

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

Location: McKim Middle School

Date: 2021-09-14

Time: 7:00 p.m.

1. CALL TO ORDER

2. ACKNOWLEDGEMENT OF TERRITORY

3. APPROVAL OF AGENDA

4. APPROVAL OF THE MINUTES OF PRIOR MEETINGS

4.1 Regular Board Meeting of June 8, 2021

4.2 Synopsis of In-Camera Meeting of June 8, 2021

5. PRESENTATIONS

5.1 Combined report to the Members of the Finance and Audit Committee, dated, September 14, 2021, Draft audited financial statements for the year ending June 30, 2021, and Financial Statement, Discussion and Analysis (Angie Spencer, BDO Canada LLP)*

6. MATTERS ARISING FROM THE MINUTES

7. STRATEGIC AND POLICY ISSUES

7.1 Policy Development

7.1.1 Third Reading (nil)

7.1.2 Second Reading

7.1.2.1 Policy 9400, District Parent Advisory Council (Karen Shipka) *

7.1.3 First Reading

7.1.3.1 Policy 3800, Expenses on Board of Education Business (Karen Shipka – Three Readings) *

7.1.3.2 Bylaw 4 - Calendar Change (Karen Shipka – Three Readings)*

7.1.3.3 Policy Manual Sections 1000 – 2000 (Karen Shipka) *

8. OPERATIONAL ISSUES

8.1 2022-23 Five-Year Capital Plan Submission - Minor Capital Program (Steve Jackson) *

- 8.2 FESL Enhancing Student Learning report (Karen Shipka)*
- 8.3 Calendar Change to support National Day of Truth and Reconciliation (Steve Wyer)*

9. REPORTS

- 9.1 COVID-19 Communications Update (Karen Shipka)*
- 9.2 Immunization Clinics (Karen Shipka)*
- 9.3 Budget Utilization Summary June 30, 2021 (Al Rice or Jacinda Harding) *
- 9.4 BC School Trustees Association (Jane Fearing)
- 9.5 BC School Trustees Association, Kootenay Boundary Branch (Jane Thurgood Sagal)
- 9.6 BC Public Schools Employers Association (Sandra Smail)

10. INFORMATION ITEMS

- 10.1 Correspondence – Peaks Gymnastics Society Letter* (Karen Shipka)*
- 10.2 September and October 2021 Calendar *

11. FORTHCOMING EVENTS

- 2021.09.24-26 BCSTA Kootenay Boundary Branch, AGM, Virtual
- 2021.09.28 Policy Committee Meeting, Teleconference, 4:30 p.m.
- 2021.10.05 Labour Relations Committee Meeting, Teleconference, 8:30 a.m.
- 2021.10.12 Board of Education Meeting, Edgewater Elementary School
 - In-Camera 6:00, p.m.
 - Regular Meeting, 7:00 p.m.

12. QUESTIONS FROM THE PUBLIC

13. ADJOURNMENT

* attachment

DATE: September 9, 2021

TO: Board of Trustees

FROM: Karen Shipka, Superintendent of Schools

SUBJECT: June 30, 2021 Financial Statements

ORIGINATOR: Alan Rice, Secretary Treasurer

REFERENCE: 2020/21 Annual Financial Statements and 2020/21 Financial Statement Discussion and Analysis



ISSUE

The Board of Education is required to review and approval of annual financial statements under the School Act.

BACKGROUND

Financial statements are in the Ministry prescribed format as of June 30, 2021. The audit is nearly complete and require review and approval by the Board.

CURRENT SITUATION

Financials are ready for approval by the Board and BDO Canada will be available to answer questions and present their audit report.

CONCLUSION

The financial statements are presented fairly and are available for approval.

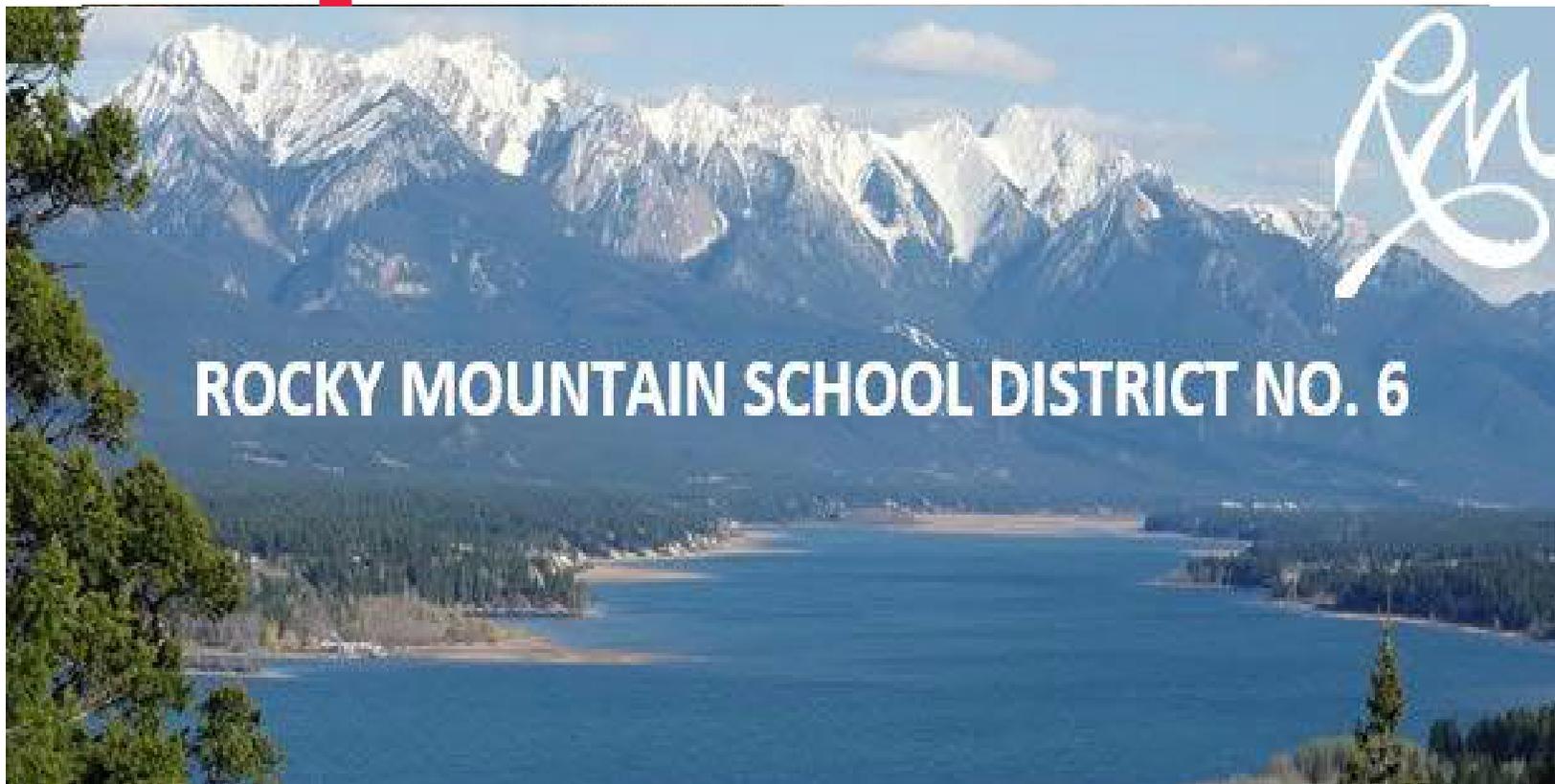
RECOMMENDATION

That the Board approve the June 30, 2021 financial statements and the appropriations as presented.

PROPOSED MOTION

That the Board approve the audited financial statements and appropriations as disclosed in the notes of the financial statements for the year ended June 30, 2021.





ROCKY MOUNTAIN SCHOOL DISTRICT NO. 6

Combined Report to the Members of the Finance and Audit Committee

September 14, 2021

September 14, 2021

School District #6 (Rocky Mountain)
620 4th Street
Invermere, BC, V0A 1K0

Re: Combined Report to the Finance and Audit Committee for the year ending June 30, 2021

Dear Finance and Audit Committee Members:

Our report is designed to highlight and explain key issues which we believe to be relevant to the audit, including audit risks, the nature, extent, timing, and results of our audit work and the terms of our engagement, including fees. This report forms a significant part of our overall communication strategy with the Finance and Audit Committee and is designed to promote effective two-way communication throughout the audit process so that we may both share timely information. We are communicating only those matters of governance interest that come to our attention as a result of the performance of the audit. We are not required to design audit procedures for the specific purpose of identifying matters of governance interest.

