20

JUNE

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Last day of school for students - Jun 24
Administrative Day - Jun 26
Non-Instructional Day (for Pro-D- RSA) - Jun 25,26
instructional days 18

LEGEND:

- Instructional Days
- Non-Instructional Days
- Statutory Holidays

Hours of Instruction Offered:
Kindergarten: 853
Grades 1-7: 878
Grades 8-12: 952

Days of Instruction: 185
Non-Instructional Days: 7



SCHOOL DISTRICT NO. 6 (Rocky Mountain)

620 - 4th Street, P.O. Box 430
Invermere, B.C. V0A 1K0

Corporate Board Office

P: (250) 342-9243

F: (250) 342-6966

2027-2028 SCHOOL CALENDAR

JULY

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Canada Day - Jul 1 instructional days 0

AUGUST

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Civic Holiday - Aug 2 instructional days 0

SEPTEMBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Labour Day - Sep 6 Back to School - Sep 7
Non-Instructional Days - Sept 20
Ntl. Day for Truth and Reconciliation - Sept 30
instructional days 16

OCTOBER

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Thanksgiving - Oct 11
Non-Instructional Day (for Pro-D, PSA) - Oct 22
instructional days 19

NOVEMBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Remembrance Day - Nov 11 instructional days 21

DECEMBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Christmas/Boxing Day - Dec 25/26
Christmas Break - Dec 20 - Jan 3
instructional days 13

JANUARY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

New Year's Day - Jan 1 NID Jan 24
School reopens - Jan 4 instructional days 19

FEBRUARY

S	M	T	W	T	F	S
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29				

Family Day Stat - Feb 21
Non-Instructional Day (for Pro-D) - Feb 22
instructional days 19

MARCH

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Spring Break - Mar 20 - 31
School Reopens - Apr 3
instructional days 13

APRIL

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

NID (for Pro-D, RSA) - Apr 24
Good Friday - Apr 14
Easter Monday - Apr 17
instructional days 17

MAY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Victoria Day - May 22 instructional days 22

JUNE

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Last day of school for students - Jun 28
Administrative Day - Jun 30
NID Jun 29
instructional days 20

LEGEND:

- Instructional Days
- Non-Instructional Days
- Statutory Holidays

Hours of Instruction Offered:
Kindergarten: 853
Grades 1-7: 878
Grades 8-12: 952

Days of Instruction: 179
Non-Instructional Days: 7



DATE: December 10, 2024

TO: Board of Trustees

FROM: Al Rice, Secretary Treasurer
Al Ure, Director of Operations

SUBJECT: Long Range Facility Plan

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

ISSUE

That the District has updated the Long Range Facility Plan (LRFP) which requires Board approval.

BACKGROUND

LRFPs are meant to guide capital planning decisions, to validate annual capital plan requests to the Ministry, to provide high-level facilities information to students, staff, and the public, and to generally support a long-term vision for the management of school district buildings and land.

The Capital Committee met on November 25, 2024 to review the most recent version. There were a few recommendation that have been incorporated into the final draft of the LRFP.

CURRENT SITUATION

The last LRFP completed by the District was in 2017. This LRFP Update has been developed to include up-to-date information and data about enrolment and facility condition, and other details required to make sound capital planning and investment decisions. The process included extensive research, discussions with District staff, meetings with municipal officials, and opportunities for public input and feedback.

RECOMMENDATION

That the Board approve the LRFP.

POSSIBLE MOTION

That the Board of Education of School District No. 6 (Rocky Mountain) approve the Long Range Facility Plan as presented.



DATE: 12/5/2024
TO: Board of Trustees
FROM: Al Ure
SUBJECT: MES Pedestrian Crossing
ORIGINATOR: Board of Trustees
REFERENCE: NA



PUBLIC BOARD MEETING

ISSUE

This report provides an update on the exploration of the detailed traffic concerns at the intersection of Highway 95A & 309 Avenue in Marysville.

BACKGROUND

It is anticipated that with the opening of the childcare facility in Marysville there will be a higher volume of foot traffic accessing the crosswalk at the intersection of highway 95A and 309th Ave in Kimberley, BC. Traffic pressure along highway 95A continues to be strong as it is a main corridor for traffic commuting between Kimberley and Cranbrook.

CURRENT SITUATION

At present there is a signed crosswalk in place. The Ministry of Transportation reports that signage and accessibility were updated in 2022; however, the School District wishes to improve the visibility of this crosswalk due to the anticipated increased pressure of foot traffic. SD6 Operations Director reached out to the Ministry of Transportation in October. To date, we have no resolution to report, as the Ministry has not responded to the request for an overhead crossing light. Follow up communications have occurred; however, the response is still forthcoming. Typical dealings with the Ministry of Transportation see a turnaround within 2 months. We anticipate a reply early in the new year.



PUBLIC BOARD MEETING



SUPERINTENDENT'S MONTHLY UPDATE



DECEMBER 2024

Again this month we celebrate the intentional actions being taken across a number of school communities throughout Rocky Mountain School District leading to positive outcomes for learners.