Our audit and therefore this report will not necessarily identify all matters that may be of interest to the Finance and Audit Committee in fulfilling its responsibilities.

This report has been prepared solely for the use of the Finance and Audit Committee and should not be distributed without our prior consent. Consequently, we accept no responsibility to a third party that uses this communication.

Terms of Reference

Our overall responsibility is to form and express an opinion on the financial statements based on our audit procedures. The financial statements are prepared by management, with oversight by those charged with governance. The audit of the financial statements does not relieve management or those charged with governance of their responsibilities. The scope of our work, as confirmed in our engagement letter, and a summary of our proposed fees are set out below.

Engagement Objectives

- ▶ Forming and expressing an audit opinion on the financial statements.
- ▶ Present significant findings to the Finance and Audit Committee including key audit and accounting issues, any significant deficiencies in internal control and any other significant matters arising from our work.
- ▶ Provide timely and constructive management letters. This will include deficiencies in internal control identified during our audit.
- ▶ Consult regarding accounting and reporting matters are requested throughout the year.
- ▶ Work with management towards the timely issuance of financial statements.

Audit Strategy

Our overall audit strategy involved extensive partner and manager involvement in all aspects of the planning and execution of the audit and was based on our overall understanding of School District #6 (Rocky Mountain).

We performed a risk based audit which allows us to focus our audit effort on higher risk areas and other areas of concern for management and the Finance and Audit Committee.

To assess risk accurately, we gained a detailed understanding of School District #6 (Rocky Mountain)'s business and the environment it operates in. This allowed us to identify, assess and respond to the risks of material misstatement.

To identify, assess and respond to risk, we obtained an understanding of the system of internal control in place in order to consider the adequacy of these controls as a basis for the preparation of the financial statements, to determine whether adequate accounting records have been maintained and to assess the adequacy of these controls and records as a basis upon which to design and undertake our audit testing.

Based on our risk assessment, we designed an appropriate audit strategy to obtain sufficient assurance to enable us to report on the financial statements.

We chose audit procedures that we believed were the most effective and efficient to reduce audit risk to an acceptable low level. The procedures are a combination of testing the operating effectiveness of internal controls (when appropriate), substantive analytical procedures and other tests of detailed transactions.

Having planned our audit, we performed audit procedures, maintaining an appropriate degree of professional skepticism, in order to collect evidence to support our audit opinion.

Risks and Planned Audit Responses

Based on our knowledge of School District #6 (Rocky Mountain)'s business, our past experience, and knowledge gained from management and you, we identified the following financial statement areas with significant risks; those risks of material misstatement that, in our judgment, required special consideration.

These risks arose mainly because of the complexity of the accounting rules, the extent of estimation and judgment involved in the valuation of these financial statement areas, and the existence of new accounting pronouncements that affect them.

Financial Statement Areas	Audit Procedures Performed
Revenue, government transfers, and deferred revenue	<ul style="list-style-type: none"> Reviewed revenue recognition policy for consistency with the professional standards and test eligibility and stipulations for deferral (including special purpose school generated funds), if any.
Potential of management's override or lack of segregation of duties	<ul style="list-style-type: none"> Reviewed and tested internal control procedures, including those surrounding journal entries and approvals.
Ordinary presumption of fraud in relation to revenue recognition, as specified in the Canadian Auditing Standards	<ul style="list-style-type: none"> Reviewed and evaluated which types of revenue, revenue transactions or assertions give rise to such fraud risks and test internal control procedures or perform alternate procedures to address those fraud risks.
Estimates - useful life of tangible capital assets	<ul style="list-style-type: none"> Reviewed estimated useful life of tangible capital assets to determine if estimates are reasonable and consistently applied.
Employee future benefits	<ul style="list-style-type: none"> Reviewed the independent valuation report prepared by Mercer and agreed the figures adjusted for in the financials Determined the reasonableness of estimates and assumptions in relation to future obligations.
Financial instruments	<ul style="list-style-type: none"> Ensured proper recognition and measurement of financial instruments and appropriate accounting treatment.

Materiality

Misstatements, including omitted financial statement disclosures, are considered to be material if they, individually or in aggregate, could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements.

Judgments about materiality are made in light of surrounding circumstances and include an assessment of both quantitative and qualitative factors and can be affected by the size or nature of a misstatement, or a combination of both.

For purposes of our audit, preliminary materiality was set at \$675,000 for the year ended June 30, 2021. We communicated all corrected and uncorrected misstatements identified during our audit to the Finance and Audit Committee, other than those which we determined to be "clearly trivial". Misstatements are considered to be clearly trivial for purposes of the audits when they are inconsequential both individually and in aggregate.

We encouraged management to correct any misstatements identified throughout the audit process.

Audit Team

In order to ensure effective communication between the Audit Committee and BDO Canada LLP, we have briefly outlined below the key members of our audit team and the role they played:

Team Member	Role	Contact Information
Angie Spencer, CPA, CA	Engagement Partner	236-836-0133 aspencer@bdo.ca
Kenton Lane, CPA	Manager	250-421-5364 kelane@bdo.ca
Jamie Anderson	Audit Senior	250-421-5351 jlandersonk@bdo.ca
Sabrina Yule	Audit Junior	250-421-5362 syule@bdo.ca

Audit Fees

As part of our audit, we understand that you expect us to provide value and to share in your commitment to minimizing costs.

The estimated fees for the audit of the financial statements of School District #6 (Rocky Mountain) were \$22,500.

Independence

Our annual communication confirming our independence is included as an Appendix. We are not aware of any relationships between the entity and us that, in our professional judgment, may reasonably be thought to bear on our independence to date.

Auditor's Considerations of Possible Fraud and Illegal Activities

We are responsible for planning and performing the audit to obtain reasonable assurance that the financial statements are free of material misstatements, whether caused by error or fraud, by:

- ▶ Identifying and assessing the risks of material misstatement due to fraud;
- ▶ Obtaining sufficient and appropriate audit evidence regarding the assessed risks of material misstatement due to fraud, through designing and implementing appropriate responses; and
- ▶ Responding appropriately to fraud or suspected fraud identified during the audit.

The likelihood of not detecting a material misstatement resulting from fraud is higher than the likelihood of not detecting a material misstatement resulting from error because fraud may involve collusion as well as sophisticated and carefully organized schemes designed to conceal it.

During the audit, we performed risk assessment procedures and related activities to obtain an

understanding of the entity and its environment, including the Company's internal control, to obtain information for use in identifying the risks of material misstatement due to fraud and made inquiries of management regarding:

- ▶ Management's assessment of the risk that the financial statements may be materially misstated due to fraud, including the nature, extent and frequency of such assessments;
- ▶ Management's process for identifying and responding to the risks of fraud in the Company, including any specific risks of fraud that management has identified or that have been brought to its attention, or classes of transactions, account balances, or disclosures for which a risk of fraud is likely to exist;
- ▶ Management's communication, if any, to those charged with governance regarding its processes for identifying and responding to the risks of fraud in School District #6 (Rocky Mountain); and
- ▶ Management's communication, if any, to employees regarding its view on business practices and ethical behaviour.

In response to our risk assessment and our inquiries of management, we performed procedures to address the assessed risks, which may have included:

- ▶ Inquired of management, the Finance and Audit Committee, and others related to any knowledge of fraud, suspected fraud or alleged fraud;
- ▶ Performed disaggregated analytical procedures and consider unusual or unexpected relationships identified in the planning of our audit;
- ▶ Incorporated an element of unpredictability in the selection of the nature, timing and extent of our audit procedures; and
- ▶ Performed additional required procedures to address the risk of management's override of controls including:
 - Testing internal controls designed to prevent and detect fraud;
 - Testing the appropriateness of a sample of adjusting journal entries and other adjustments for evidence of the possibility of material misstatement due to fraud;
 - Reviewing accounting estimates for biases that could result in material misstatements due to fraud, including a retrospective review of significant prior years' estimates; and
 - Evaluated the business rationale for significant unusual transactions.