STUDENT LEADERS AT WINDERMERE ELEMENTARY SCHOOL

At Windermere Elementary School, monthly school assemblies are playing an important role in creating a strong culture and sense of belonging among learners. They are a special time when the entire school gathers together to showcase and celebrate student and staff accomplishments, encouraging school spirit within the learning community.

Aligning with their School Success Plan, the Windermere staff is committed to creating opportunities for students to demonstrate leadership, citizenship and responsibility. Instead of adults planning and facilitating the events, students work in committees to plan, organize, and facilitate assemblies and other activities and events throughout the school year.



Learners from Windermere Elementary School are leading the way when it comes to planning and hosting school assemblies.



Student leaders highlight success stories at their monthly assemblies, including at times their appreciation for supportive adults at the school.

At the most recent assembly it was engaging to hear from students on such topics as school news, Ktunaxa and Secwepemc language learning, Mme. Anakin's awesome athletic accomplishments, and appreciation for Miss Aldene's breakfast program!

Ki'su'k kyukyit (thank you) to Mrs. Niddrie and her committee, Sawyer, Nora, Haley, Mateo, Kennedy, Declan D, Tillie and Lux for their hard work!





ON THE LAND LEARNING DAY – INDIGENOUS LEARNING NETWORK

In support of our commitment to Truth and Reconciliation and the 94 Calls to Action, Rocky Mountain School District has recently established an Indigenous Learning Network made up of passionate Educators, Administrators, and Indigenous Education Support Workers (IESW). Specifically aligning with Calls 62 and 63, the goal for the network is to share resources, knowledge, and experiences to build capacity in relation to Indigenous Education, supporting the quality of programming district wide.

Recently as part of this learning and commitment, the Indigenous Learning Network had the opportunity to attend an 'On the Land Learning Day' on the Steven's Property on the Shuswap Reservation near Invermere. Participants learned about traditional medicines, smudging, the pit house, the sweat lodge, and berries. Some were even fortunate enough to be able to visit their traditional Sun Dance grounds and learn a bit about this sacred ceremony. Some members from the Columbia River Youth Dancers also joined the group for a very special performance of some of their dances and regalia including the hoop dance, jingle dance, grass dance, and fancy dance.

Also sharing in the learning on November 12th were several members of the Board of Education including Trustee King, Trustee Thurgood-Sagal, Trustee Smith, Trustee Oakley and Trustee Stimming.

The Indigenous Learning Network looks forward to another 'On the Land Learning Day' in April 2025 with support from Akisqnuq First Nation.



'On the Land Learning Day' took place at the Stevens' property on the Shuswap Reservation on November 12.



Several local Elders and Knowledge holders support the learning.



Columbia River Youth Dancers perform during 'On the Land Learning Day'.





STUDENT LEADERSHIP AT SELKIRK SECONDARY SCHOOL

Selkirk's Student Focus Group has been engaging in important dialogue this Fall related to the school's core purpose as well as the progress being made towards achieving the School Success Plan goals. Grounded in the concepts of Equity, Diversity, and Inclusion, the group has divided into four key areas based on the school values of Belonging, Generosity, Independence, and Mastery. Through an inquiry lens, each group has been working on an action item for school improvement within their area, and students will engage staff in their work at the school's December staff meeting.



Student Leaders at Selkirk Secondary School engage in discussion centred around the school's mission, vision and values.

Some members of this group recently traveled to Invermere to join other secondary students on the District Student Agency Forum where they shared stories of their work at the school level.

Huge thanks to the great group of student leaders along with their supporting adults Leadership Teacher Jaimee Pichette, Youth Care Workers Corey Millner & Robyn Wardle, and Principal Dolgopol!

DISTRICT TECH LEADERS BUILD CAPACITY

With the goal to build staff capacity to support the implementation of the District Technology Plan, Rocky Mountain School District established a Tech Leaders Network in Spring 2021. School champions participating in the Network collaborate twice annually, returning to their respective schools to share information and support the skill development of their colleagues. Ultimately, their efforts lead to the promotion of digital literacy and digital citizenship skills with students district wide.



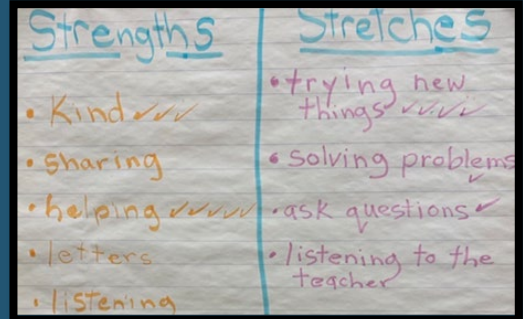
In the past, focus areas have included district & external tools, Apple iPad tools, Artificial intelligence (AI), coding, and much more. Current focus areas include AI, cybersecurity, innovative instructional practices, and learning about the impacts of technology use on mental wellness.





STRENGTHS, STRETCHES AND SEESAW AT ALEXANDER PARK

Classroom teachers at Alexander Park have integrated student voice into their learning opportunities, working with their learners this year to co-create 'Strengths & Stretches' charts. By seeing their strengths and stretches recognized and used for instruction, teachers believe this will help learners feel more connected to the learning they do every day.