Adjusted and Unadjusted Differences

We have disclosed all significant adjusted and unadjusted differences and disclosure omissions identified through the course of our audit engagement. Each of these items, if any, has been discussed with Management.

Management has determined that the unadjusted differences, if any, are immaterial both individually and in aggregate to the financial statements taken as a whole. Should the Finance and Audit Committee agree with this assessment, we do not propose further adjustments.

Significant Findings, Accounting Policies, Estimates and Judgments

Management is responsible for determining the significant accounting policies. The choice of different accounting policy alternatives can have a significant effect on the financial position and

results of operations of the Company. The application of those policies often involves significant estimates and judgments by management.

Our comments below are intended to provide you with some thoughts on the qualitative aspects of the significant accounting policies chosen by management, and the significant estimates and judgements made by management, so that you can assess the appropriateness of management's choices.

Accounting Policy / Judgment / Estimate	Discussion of Qualitative Aspects of Significant Accounting Policies
Revenue recognition	<p>There is a risk that management may manage grant revenue to match expenses by deferring funds; incurring costs; accruing and expensing costs to utilize unused funds; or allocating costs to different expense categories.</p> <p>Contributions are only to be deferred when there are explicit or clear implicit restrictions imposed by external parties, and then recognized as revenue when used for their specified purpose. Government transfers that meet eligibility criteria but have stipulations with that funding would recognize the transfer as revenue when the stipulation is satisfied or over the life of the asset if it is capital funding.</p> <p>There may be circumstances when the stipulations of a transfer alone are too broad to create an obligation that meets the definition of a liability. In such cases, a recipient government would review its own actions and communications by the financial statement date to evaluate whether they are consistent with the substance and intent of the transfer stipulations, and determine whether the nature and extent of those actions and communications together with the transfer stipulations create an obligation that meets the definition of a liability.</p> <p>It is management's opinion that all amounts reported as deferred revenue, deferred contributions, and unspent deferred capital contributions meet the definition of a liability.</p>

Accounting Policy / Judgment / Estimate	Discussion of Qualitative Aspects of Significant Accounting Policies
Estimates - useful life of capital assets	<p>Given the size and type of the School District No. 6 (Rocky Mountain)'s tangible assets, a risk was raised with regards to the useful life of capital assets, such that an error in this estimate could have a material impact on the financial statements. In order to mitigate the risk, we performed the following procedures:</p> <ul style="list-style-type: none"> • Reviewed estimated useful life of tangible capital assets for the purpose of amortization to determine that they are reasonable and consistently applied. <p>It was determined that the policies by the School District for the estimated useful life of tangible capital assets are reasonable and consistently applied.</p>

We are of the view that nothing has come to our attention that indicates that the significant accounting policies, estimates and judgments made by management are not reasonable in the context of the financial statements taken as a whole.

Management Representations

During the course of the audit, management made certain representations to us. These representations were verbal or written and therefore explicit, or they were implied through the financial statements. Management provided representations in response to specific queries from us, as well as unsolicited representations. Such representations were part of the evidence gathered by us to be able to draw reasonable conclusions on which to base the audit opinion. These representations were documented by including in the audit working papers memoranda of discussions with management and written representations received from management.

Management's representations included, but were not limited to:

- ▶ matters communicated in discussions with us, whether solicited or unsolicited;
- ▶ matters communicated electronically to us;
- ▶ schedules, analyses and reports prepared by the entity, and management's notations and comments thereon, whether or not in response to a request by us;
- ▶ internal and external memoranda or correspondence;
- ▶ minutes of meetings of the Board of Directors or similar bodies such as audit committees and compensation committees;
- ▶ a signed copy of the financial statements; and
- ▶ a representation letter from management.

We will provide you a copy of the management representation letter, which summarizes the representations we have requested from management.

Management Letter

We will be submitting to management a letter on internal controls and other matters that we feel should be brought to their attention.

We wish to express our appreciation for the co-operation we received during the audit from School District #6 (Rocky Mountain)'s management and staff who have assisted us in carrying out our work. We would be pleased to discuss with you the contents of this report and any other matters that you consider appropriate.

Yours truly,

A handwritten signature in black ink that reads "Angie Spencer". The signature is written in a cursive style with a large initial 'A' and a long, sweeping underline.

Angie Spencer, CPA, CA
Partner
BDO Canada LLP
Chartered Professional Accountants

APPENDIX: INDEPENDENCE

September 14, 2021

Dear Finance and Audit Committee Members:

At the core of the provision of external audit services is the concept of independence. We are communicating all relationships between BDO Canada LLP and its related entities and School District #6 (Rocky Mountain) and its related entities that, in our professional judgment, may reasonably be thought to have influenced our independence during the audit.

In determining which relationships to report, we have considered the applicable legislation and relevant rules of professional conduct and related interpretations prescribed by the appropriate provincial institute/order covering such matters as the following:

- Holding a financial interest, either directly or indirectly in a client;
- Holding a position, either directly or indirectly, that gives the right or responsibility to exert significant influence over the financial or accounting policies of a client;
- Personal or business relationships of immediate family, close relatives, partners or retired partners, either directly or indirectly, with a client;
- Economic dependence on a client; and
- Provision of services in addition to the audit.

We have prepared the following comments to facilitate our discussion with you regarding independence matters.

We are not aware of any relationships between the entity and us that, in our professional judgment, may reasonably be thought to bear on our independence to date.

We hereby confirm that we are independent with respect to the entity within the meaning of the Code of Professional Conduct of the Chartered Professional Accountants of British Columbia as of September 14, 2021.

This communication is intended solely for the use of the Finance and Audit Committee, management and others with the entity and should not be used for any other purposes.

Yours truly,



Angie Spencer, CPA, CA
Partner
BDO Canada LLP
Chartered Professional Accountants

APPENDIX: DRAFT INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees of
School District No. 6 (Rocky Mountain)

Opinion

We have audited the financial statements of School District No. 6 (Rocky Mountain) (the School District), which comprise the statement of financial position as at June 30, 2021, and the statements of operations, changes in net financial assets (debt), and cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements of the School District as at and for the year ended June 30, 2021 are prepared, in all material respects, in accordance with the accounting requirements of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia (the Act).

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are independent of the School District in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Emphasis of Matter - Basis of Accounting

We draw attention to Note 2 to the financial statements which describes the basis of accounting. The financial statements are prepared in order for the School District to meet the reporting requirements of the Act referred to above. Note 2 to the Financial Statements discloses the impact of these differences between such basis of accounting and Canadian public sector accounting standards. Our opinion is not modified in respect of this matter.

Other Matters

We draw attention to the fact that the supplementary information included in Schedule 1 to 4 does not form part of the financial statements. We have not audited or reviewed this supplementary information and, accordingly, we do not express an opinion, a review conclusion or any other form of assurance on this supplementary information.

Other Information

Management is responsible for the other information. The other information, other than the financial statements and our auditor's report thereon, includes the Financial Statement Discussion and Analysis.

Our opinion on the financial statements does not cover the other information and we do not express any form of assurance conclusion thereon.

In connection with our audit of the consolidated financial statements, our responsibility is to read the other information identified above and, in doing so, consider whether the other information is materially inconsistent with the consolidated financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated.

Prior to the date of this auditor's report, we obtained the Financial Statement Discussion and Analysis prepared by management. If, based on the work we have performed on this information, we conclude that there is a material misstatement of this other information, we are required to report that fact in this auditor's report. We have nothing to report in this regard.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation of the financial statements in accordance with the Act, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the School District's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the School District, or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the School District's financial reporting process.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances. But not for the purpose of expressing an opinion on the effectiveness of the School District's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.

- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School District's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However future events or conditions may cause the School District to cease to continue as a going concern.
- Obtain sufficient appropriate audit evidence regarding the financial information of the entities or business activities within the School District to express an opinion on the financial statements. We are responsible for the direction, supervision and performance of the School District audit. We remain solely responsible for our audit opinion.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Chartered Professional Accountants

Cranbrook, British Columbia
September 14, 2021

Audited Financial Statements of

School District No. 6 (Rocky Mountain)

And Independent Auditors' Report thereon

June 30, 2021

School District No. 6 (Rocky Mountain)

June 30, 2021

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School District No. 6 (Rocky Mountain)

MANAGEMENT REPORT

DRAFT

Management's Responsibility for the Financial Statements.