In several classrooms, strengths and stretches are also being used to support student reflection and self-assessment of BC's Core Competencies. For some classrooms they may appear as learning conversations on Seesaw, an online platform connecting families to their children's learning. Aligning with the schools' goal of involving families in their children's learning experiences, these collaborative dialogues are expected to become more fulsome over the course of the school year.

Sample Seesaw Narrative:

Teacher: Which strength do you think you are good at?

Student: Being kind.

Teacher: How are you being kind?

Student: Helping others by helping clean up.

EARLY LITERACY SCREENING & INTERVENTION IN RMSD

Last April the BC Government committed \$30M of funding over three years to provide support for K-3 literacy screening and interventions with a specific focus on the use of evidence-based tools.

In Rocky Mountain School District, consultations with schools and district specialists took place this Fall to better understand the tools and practices being used locally to support students' literacy skill development and identify students at risk for reading difficulties.

A report was generated focused on eight facets of literacy, and it was determined that a wide variety of tools are being used throughout the district to understand the literacy skills of early learners. More discussions will take place in the coming months as the district develops an approach to early literacy screening and interventions aligning with provincial funding criteria.



Plans are underway for the use of provincial funding in support of early literacy screening and intervention.



DATE: December 10, 2024
TO: Board of Trustees
FROM: Danielle Warren, Director International Education
SUBJECT: RMISP Update
ORIGINATOR: Danielle Warren



PUBLIC BOARD MEETING

ISSUE

To update the Board of Education on the status of the International Student Program.

BACKGROUND

The projected 2024-25 FTE for International Education (RMISP) is 140 which is in line with the budgeted amounts. RMISP is also managing the SD83 International Program this year for a monthly management fee. The SD83 program FTE will not be incorporated into the RMISP budget until September 2025.

Factors That Impact the 2024-25 Budget and FTE:

- Significant challenges in building homestay capacity and retaining host families – impacted by higher cost of living, as well as student and family expectations
- Changing perception of Canada as welcoming for international students
- Price has become a greater factor for several markets. Many agents mention their country is in a recession and/or politically unstable, but we may see a small bump from students who were planning to go to the US next year
- Logistics of arrivals/departures – we are more expensive and more inconvenient to get to than competitor programs
- Increases in the cost to run student activities and programming
- Increase in travel costs, both locally and overseas
- Regular annual increases in staffing and amount paid per FTE to other districts through shared service agreement. Student tuition/program fees cannot be increased yearly to offset
- Lack of ELL courses in schools limits the type of student we attract

Program Updates for 2024-25:

- Great results were received from an agent survey completed earlier in the year. Feedback on what the program offers in terms of staffing/student support and activities has been excellent. Partners truly value our quick response time, the weekly student support meetings and twice a month included activities.
- Student surveys this year have been mostly very positive – the main complaints are about host family connections and food.



- So far this year our students have been very involved in their schools, sport teams, and in families. Our next program trip for December is a ski day, and our in-school activity is making gingerbread houses.
- We continue to evaluate roles/tasks amongst exempt staff to increase efficiency and decrease volume of work. Responding to crisis situations, host family issues and student moves/changes takes up a significant amount of staff time.

Program Updates for 2025-26

- Excellent results from fall recruitment trips have led to an increase in positive brand recognition and direct student reservations/applications. As always, this confirms that there is no substitute for in-person connections, agent meetings/conferences and fairs or presentations where we can speak directly to prospective students/families.
- We currently have 70 FTE in the database (processed applications) for the 2025-26 year already, and many more in our pre-application reservation system. This is a great start to the 2025-26 recruitment season, but we need the countries that typically apply later (everywhere but Germany) to continue to express high interest in RMISP and for those inquiries to transition to applications. Our goal is 165+ FTE for 2025-26.
- The biggest impediment to growth and continued stability of the program in each community is availability of host families. This is true for international student programs across Canada. We have been running host family recruitment campaigns, info sessions, radio ads, and on-air interviews to develop greater community presence. In January we will step up these activities and campaigns.

FINANCIAL IMPLICATIONS

For the 2024-25 year, With the addition of SD83, for the 2025-26 year we will be tentatively aiming for 165+ FTE across the full program. This will also come with the additional cost of activities, staffing and transportation for SD83.

CONCLUSION

Despite the external or local factors that have placed pressures on the program, the Director of International Education and staff continue to build the RMISP program with increased sustainability, quality and transparency.

Activities Supporting Growth:

- Regular assessment of budget to determine effective use of resources and staffing
- Careful and conservative FTE projection for future years
- Comparison and assessment of service providers for transportation, activities, external vendors
- Thoroughly assess ROI on all major expenditures, marketing/recruitment strategies and materials
- Diversification of student body
- Creative and persistent homestay family recruitment
- Consistent overseas travel to support partners in key markets



DATE: December 10, 2024
TO: Board of Trustees
FROM: Alan Rice, Secretary Treasurer
SUBJECT: Budget Utilization Summary – November 30, 2024
ORIGINATOR: Alan Rice
REFERENCE: Budget Utilization Summary – November 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. The budget figures have been updated to the preliminary amended budget figures based on fluctuations to enrolment and staffing.

CURRENT SITUATION

Instruction: increase of approximately \$732,000 from prior year attributable to increase in salaries and benefits. Actual amounts are in line with budget with a variance of 0.10% below estimated for the current year.

Administration: increase of approximately \$151,000 from prior year which is attributable to increases to salaries and benefits. Actual amounts are greater than budgeted with a variance of 1.31% above estimated. The majority of the District’s licenses, due and fees are due on July 1 of each year. The variance is anticipated to fall in line with budgeted as the year progresses.

Operations and Maintenance: increase of approximately \$19,000 from prior year. Primarily attributable to increases in salaries and benefits. Actual amounts are in line with budget with a variance of 2.30% below estimated.

Transportation and Housing: decrease of approximately \$55,000 from prior year. Primarily attributable to salaries and benefits. Actual amounts are in line with budget at 3.04% below estimated.



PUBLIC BOARD MEETING

CONCLUSION

Expenditures to date are above budget by 0.44% and greater than the prior year by \$957,000 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.

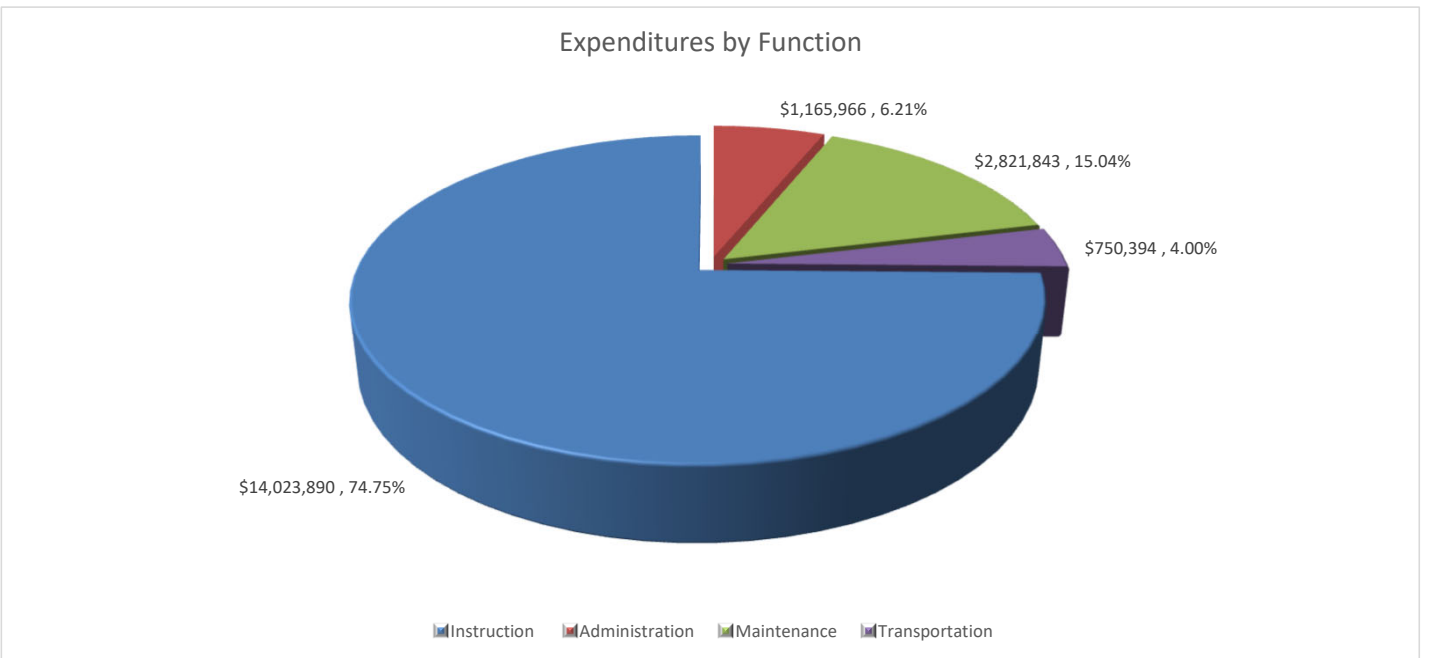
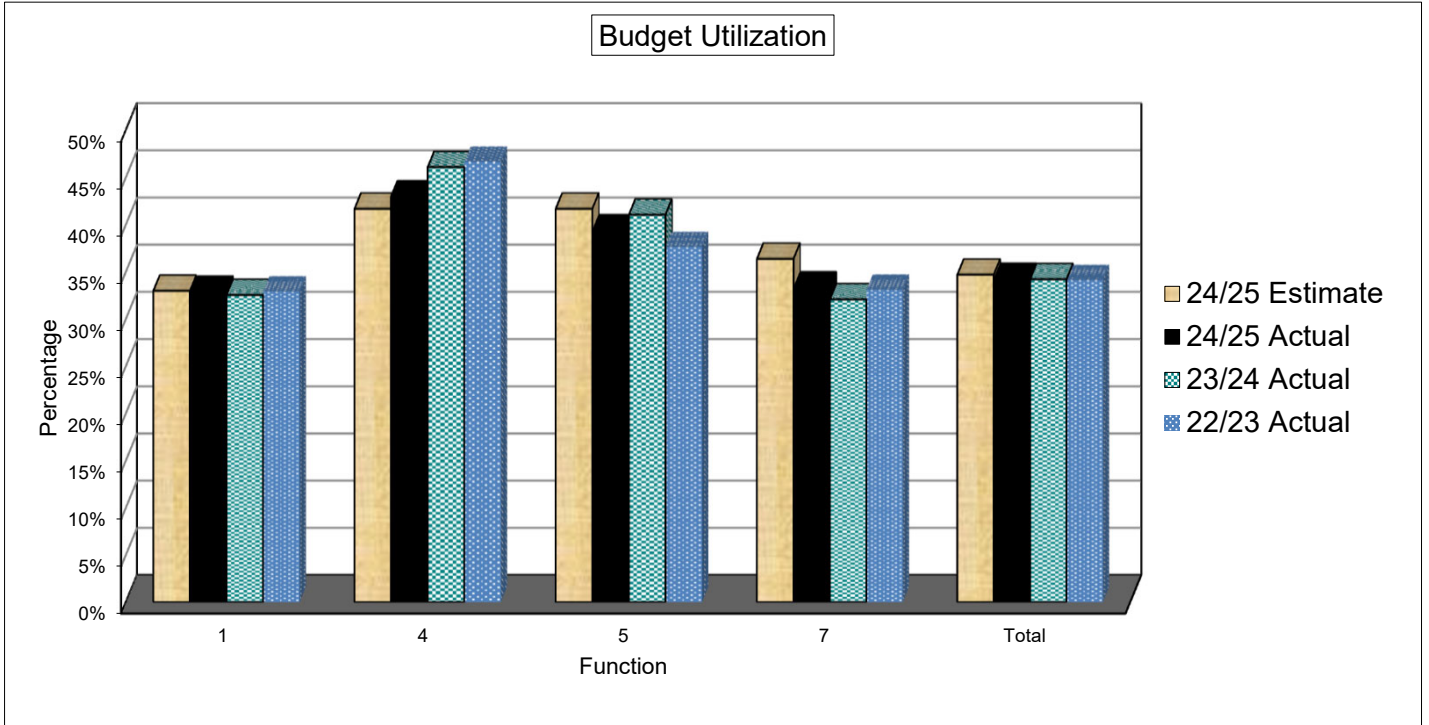
STRATEGIC ALIGNMENT