The accompanying financial statements of School District No. 6 (Rocky Mountain) have been prepared by management in accordance with the accounting requirements of Section 23.1 of the Budget Transparency and Accountability Act of British Columbia, supplemented by Regulations 257/2010 and 198/2011 issued by the Province of British Columbia Treasury Board, and the integrity and objectivity of these statements are management's responsibility. Management is also responsible for all of the notes to the financial statements and schedules, and for ensuring that this information is consistent, where appropriate, with the information contained in the financial statements.

The preparation of financial statements necessarily involves the use of estimates based on management's judgment particularly when transactions affecting the current accounting period cannot be finalized with certainty until future periods.

Management is also responsible for implementing and maintaining a system of internal controls to provide reasonable assurance that assets are safeguarded, transactions are properly authorized and reliable financial information is produced.

The Board of Education of School District No. 6 (Rocky Mountain) (called the "Board") is responsible for ensuring that management fulfills its responsibilities for financial reporting and internal control and exercises these responsibilities through the Board. The Board reviews internal financial statements on a monthly basis and externally audited financial statements yearly.

The external auditors, BDO Canada LLP, conduct an independent examination, in accordance with Canadian generally accepted auditing standards, and express their opinion on the financial statements. The external auditors have full and free access to financial management of School District No. 6 (Rocky Mountain) and meet when required. The accompanying Independent Auditors' Report outlines their responsibilities, the scope of their examination and their opinion on the School District's financial statements.

On behalf of School District No. 6 (Rocky Mountain)

DRAFT

Signature of the Superintendent of Schools of the Board of Education _____ Date Signed _____

Signature of the Superintendent _____ Date Signed _____

Signature of the Secretary Treasurer

Date Signed

Independent Auditor's Report

To the Board of Trustees of
School District No. 6 (Rocky Mountain)

Opinion

We have audited the financial statements of School District No. 6 (Rocky Mountain) (the School District), which comprise the statement of financial position as at June 30, 2021, and the statements of operations, changes in net financial assets (debt), and cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements of the School District as at and for the year ended June 30, 2021 are prepared, in all material respects, in accordance with the accounting requirements of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia (the Act).

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are independent of the School District in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Emphasis of Matter - Basis of Accounting

We draw attention to Note 2 to the financial statements which describes the basis of accounting. The financial statements are prepared in order for the School District to meet the reporting requirements of the Act referred to above. Note 2 to the Financial Statements discloses the impact of these differences between such basis of accounting and Canadian public sector accounting standards. Our opinion is not modified in respect of this matter.

Other Matters

We draw attention to the fact that the supplementary information included in Schedule 1 to 4 does not form part of the financial statements. We have not audited or reviewed this supplementary information and, accordingly, we do not express an opinion, a review conclusion or any other form of assurance on this supplementary information.

Other Information

Management is responsible for the other information. The other information comprises the information included in the Financial Statement Discussion and Analysis report.

Our opinion on the financial statements does not cover the other information and we do not express any form of assurance conclusion thereon.

In connection with our audit of the consolidated financial statements, our responsibility is to read the other information identified above and, in doing so, consider whether the other information is materially inconsistent with the consolidated financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated.

We obtained the Financial Statement Discussion and Analysis report prior to the date of this auditor's report. If, based on the work we have performed on this other information, we conclude that there is a material misstatement of this other information, we are required to report that fact in this auditor's report. We have nothing to report in this regard.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation of the financial statements in accordance with the Act, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the School District's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the School District, or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the School District's financial reporting process.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances. But not for the purpose of expressing an opinion on the effectiveness of the School District's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School District's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However future events or conditions may cause the School District to cease to continue as a going concern.
- Obtain sufficient appropriate audit evidence regarding the financial information of the entities or business activities within the School District to express an opinion on the financial statements.

We are responsible for the direction, supervision and performance of the School District audit.
We remain solely responsible for our audit opinion.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Chartered Professional Accountants

Cranbrook, British Columbia
September 14, 2021

School District No. 6 (Rocky Mountain)

Statement of Financial Position

As at June 30, 2021

	2021 Actual	2020 Actual
	\$	\$
Financial Assets		
Cash and Cash Equivalents	9,749,908	8,624,666
Accounts Receivable		
Due from Province - Ministry of Education	606,241	156,426
Due from First Nations	12,470	27,597
Other (Note 3)	207,078	198,874
Portfolio Investments (Note 4)	3,268,745	3,252,021
Total Financial Assets	13,844,442	12,259,584
Liabilities		
Accounts Payable and Accrued Liabilities		
Other (Note 5)	4,020,071	3,594,688
Unearned Revenue (Note 6)	3,079,557	383,397
Deferred Revenue (Note 7)	1,560,394	1,484,226
Deferred Capital Revenue (Note 8)	32,818,825	32,334,762
Employee Future Benefits (Note 9)	647,199	642,500
Capital Lease Obligations (Note 10)	532,765	854,121
Total Liabilities	42,658,811	39,293,694
Net Debt	(28,814,369)	(27,034,110)
Non-Financial Assets		
Tangible Capital Assets (Note 11)	59,693,911	58,374,427
Restricted Assets (Endowments) (Note 13)	54,031	76,295
Prepaid Expenses	85,714	100,431
Total Non-Financial Assets	59,833,656	58,551,153
Accumulated Surplus (Deficit)	31,019,287	31,517,043

Contractual Obligations (Note 16)

Contractual Rights (Note 17)

Contingent Liabilities (Note 18)

Approved by the Board

Signature of the Chairperson of the Board of Education

Signed

Signature of the Superintendent

Signed

Signature of the Secretary Treasurer

Date Signed

DRAFT

School District No. 6 (Rocky Mountain)

Statement of Operations
Year Ended June 30, 2021

	2021 Budget	2021 Actual	2020 Actual
	\$	\$	\$
Revenues			
Provincial Grants			
Ministry of Education	44,724,395	46,631,055	43,822,960
Other			1,621
Tuition	2,475,500	1,155,669	2,983,326
Other Revenue	1,330,785	803,276	1,546,781
Rentals and Leases	47,140	81,210	83,155
Investment Income	162,825	118,278	191,528
Amortization of Deferred Capital Revenue	1,923,721	1,915,113	1,839,417
Recognition of Unamortized Deferred Capital Revenue			211,951
Total Revenue	<u>50,664,366</u>	<u>50,704,601</u>	<u>50,680,739</u>
Expenses (Note 20)			
Instruction	38,400,668	38,078,579	36,904,558
District Administration	1,775,451	1,842,631	1,675,548
Operations and Maintenance	8,807,257	9,019,777	8,945,902
Transportation and Housing	2,106,756	2,224,797	1,982,644
Debt Services	15,142	14,309	15,687
Write-off/down of Buildings and Sites			223,700
Total Expense	<u>51,105,274</u>	<u>51,180,093</u>	<u>49,748,039</u>
Surplus (Deficit) for the year, before endowment contributions	<u>(440,908)</u>	<u>(475,492)</u>	<u>932,700</u>
Endowment Contributions		(22,264)	
Surplus (Deficit) for the year	<u>(440,908)</u>	<u>(497,756)</u>	<u>932,700</u>
Accumulated Surplus (Deficit) from Operations, beginning of year		31,517,043	30,584,343
Accumulated Surplus (Deficit) from Operations, end of year		<u>31,019,287</u>	<u>31,517,043</u>

School District No. 6 (Rocky Mountain)

Statement of Changes in Net Debt

Year Ended June 30, 2021

	2021 Budget	2021 Actual	2020 Actual
	\$	\$	\$
Surplus (Deficit) for the year	(440,908)	(497,756)	932,700
Effect of change in Tangible Capital Assets			
Acquisition of Tangible Capital Assets	(3,350,535)	(4,843,646)	(4,666,638)
Amortization of Tangible Capital Assets	3,509,510	3,524,163	3,391,872
Write-down carrying value of Tangible Capital Assets			223,700
Total Effect of change in Tangible Capital Assets	158,975	(1,319,483)	(1,051,066)
Acquisition of Prepaid Expenses	(10,000)	(85,715)	(100,431)
Use of Prepaid Expenses	10,000	100,431	80,768
Endowment Contributions		22,264	
Total Effect of change in Other Non-Financial Assets	-	36,980	(19,663)
(Increase) Decrease in Net Debt, before Net Remeasurement Gains (Losses)	<u>(281,933)</u>	(1,780,259)	(138,029)
Net Remeasurement Gains (Losses)			
(Increase) Decrease in Net Debt		(1,780,259)	(138,029)
Net Debt, beginning of year		(27,034,110)	(26,896,081)
Net Debt, end of year		(28,814,369)	(27,034,110)