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

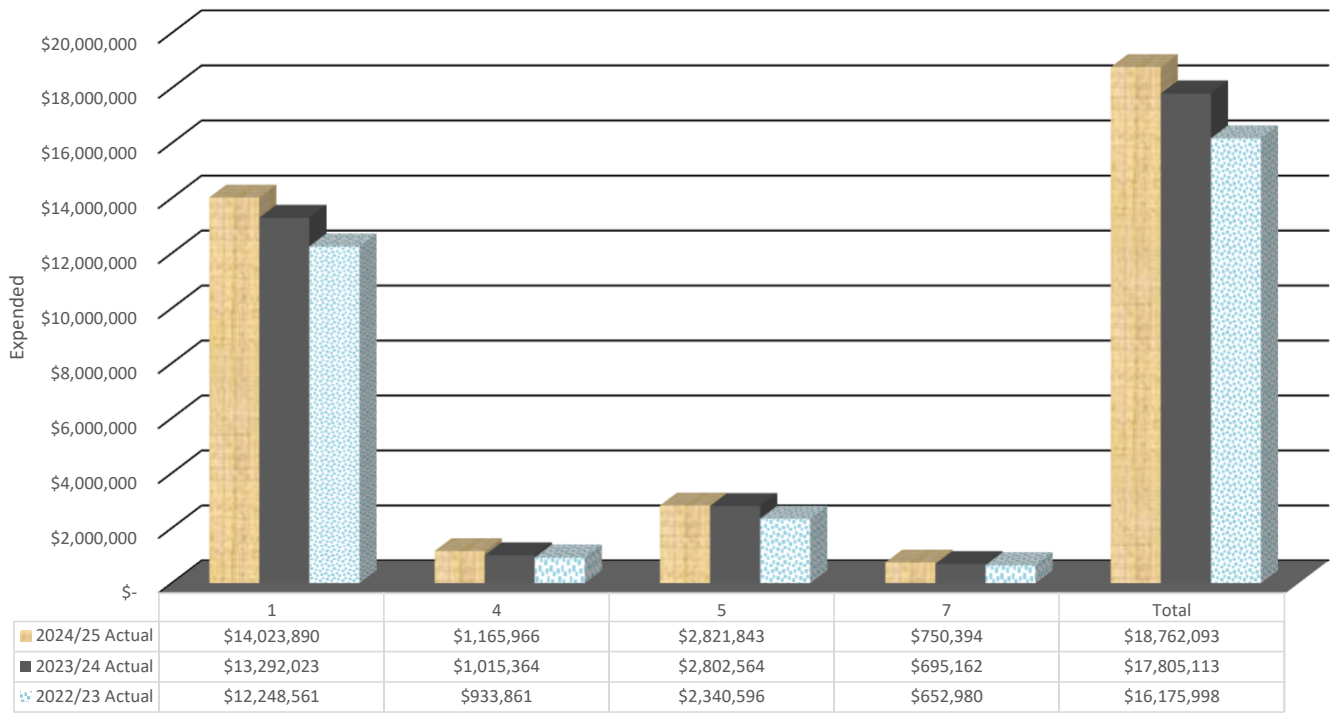


**ROCKY MOUNTAIN SCHOOL DISTRICT
BUDGET UTILIZATION SUMMARY
11/30/2024**

<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	\$ 42,666,067	\$ 14,023,890	32.87%	32.97%	32.54%
Administration	4	12	\$ 2,712,801	\$ 1,165,966	42.98%	41.67%	46.08%
Maintenance	5	12	\$ 7,168,345	\$ 2,821,843	39.37%	41.67%	41.04%
Transportation	7	11	\$ 2,252,183	\$ 750,394	33.32%	36.36%	32.07%
Total			\$ 54,799,396	\$ 18,762,093	34.24%	34.68%	34.21%



3 Year Actual Expenditure Comparison



PUBLIC BOARD MEETING

DATE: December 10, 2024
TO: Board of Trustees
FROM: Field Trip Committee
SUBJECT: November Approved Field Trips (3 Total)
ORIGINATOR: Melanie Spencer
REFERENCE: [Policy](#) and [District Practice](#) 8600



ISSUE

As per Policy and District Practice 8600, the Board of Education receives an annual report on field trips taken. It has been communicated that a monthly report on field trips will be presented to the Board of Trustees.

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. This report will only be reviewing the monthly high care field trips that have been approved during the month.

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 proposal is forwarded to the District Administration Building for Superintendent (or Assistant 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

School	High Care Field Trips (#)
Golden Secondary	Two (2)
Gr 8-9, (Dec 18/24) Alpine Skiing/Snowboarding at Kicking Horse Mountain Resort Lifestyle Recreation KHMR Ski/Snowboard Program.	
Gr 8-9, (Dec 17/24) Alpine Skiing/Snowboarding at Kicking Horse Mountain Resort Lifestyle Recreation D2 KHMR Ski/Snowboard Program	
Selkirk Secondary School	One (1)
Gr 10-12, Snowshoeing and Nordic Skiing and Intro Touring Skills Unit, Kimberley Nordic Centre, Nature Park, Lois Creek, and Trickle Creek Golf Course	

CONCLUSION

Rocky Mountain School District No. 6 has approved 3 high care field trips this past month.



DATE: December 10, 2024
TO: Board of Trustees
FROM: Aaron Callaghan, Superintendent
SUBJECT: Fall Learning Update
ORIGINATOR: Steve Wyer, Assistant Superintendent



PUBLIC BOARD MEETING

ISSUE

The Board will receive an update on student learning in the areas of Literacy and Numeracy. As well, the Board will receive an update on some of the capacity building initiatives supported by the school district.

BACKGROUND