School District No. 6 (Rocky Mountain)

Statement 5

Statement of Cash Flows
Year Ended June 30, 2021

	2021	2020
	Actual	Actual
	\$	\$
Operating Transactions		
Surplus (Deficit) for the year	(497,756)	932,700
Changes in Non-Cash Working Capital		
Decrease (Increase)		
Accounts Receivable	(442,892)	(79,314)
Prepaid Expenses	14,716	(19,663)
Increase (Decrease)		
Accounts Payable and Accrued Liabilities	425,383	(330,436)
Unearned Revenue	2,696,161	(1,310,695)
Deferred Revenue	76,168	(7,457)
Employee Future Benefits	4,699	14,265
Amortization of Tangible Capital Assets	3,524,163	3,391,872
Amortization of Deferred Capital Revenue	(1,915,113)	(1,839,417)
Recognition of Deferred Capital Revenue Spent on Sites	(115,426)	(133,082)
Write-Off/down of Buildings and Sites		11,748
Restricted Assets (Endowments)	22,264	
Total Operating Transactions	3,792,367	630,521
Capital Transactions		
Tangible Capital Assets Purchased	(4,260,869)	(3,974,461)
Tangible Capital Assets -WIP Purchased	(483,185)	(164,167)
Capital Lease Purchases	(99,592)	(528,010)
Total Capital Transactions	(4,843,646)	(4,666,638)
Financing Transactions		
Capital Revenue Received	2,514,602	3,002,894
Capital Lease Proceeds	99,591	528,010
Capital Lease Payments	(420,948)	(492,172)
Total Financing Transactions	2,193,245	3,038,732
Investing Transactions		
Investments in Portfolio Investments	(16,724)	(16,361)
Total Investing Transactions	(16,724)	(16,361)
Net Increase (Decrease) in Cash and Cash Equivalents	1,125,242	(1,013,746)
Cash and Cash Equivalents, beginning of year	8,624,666	9,638,412
Cash and Cash Equivalents, end of year	9,749,908	8,624,666
Cash and Cash Equivalents, end of year, is made up of:		
Cash	8,485,013	7,377,967
Cash Equivalents	1,264,895	1,246,699
	9,749,908	8,624,666

**SCHOOL DISTRICT NO. 6 (ROCKY MOUNTAIN)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2021**

1. AUTHORITY AND PURPOSE

The School District, established on December 2, 1996, operates under authority of the *School Act* of British Columbia as a corporation under the name of "The Board of Education of School District No. 6 (Rocky Mountain)", and operates as "School District No. 6 (Rocky Mountain)". A board of education ("board") elected for a four-year term governs the School District. The School District provides educational programs to students enrolled in schools in the district, and is principally funded by the Province of British Columbia through the Ministry of Education. School District No. 6 (Rocky Mountain) is exempt from federal and provincial corporate income taxes.

The COVID-19 outbreak was declared a pandemic by the World Health Organization in March 2020 and has had a significant financial, market and social dislocating impact worldwide. Under direction of the Provincial Health Officer, all schools suspended in-class instruction in March 2020 and the District remained open to continue to support students and families in a variety of ways. Parents were given the choice to send their children back to school on a gradual and part-time basis beginning June 1, 2020 and full-time beginning September 1, 2020 with new health and safety guidelines. The ongoing impact of the pandemic presents uncertainty over future cash flows, may have a significant impact on future operations including decreases in revenue, impairment of receivables, reduction in investment income, and delays in completing capital project work. As the situation is dynamic and the ultimate duration and magnitude of the impact are not known, an estimate of the future financial effect on the District is not practicable at this time.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

a) Basis of Accounting

These financial statements have been prepared in accordance with Section 23.1 of the *Budget Transparency and Accountability Act of British Columbia*. This Section requires that the financial statements be prepared in accordance with Canadian public sector accounting standards except in regard to the accounting for government transfers as set out in Notes 2(f) and 2(m).

In November 2011, the Province of British Columbia Treasury Board ("Treasury Board") provided a directive through Restricted Contributions Regulation 198/2011 providing direction for the reporting of restricted contributions whether they are received or receivable by the School District before or after this regulation was in effect.

As noted in Notes 2(f) and 2(m), Section 23.1 of the *Budget Transparency and Accountability Act* and its related regulations require the School District to recognize government transfers for the acquisition of capital assets into revenue on the same basis as the related amortization expense. As these transfers do not contain stipulations that create a liability, Canadian public sector accounting standards would require that:

- government transfers, which do not contain a stipulation that creates a liability, be recognized as revenue by the recipient when approved by the transferor and the eligibility criteria have been met in accordance with public sector accounting standard PS3410; and
- externally restricted contributions be recognized as revenue in the period in which the resources are used for the purpose or purposes specified in accordance with public sector accounting standard PS3100.

The impact of this difference on the financial statements of the School District is as follows:

Year-ended June 30, 2020 – decrease in annual surplus by \$818,444

June 30, 2020 – increase in accumulated surplus and decrease in deferred capital revenue by \$32,334,762

SCHOOL DISTRICT NO. 6 (ROCKY MOUNTAIN)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2021

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

(Continued)

Year-ended June 30, 2021 – decrease in annual surplus by \$484,063

June 30, 2021 – increase in accumulated surplus and decrease in deferred capital revenue by \$32,818,825

b) Cash and Cash Equivalents

Cash and cash equivalents include cash and highly liquid securities that are readily convertible to known amounts of cash and that are subject to an insignificant risk of change in value. These cash equivalents generally have a maturity of three months or less at acquisition and are held for the purpose of meeting short-term cash commitments rather than for investing.

c) Accounts Receivable

Accounts receivable are measured at amortized cost and shown net of allowance for doubtful accounts.

d) Portfolio Investments

The School District has investments in guaranteed investment certificates and term deposits that have a maturity of greater than three months at the time of acquisition. Guaranteed investment certificates and term deposits not quoted in an active market are reported at cost.

(Detailed information regarding portfolio investments is disclosed in Note 4)

e) Unearned Revenue

Unearned revenue includes tuition fees received for courses to be delivered in future periods and receipt of proceeds for services or products to be delivered in a future period. Revenue will be recognized in that future period when the courses, services, or products are provided.

f) Deferred Revenue and Deferred Capital Revenue

Deferred revenue includes contributions received with stipulations that meet the description of restricted contributions in the Restricted Contributions Regulation 198/2011 issued by Treasury Board. When restrictions are met, deferred revenue is recognized as revenue in the fiscal year in a manner consistent with the circumstances and evidence used to support the initial recognition of the contributions received as a liability as detailed in Note 2 (m).

Funding received for the acquisition of depreciable tangible capital assets is recorded as deferred capital revenue and amortized over the life of the asset acquired as revenue in the statement of operations. This accounting treatment is not consistent with the requirements of Canadian public sector accounting standards which require that government transfers be recognized as revenue when approved by the transferor and eligibility criteria have been met unless the transfer contains a stipulation that creates a liability in which case the transfer is recognized as revenue over the period that the liability is extinguished. See Note 2 (a) for the impact of this policy on these financial statements.

g) Employee Future Benefits

The School District provides certain post-employment benefits including vested and non-vested benefits for certain employees pursuant to certain contracts and union agreements. The School District accrues its obligations and related costs including both vested and non-vested benefits under employee future benefit plans. Benefits include

SCHOOL DISTRICT NO. 6 (ROCKY MOUNTAIN)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2021

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

(Continued)

g) Employee Future Benefits *(continued)*

vested sick leave, accumulating non-vested sick leave, early retirement, retirement/severance, vacation, overtime and death benefits. The benefits cost is actuarially determined using the projected unit credit method pro-rated on service and using management's best estimate of expected salary escalation, termination rates, retirement rates and mortality. The discount rate used to measure obligations is based on the cost of borrowing. The cumulative unrecognized actuarial gains and losses are amortized over the expected average remaining service lifetime (EARSL) of active employees covered under the plan.