In 2020, the Ministry of Education and Child Care passed legislation call the Framework for Enhancing Student Learning. This framework focuses on student transitions through school, social and emotional learning, and academic achievement in the areas of literacy and numeracy. This legislation came with a Ministry Reporting Order for district to provide public assurance of district compliance with the framework.

As part of Rocky Mountain’s implementation of the Board’s strategic plan and the district’s operational plan, the district closely monitors student achievement in literacy and numeracy in alignment with the expectations of the framework. All schools complete student assessments for all ages in the areas of literacy and numeracy in the Fall (baseline) and the Spring (summative). These assessments allow the district to report on system performance but also, and more importantly, provide schools with high level data that can prompt school level conversations about student supports, areas of strength, and areas of growth opportunity.

Additionally, district staff support schools to build adult capacity for improving student outcomes in areas of learning identified through school, classroom, district, and provincial assessment.

CURRENT SITUATION

Near the end of October, the Fall Assessment Cycle came to an end. Teachers and other educators have been working hard to assess student assessments and review the results. Staff on the district team are also reviewing this information from the perspective of the entire district. This involves analyzing data, speaking with school principals, meeting with teacher leaders, and looking for patterns of strength and opportunity for continuous improvement.



The Ministry Of Education and Child Care is slowly leaning on some newly introduced descriptions of student competency in numeracy and literacy called the BC Learning Pathways. This document is linked in the references. This descriptive language about proficiency in literacy and numeracy provide the goal posts for achievement for students and the guiderails for instructional design.

In literacy people are seen to be proficient if they demonstrate competency in all 4 skills aspects of:

1. **Comprehension** – understanding the meaning within text or media.
2. **Applies Understanding** – uses the meaning of text to perform other skills such as the synthesis of ideas.
3. **Generates Ideas** – students can create independent thinking and evaluate their ideas.
4. **Communicates** – students have multiple ways of expressing and justifying their thinking.