The most recent valuation of the obligation was performed at March 31, 2019 and projected to March 31, 2022. The next valuation will be performed at March 31, 2022 for use at June 30, 2022. For the purposes of determining the financial position of the plans and the employee future benefit costs, a measurement date of March 31 was adopted for all periods subsequent to July 1, 2004.

The School District and its employees make contributions to the Teachers' Pension Plan and Municipal Pension Plan. The plans are multi-employer plans where assets and obligations are not separated by employer. The costs are expensed as incurred.

h) Liability for Contaminated Sites

Contaminated sites are a result of contamination being introduced into air, soil, water or sediment of a chemical, organic or radioactive material or live organism that exceeds an environmental standard. The liability is recorded net of any expected recoveries. A liability for remediation of contaminated sites is recognized when a site is not in productive use and all the following criteria are met:

- an environmental standard exists;
- contamination exceeds the environmental standard;
- the School District:
 - is directly responsible; or
 - accepts responsibility;
- it is expected that future economic benefits will be given up; and
- a reasonable estimate of the amount can be made.

The liability is recognized as management's estimate of the cost of post-remediation including operation, maintenance and monitoring that are an integral part of the remediation strategy for a contaminated site.

i) Tangible Capital Assets

The following criteria apply:

- Tangible capital assets acquired or constructed are recorded at cost which includes amounts that are directly related to the acquisition, design, construction, development, improvement or betterment of the assets. Cost also includes overhead directly attributable to construction as well as interest costs that are directly attributable to the acquisition or construction of the asset.
- Donated tangible capital assets are recorded at their fair market value on the date of donation, except in circumstances where fair value cannot be reasonably determined, which are then recognized at nominal value. Transfers of capital assets from related parties are recorded at carrying value.
- Work in progress is recorded as an acquisition to the applicable asset class at substantial completion.

SCHOOL DISTRICT NO. 6 (ROCKY MOUNTAIN)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2021

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

(Continued)

i) Tangible Capital Assets *(continued)*

- Tangible capital assets are written down to residual value when conditions indicate they no longer contribute to the ability of the School District to provide services or when the value of future economic benefits associated with the sites and buildings are less than their net book value. The write-downs are accounted for as expenses in the Statement of Operations.
- Buildings that are demolished or destroyed are written-off.
- Works of art, historic assets and other intangible assets are not recorded as assets in these financial statements.
- The cost, less residual value, of tangible capital assets (excluding sites), is amortized on a straight-line basis over the estimated useful life of the asset and commences the year following acquisition. It is management's responsibility to determine the appropriate useful lives for tangible capital assets. These useful lives are reviewed on a regular basis or if significant events initiate the need to revise. Estimated useful lives are as follows:

Buildings	40 years
Furniture & Equipment	10 years
Furniture & Equipment Under Capital Lease	5 years
Vehicles	10 years
Computer Software	5 years
Computer Hardware	5 years
Computer Hardware Under Capital Lease	3-5 years

j) Capital Leases

Leases that, from the point of view of the lessee, transfer substantially all the benefits and risks incident to ownership of the property to the School District are considered capital leases. These are accounted for as an asset and an obligation. Capital lease obligations are recorded at the present value of the minimum lease payments excluding executor costs, e.g., insurance, maintenance cost, etc. The discount rate used to determine the present value of the lease payments is the lower of the School District's rate for incremental borrowing or the interest rate implicit in the lease.

All other leases are accounted for as operating leases and the related payments are charged to expenses as incurred.

k) Prepaid Expenses

Prepaid insurance, maintenance fees, permits and other costs included as prepaid expenses are stated at acquisition cost and are charged to expense over the periods expected to benefit from them.

l) Funds and Reserves

Certain amounts, as approved by the board, are set aside in accumulated surplus for future operating and capital purposes. Transfers to and from funds and reserves are an adjustment to the respective fund when approved (see Note 14 – Interfund Transfers and Note 21 – Internally Restricted Surplus – Operating Fund).

SCHOOL DISTRICT NO. 6 (ROCKY MOUNTAIN)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2021

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

(Continued)

m) Revenue Recognition

Revenues are recorded on an accrual basis in the period in which the transactions or events occurred that gave rise to the revenues, the amounts are considered to be collectible and can be reasonably estimated.

Contributions received, or where eligibility criteria have been met, are recognized as revenue except where the contribution meets the criteria for deferral as described below. Eligibility criteria are the criteria that the School District has to meet in order to receive the contributions including authorization by the transferring government.

For contributions subject to a legislative or contractual stipulation or restriction as to their use, revenue is recognized as follows:

- non-capital contributions for specific purposes are recorded as deferred revenue and recognized as revenue in the year related expenses are incurred;
- contributions restricted for site acquisitions are recorded as revenue when the sites are purchased; and
- contributions restricted for tangible capital asset acquisitions other than sites are recorded as deferred capital revenue and amortized over the useful life of the related assets.

Donated tangible capital assets other than sites are recorded at fair market value and amortized over the useful life of the assets. Donated sites are recorded as revenue at fair market value when received or receivable.

The accounting treatment for restricted contributions is not consistent with the requirements of Canadian public sector accounting standards which require that government transfers be recognized as revenue when approved by the transferor and eligibility criteria have been met unless the transfer contains a stipulation that meets the criteria for liability recognition in which case the transfer is recognized as revenue over the period that the liability is extinguished. See Note 2(a) for the impact of this policy on these financial statements.

Revenue related to fees or services received in advance of the fee being earned or the service being performed is deferred and recognized when the fee is earned or service performed.

Investment income is reported in the period earned. When required by the funding party or related Act, investment income earned on deferred revenue is added to the deferred revenue balance.

n) Expenditures

Expenses are reported on an accrual basis. The cost of all goods consumed and services received during the year is expensed.

Categories of Salaries

- Principals, Vice-Principals, and Directors of Instruction employed under an administrative officer contract are categorized as Principals and Vice-Principals.
- Superintendents, Assistant Superintendents, Secretary-Treasurers, Trustees and other employees excluded from union contracts are categorized as Other Professionals.

Allocation of Costs

- Operating expenses are reported by function, program, and object. Whenever possible, expenditures are determined by actual identification. Additional costs pertaining to specific instructional programs, such as special and aboriginal education, are allocated to these programs. All other costs are allocated to related programs.

SCHOOL DISTRICT NO. 6 (ROCKY MOUNTAIN)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2021

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

(Continued)

n) Expenditures *(continued)*

- Actual salaries of personnel assigned to two or more functions or programs are allocated based on the time spent in each function and program. School-based clerical salaries are allocated to school administration and partially to other programs to which they may be assigned. Principals and Vice-Principals salaries are allocated to school administration and may be partially allocated to other programs to recognize their other responsibilities.
- Employee benefits and allowances are allocated to the same programs, and in the same proportions, as the individual's salary.
- Supplies and services are allocated based on actual program identification.

o) Endowment Contributions

Endowment contributions are reported as revenue on the Statement of Operations when received. Investment income earned on endowment principal is recorded as deferred revenue if it meets the definition of a liability and is recognized as revenue in the year related expenses (disbursements) are incurred. If the investment income earned does not meet the definition of a liability, it is recognized as revenue in the year it is earned. Endowment assets are reported as restricted non-financial assets on the Statement of Financial Position.

p) Financial Instruments

A contract establishing a financial instrument creates, at its inception, rights and obligations to receive or deliver economic benefits. The financial assets and financial liabilities portray these rights and obligations in the financial statements. The School District recognizes a financial instrument when it becomes a party to a financial instrument contract.

Financial instruments consist of cash and cash equivalents, accounts receivable, portfolio investments, accounts payable and accrued liabilities, capital lease obligations and other liabilities.

Except for portfolio investments in equity instruments quoted in an active market that are recorded at fair value, all financial assets and liabilities are recorded at cost or amortized cost and the associated transaction costs are added to the carrying value of these investments upon initial recognition. Transaction costs are incremental costs directly attributable to the acquisition or issue of a financial asset or a financial liability.

Interest and dividends attributable to financial instruments are reported in the Statement of Operations.