Literacy

The school district is thankful to a group of committed teachers and principals who assisted in designing a literacy assessment for grades 4-9 that melds all aspects of the BC Learning Pathways into one assessment. This assessment can serve to replace individual reading assessments and writing assessments that did not measure literacy together, as a whole.

This assessment is in its second year of implementation and the district is still learning about the best ways to support implementation and professional learning. However, the assessment has been useful to gather some areas of strength and also to ensure that district and school learning priorities are aligned with what students need to learn. It is worthwhile to note that the proficiency descriptors are set for student expectations in April and May: after they have been taught the skills at grade level. For this reason, the Fall assessment is treated as a baseline assessment: where are students starting from? Mastery is not expected on Fall assessments.

Student Strengths:

Comprehension – this is the student’s ability to understand the meaning of the text or media

Develops Ideas – This refers to a student’s ability to generate independent thinking.

Opportunities for Growth

Apply Understanding – this competency involves using their understanding of text to apply to connections and applications in the world or to create new meaning from multiple sources of text.

Communication – Students are able to express, demonstrate, and justify their thinking in multiple ways.

These opportunities for growth are evident in the Rocky Mountain literacy assessment results as well as in the results from the Foundation Skills Assessment. With a focus on these opportunities throughout the year, it is expected much growth will take place between now and the Spring Assessment Cycle.



Numeracy

Numeracy results have been improving in the district over the last 4 years. While still not at the level of performance in literacy, numeracy results are steadily improving. Numeracy remain the area of student outcomes with the greatest opportunity for improvement.

One of the areas this improvement is evident is in the Graduation Numeracy Assessment (GNA) written by most students in Grade 10. This improvement has been largely due to the hard efforts of teachers and principals in developing and using the Grade 8 and 9 District Numeracy Assessment. Having this assessment allows teachers and principals to understand numeracy growth in the years between students writing the FSA in Grade 7 and their learning as demonstrated on the provincial exam in grade 10. Prior to the development of the local assessment, available data showed a significant drop in achievement as measure on the GNA. With a local district assessment, educators are now able to pinpoint the needed learning and adjust instruction to provide it.

The district also supports an assessment for grades 1-7 called the SNAP (Student Numeracy Assessment and Practice). Unlike the assessment at Grade 8/9, the SNAP only measures one skill within a broad range of Numeracy skills. It measures a student's proficiency with number sense. Number sense refers to all the concepts of number: representation, deconstruction, estimation, ordering, and so on. The reason the district uses this assessment as a system diagnostic is because the skill of number sense is a predictor of success with other numeracy concepts. Likewise, a student without possession of strong number sense will likely struggle with progressive concepts in numeracy.

Like Literacy, proficiency in Numeracy is described in the BC Learning Pathways from the Ministry of Education and Child Care. There are five general aspects of a numerate person:

1. **Applies** – This refers to the ability to use math understanding in the application of solving problems.
2. **Solving** – This refers to the accuracy of computation and mathematical representation.
3. **Analyses** – This ability allows a student to assess the reasonableness of their solutions in light of alternatives.
4. **Communicates** – This ability refers to the student's ability to justify and communicate about their approach.
5. **Interprets** – This ability means one's ability to understand the aspects of a problem and identify relevant information.

Strengths

Solving – While not perfectly accurate all the time, students demonstrate a solid understand about computation and how to arrive at the correct answer, even if the answer is not completely accurate.

Communication – Students have a lot of experience with talking about numbers and this is a relative strength. However, there is a still a need to use this skill to offer justification in relation to the other proficiencies, such as analysis. For example, I would need to have a strong base in communication in order to justify my analyses of the reasonableness of my solution in relation to other options I may have discarded. Essentially, answer “why did I choose this solution”?



Opportunities for Growth

Interpretation – This is such an important numeracy skill because without it, one can almost be unable to begin to find a solution. It involves understanding what is being asked and the importance of available information.

Analyses – this ability is sometimes demonstrated after the solution when the importance of checking work, evaluating decisions, and revising work is required.

Growing Capacity

Supporting continuously improving student outcomes in identified areas within the district requires support and opportunities for educators to grow capacity to meet the ever-changing needs of students and the progress of research in learning.

Currently, The BC Learning Pathways are still new to BC. Previous to these, educators relied on the BC Performance Standards documents. A shift to the BC Learning Pathways language is underway and is begin supported by many roles in the district.

1. A big thank you goes out to school-based educators who give of their time to join numeracy and literacy leadership teams and learning opportunities offered within the school year.
 - a. 4-7 literacy community of practice
 - b. Three early learning support sessions
 - c. Secondary numeracy community of practice
 - d. Literacy assessment design team.
2. The Human Resource department has led the coordination of Unassigned Teachers working on contracts to support the reliable release of teachers to collaborate with each other. This is a \$700,000 dollar investment into teacher collaboration.
3. The District Leadership Team have been working with district staff during individual sessions as well as during team meetings to analyze and plan ways to use the evidence of learning at all system levels to support future learning and instruction.

CONCLUSION

The Fall assessment cycle has been completed. It includes assessments in the areas of literacy and numeracy for all students. This process is tightly aligned with the strategic priority to ensure success for each learner. The Fall assessment cycle provides baseline information to better understand our starting points with students. There are areas of strength and opportunities for growth, as detailed above. The Spring assessment cycle will assess the same skills and will show the magnitude of growth in identified areas of learning.



PUBLIC BOARD MEETING



DATE: December 10, 2024

TO: Rocky Mountain Board of Education

FROM: Aaron Callaghan

SUBJECT: District Wellness Committee Update

ORIGINATOR: Aaron Callaghan

REFERENCE:



PUBLIC BOARD MEETING

ISSUE

The Board will receive an update on the progress being made by the District Wellness Committee.

BACKGROUND

During the 2023-24 school year a District Wellness Committee was struck to improve the overall wellness of Rocky Mountain School District employees at work. Sanctioned by the Board of Education, the District Wellness Committee’s role is to develop and support the implementation a comprehensive, multi-year workplace wellness plan. The committee is representative of all employee groups in the school district and meets three times annually.

Several actions were identified by the District Wellness Committee for the 2024-25 school year using a three-prong approach to wellness – the individual, the team and the organization. These actions include:

- Psychological Safety Training
- Improvements to School District Communications
- Development of Change Management Protocols

CURRENT SITUATION

The District Wellness Committee collaborated informally in October in advance of an in-person meeting on November 18. Co-Facilitators and a Secretary have been identified, and work is now underway across the three focus areas for 2024-25.

- Psychological Safety Training has been initiated with school district leadership supported by Well at Work Advisor Pam Rannelli. Learning sessions will continue through the winter and spring.
- District Policy Committee have made numerous revisions based on feedback to the District Communication Policy & Practice 1200 in support of clear expectations related primarily to electronic communications.
- Initial conversations related to Change Management have begun, and a draft document will be brought back to the Committee for their next meeting in February.



PUBLIC BOARD MEETING

In addition to these focused discussions, the Committee also revisited its Terms of Reference, making slight revisions including the inclusion of sub committees to support the overall goal of the Committee.

Two updates have been shared to date this year by Executive Assistant Melanie Spencer on behalf the committee's Co-Facilitators, and meetings are scheduled for both February and May.

CONCLUSION

The District Wellness Committee continues to work toward its mandate to improve the wellness of employees throughout the school district through the implementation of thoughtful actions that support the individual, the team and the school district as an organization.

KEY MESSAGES

- The District Wellness Committee is working to develop and implement a comprehensive, multi-year wellness plan to improve the well-being of every employee in Rocky Mountain School District.
- The District Wellness Committee is made up of Teachers, Support Staff, Exempt Staff, School Administrators, Senior Staff and School Board Trustees.
- Current Co-Facilitators of the District Wellness Committee are Terri Ann Hayes (Principal, JA Laird) and Catherine McKenzie (President, Kimberley Teachers' Association).
- Information related to the District Wellness Committee can now be found on the Staff Intranet by accessing the Employee Wellness tile.



BC Public School Employers' Association Update

December 2024 Board of Ed Meeting

1. Applications Open – Hiring Incentives Round 3

- See November 25th email for details
- Application form included

2. BCPSEA Useful Info

- “What We Do”
- Annual Report
- Conflict of Interest
- See November 27th email for details

3. BCPSEA Learning

- ONCORE learning opportunities
- See December 2nd email for details

4. Applications Open – SSEC Support Staff Training Funds

- See December 2nd email for details
- Application form included

5. Technical Bargaining Advisory Committee

- Invitation to representatives from trustees not in conflict for Advisory Committee
- See December 4th email for details

6. Local Teacher Bargaining Update

- Local tables update
- Template 2025: Local Matters Agreement
- Template 2025: Housekeeping of Local Language
- See December 5th email for details

Sample Summary Statement for December Board of Ed Minutes: Recent BCPSEA information distributed to school districts included the BCPSEA Annual Report, Conflict of Interest information, and the invitation for representatives from trustees not in conflict for a BCPSEA technical bargaining advisory committee.

December 2024						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3 Labour Relations Committee Virtual at 4:30 pm	4	5	6	7
8	9	10 Board of Education Meeting, Virtual 6:00 pm In-Camera 7:00 pm Regular	11	12	13	14
15	16	17	18	19	20	21
22	23 Winter Break	24 Winter Break	25 Christmas Winter Break	26 Boxing Day Winter Break	27 Winter Break	28
29	30 Winter Break	31 Winter Break				

January 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 New Year's Day Winter Break	2 Winter Break	3 Winter Break	4
5	6 School reopens	7 Labour Relations Committee Virtual at 12:30 pm Policy Committee Virtual at 4:30 pm	8	9	10	11
12	13	14 Board of Education Meeting, Virtual 4:45 pm In-Camera 6:00 pm Regular	15	16	17	18
19	20	21	22	23 Education Circle Shuswap Band Office 5:00 pm	24	25
26	27	28	29	30	31	