All financial assets except derivatives are tested annually for impairment. When financial assets are impaired, impairment losses are recorded in the Statement of Operations. A write-down of a portfolio investment to reflect a loss in value is not reversed for a subsequent increase in value.

For financial instruments measured using amortized cost, the effective interest rate method is used to determine interest revenue or expense.

SCHOOL DISTRICT NO. 6 (ROCKY MOUNTAIN)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2021

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

(Continued)

q) Measurement Uncertainty

Preparation of financial statements in accordance with the basis of accounting described in Note 2(a) requires management to make estimates and assumptions that impact reported amounts of assets and liabilities at the date of the financial statements and revenues and expenses during the reporting periods. Significant areas requiring the use of management estimates relate to the potential impairment of assets, liabilities for contaminated sites, rates for amortization and estimated employee future benefits. Actual results could differ from those estimates.

r) Future Changes in Accounting Policies

PS 3280 Asset Retirement Obligations issued August 2018 establishes standards for recognition, measurement, presentation and disclosure of legal obligations associated with the retirement of tangible capital assets and is effective July 1, 2022. A liability will be recognized when, as at the financial reporting date:

- a) there is a legal obligation to incur retirement costs in relation to a tangible capital asset;
- b) the past transaction or event giving rise to the liability has occurred;
- c) it is expected that future economic benefits will be given up; and
- d) a reasonable estimate of the amount can be made.

Liabilities are recognized for statutory, contractual or legal obligations associated with the retirement of tangible capital assets when those obligations result from the acquisition, construction, development or normal operation of the assets. The obligations are measured initially at fair value, determined using present value methodology, and the resulting costs capitalized into the carrying amount of the related tangible capital asset. In subsequent periods, the liability is adjusted for accretion and any changes in the amount or timing of the underlying future cash flows. The capitalized asset retirement cost is amortized on the same basis as the related asset and accretion expense is included in the Statement of Operations.

A modified retroactive application has been recommended by Government pending approval in the Fall of 2020. Management is in the process of assessing the impact of adopting this standard on the School District's financial results.

PS 3400 Revenue issued November 2018 establishes standards on how to account for and report on revenue and is effective July 1, 2023. Specifically, it differentiates between revenue arising from transactions that include performance obligations, referred to as "exchange transactions", and transactions that do not have performance obligations, referred to as "non-exchange transactions".

Revenue from transactions with performance obligations should be recognized when (or as) the school district satisfies a performance obligation by providing the promised goods or services to a payor.

Revenue from transactions with no performance obligations should be recognized when a school district:

- a) has the authority to claim or retain an inflow of economic resources; and
- b) identifies a past transaction or event that gives rise to an asset.

This standard may be applied retroactively or prospectively. Management is in the process of assessing the impact of adopting this standard on the School District's financial results

**SCHOOL DISTRICT NO. 6 (ROCKY MOUNTAIN)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2021**

3. ACCOUNTS RECEIVABLE – OTHER RECEIVABLES

	2021	2020
Due from Federal Government	\$ 102,233	\$ 82,055
Other	104,845	116,819
	\$ 207,078	\$ 198,874

4. PORTFOLIO INVESTMENTS

	2021	2020
Investments in the cost and amortized cost category:		
Guaranteed investment certificates	\$ 169,192	\$ 166,886
Term deposits	3,099,553	3,085,135
	\$ 3,268,745	\$ 3,252,021

The term deposits have interest rates ranging from 1.45% to 2.65% and maturity dates between November 1, 2021 and April 1, 2023.

5. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES - OTHER

	2021	2020
Trade payables	\$ 2,072,715	\$ 1,875,409
Salaries and benefits payable	1,571,170	1,378,791
Accrued vacation pay	376,186	340,488
	\$ 4,020,071	\$ 3,594,688

6. UNEARNED REVENUE

	2021	2020
Balance, beginning of year	\$ 383,397	\$ 1,694,091
Changes for the year:		
Increase:		
Tuition fees	3,079,557	383,397
	3,079,557	383,397
Decrease:		
Tuition fees	383,397	1,694,091
Net changes for the year	2,696,160	(1,310,694)
Balance, end of year	\$ 3,079,557	\$ 383,397

7. DEFERRED REVENUE

Deferred revenue includes unspent grants and contributions received that meet the description of a restricted contribution in the Restricted Contributions Regulation 198/2011 issued by Treasury Board, i.e., the stipulations associated with those grants and contributions have not yet been fulfilled. Detailed information about the changes in deferred revenue is included in Schedule 3A.

**SCHOOL DISTRICT NO. 6 (ROCKY MOUNTAIN)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2021**

8. DEFERRED CAPITAL REVENUE

Deferred capital revenue includes grants and contributions received that are restricted by the contributor for the acquisition of tangible capital assets that meet the description of a restricted contribution in the Restricted Contributions Regulation 198/2011 issued by Treasury Board. Once spent, the contributions are amortized into revenue over the life of the asset acquired. Detailed information about the changes in deferred capital revenue is included in Schedules 4C and 4D.

9. EMPLOYEE FUTURE BENEFITS

Benefits include vested sick leave, accumulating non-vested sick leave, early retirement, retirement/severance, vacation, overtime and death benefits. Funding is provided when the benefits are paid and accordingly, there are no plan assets. Although no plan assets are uniquely identified, the School District has provided for the payment of these benefits.

	2021	2020
Reconciliation of Accrued Benefit Obligation		
Accrued Benefit Obligation – April 1	\$ 614,837	\$ 607,357
Service Cost	50,135	47,321
Interest Cost	14,264	15,523
Benefit Payments	(62,814)	(59,311)
Actuarial (Gain) Loss	(11,751)	3,947
Accrued Benefit Obligation – March 31	<u>\$ 604,671</u>	<u>\$ 614,837</u>
Reconciliation of Funded Status at End of Fiscal Year		
Accrued Benefit Obligation – March 31	\$ 604,671	\$ 614,837
Market Value of Plan Assets – March 31	-	-
Funded Status – Surplus (Deficit)	(604,671)	(614,837)
Employer Contributions After Measurement Date	9,683	18,480
Benefits Expense After Measurement Date	(16,344)	(16,100)
Unamortized Net Actuarial (Gain) Loss	(35,867)	(30,043)
Accrued Benefit Asset (Liability) – June 30	<u>\$ (647,199)</u>	<u>\$ (642,500)</u>
Reconciliation of Change in Accrued Benefit Liability		
Accrued Benefit Liability – July 1	\$ 642,500	\$ 628,235
Net expense for Fiscal Year	58,716	64,038
Employer Contributions	(54,017)	(49,773)
Accrued Benefit Liability – June 30	<u>\$ 647,199</u>	<u>\$ 642,500</u>
Components of Net Benefit Expense		
Service Cost	\$ 50,030	\$ 48,025
Interest Cost	14,613	15,208
Amortization of Net Actuarial (Gain)/Loss	(5,927)	805
Net Benefit Expense (Income)	<u>\$ 58,716</u>	<u>\$ 64,038</u>

The significant actuarial assumptions adopted for measuring the School District's accrued benefit obligations are:

Discount Rate – April 1	2.25%	2.50%
Discount Rate – March 31	2.50%	2.25%
Long Term Salary Growth – April 1	2.50% + seniority	2.50% + seniority
Long Term Salary Growth – March 31	2.50% + seniority	2.50% + seniority
EARSLS – March 31	10.6	10.6

**SCHOOL DISTRICT NO. 6 (ROCKY MOUNTAIN)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2021**

10. CAPITAL LEASE OBLIGATIONS

The School District has entered into capital leases for photocopier equipment from RCAP Leasing Inc. and for computer hardware from Macquarie Equipment Finance Ltd. with implicit interest rates of 0.03% to 6.49%, expiring September 1, 2021 to July 21, 2025.

Repayments are due as follows:

2022	\$ 244,399
2023	212,181
2024	86,290
2025	15,930
Total minimum lease payments	\$ 558,800
Less amounts representing interest	(26,035)
Present value of net minimum capital lease payments	\$ 532,765

Total interest on leases for the year was \$14,164 (2020: \$15,687)

11. TANGIBLE CAPITAL ASSETS

Net Book Value:

	Net Book Value 2021	Net Book Value 2020
Sites	\$ 8,588,793	\$ 7,574,166
Buildings	46,242,217	45,868,955
Buildings – work in progress	320,627	188,326
Furniture & equipment	1,396,799	1,288,770
Furniture & equipment under capital lease	179,355	236,828
Vehicles	1,565,348	1,591,313
Computer software	139,310	0
Computer software – work in progress	44,600	0
Computer hardware	364,338	215,982
Computer hardware – work in progress	131,299	339,911
Computer hardware under capital lease	721,225	1,070,176
Total	\$ 59,693,911	\$ 58,374,427

SCHOOL DISTRICT NO. 6 (ROCKY MOUNTAIN)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2021

11. TANGIBLE CAPITAL ASSETS

(Continued)

JUNE 30, 2021

	Opening Cost	Additions	Disposals	Transfers (WIP)	Total 2021
Sites	\$ 7,574,166	\$ 1,014,627	\$ -	\$ -	\$ 8,588,793
Buildings	98,157,554	2,374,285	-	188,326	100,720,165
Buildings – work in progress	188,326	320,627	-	(188,326)	320,627
Furniture & equipment	2,482,934	356,323	(481,512)	-	2,357,745
Furniture & equipment – under capital lease	287,363	-	-	-	287,363
Vehicles	3,505,678	324,603	(809,822)	-	3,020,459
Computer software	383,362	-	(37,320)	-	346,042
Computer software – work in progress	-	44,600	-	-	44,600
Computer hardware	766,319	177,691	(260,762)	-	683,248
Computer hardware – work in progress	-	131,299	-	-	131,299
Computer hardware – under capital lease	1,853,689	99,592	(438,690)	-	1,514,591
Total	\$ 115,199,391	\$ 4,843,647	\$(2,028,106)	\$ -	\$118,014,932

	Opening Accumulated Amortization	Additions	Disposals	Total 2021
Sites	\$ -	\$ -	\$ -	\$ -
Buildings	52,288,599	2,189,349	-	54,477,948
Furniture & equipment	1,194,164	248,294	(481,512)	960,946
Furniture & equipment under capital lease	50,535	57,473	-	108,008
Vehicles	1,914,365	350,568	(809,822)	1,455,111
Computer software	167,380	76,672	(37,320)	206,732
Computer hardware	426,408	153,264	(260,762)	318,910
Computer hardware under capital lease	738,513	448,543	(438,690)	793,366
Total	\$ 56,824,964	\$ 3,524,163	\$ (2,028,106)	\$ 58,321,021

**SCHOOL DISTRICT NO. 6 (ROCKY MOUNTAIN)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2021**

11. TANGIBLE CAPITAL ASSETS

(Continued)

JUNE 30, 2020

	Opening Cost	Additions	Disposals	Transfers (WIP)	Total 2020
Sites	\$ 7,336,012	\$ 238,154	\$ -	\$ -	\$ 7,574,166
Buildings	95,718,985	3,068,198	(946,620)	316,991	98,157,554
Buildings – work in progress	316,991	188,326	-	(316,991)	188,326
Furniture & equipment	2,465,676	169,250	(151,992)	-	2,482,934
Furniture & equipment – Under capital lease	252,675	34,688	-	-	287,363
Vehicles	3,128,586	377,092	-	-	3,505,678
Computer software	355,885	47,495	(20,018)	-	383,362
Computer hardware	916,450	50,113	(200,244)	-	766,319
Computer hardware – under capital lease	1,733,784	493,322	(373,417)	-	1,853,689
Total	\$ 112,225,044	\$ 4,666,638	\$(1,692,291)	\$ -	\$ 115,199,391

	Opening Accumulated Amortization	Additions	Disposals	Total 2020
Sites	\$ -	\$ -	\$ -	\$ -
Buildings	50,902,643	2,108,876	(722,920)	52,288,599
Furniture & equipment	1,099,588	246,568	(151,992)	1,194,164
Vehicles	-	50,535	-	50,535
Computer software	1,601,506	312,859	-	1,914,365
Computer hardware	116,221	71,177	(20,018)	167,380
Computer hardware under capital lease	443,362	183,290	(200,244)	426,408
Total	\$ 54,901,683	\$ 3,391,872	\$(1,468,591)	\$ 56,824,964

Buildings – work in progress having a value of \$320,627 (2020: \$188,326) has not been amortized. Amortization of these assets will commence when the assets are put into service.

12. EMPLOYEE PENSION PLANS

The School District and its employees contribute to the Teachers' Pension Plan and Municipal Pension Plan (jointly trustee pension plans). The boards of trustees for these plans, representing plan members and employers, are responsible for administering the pension plans, including investing assets and administering benefits. The plans are multi-employer defined benefit pension plans. Basic pension benefits provided are based on a formula. As at December 31, 2020 the Teachers' Pension Plan has about 49,000 active members and approximately 40,000 retired members. As at December 31, 2020 the Municipal Pension Plan has about 220,000 active members, including approximately 28,000 from school districts.

Every three years, an actuarial valuation is performed to assess the financial position of the plans and the adequacy of plan funding. The actuary determines an appropriate combined employer and member contribution rate to fund the plans. The actuary's calculated contribution rate is based on the entry-age normal cost method, which produces the long-term rate of member and employer contributions sufficient to provide benefits for average future entrants to the

**SCHOOL DISTRICT NO. 6 (ROCKY MOUNTAIN)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2021**

12. EMPLOYEE PENSION PLANS

(continued)

plans. This rate may be adjusted for the amortization of any actuarial funding surplus and will be adjusted for the amortization of any unfunded actuarial liability.

The most recent actuarial valuation of the Teachers' Pension Plan as at December 31, 2017 indicated a \$1,656 million surplus for basic pension benefits on a going concern basis.

The most recent actuarial valuation for the Municipal Pension Plan as at December 31, 2018 indicated a \$2,866 million funding surplus for basic pension benefits on a going concern basis.

School District No. 6 (Rocky Mountain) paid \$3,361,000 for employer contributions to the plans for the year ended June 30, 2021 (2020: \$3,113,000).

The next valuation for the Teachers' Pension Plan will be as at December 31, 2020, with results available in the last quarter of 2021. The next valuation for the Municipal Pension Plan will be as at December 31, 2021, with results available in 2022.

Employers participating in the plans record their pension expense as the amount of employer contributions made during the fiscal year (defined contribution pension plan accounting). This is because the plans record accrued liabilities and accrued assets for each plan in aggregate, resulting in no consistent and reliable basis for allocating the obligation, plan assets and cost to individual employers participating in the plans.

13. RESTRICTED ASSETS - ENDOWMENT FUNDS

Donors have placed restrictions on their contributions to the endowment funds of the School District. One restriction is that the original contribution should not be spent. Another potential restriction is that any investment income of the endowment fund that is required to offset the eroding effect of inflation or preserve the original value of the endowment should also not be spent.

Nathan Emery and Alicia Raven memorial endowments transferred to scholarships per direction of the families due to low interest rates resulting in the award not being issued on an annual basis.

Name of Endowment	Balance June 30, 2020	Transfers June 30, 2021	Balance June 30, 2021
J. Alfred and Mollie Laird Bursaries	43,161	-	43,161
Nathan Emery Memorial Bursary	11,619	(11,619)	0
Alicia Raven Memorial Scholarship	10,645	(10,645)	0
Other scholarships and bursaries	10,870	-	10,870
Total	\$ 76,295	\$ (22,264)	\$ 54,031

**SCHOOL DISTRICT NO. 6 (ROCKY MOUNTAIN)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2021**

14. INTERFUND TRANSFERS

Interfund transfers between the operating, special purpose and capital funds for the year ended June 30, 2021 were as follows:

- Operating funds transferred to capital funds - \$2,374,895
- Special purpose funds transferred to capital funds - \$305,574

15. RELATED PARTY TRANSACTIONS

The School District is related through common ownership to all Province of British Columbia ministries, agencies, school districts, health authorities, colleges, universities, and crown corporations. Transactions with these entities, unless disclosed separately, are considered to be in the normal course of operations and are recorded at the exchange amount.

16. CONTRACTUAL OBLIGATIONS

The School District has entered into a number of multiple-year contracts for the delivery of services and the construction of tangible capital assets. These contractual obligations will become liabilities in the future when the terms of the contracts are met. Disclosure relates to the unperformed portion of the contracts.

	2022
Contractual obligations:	
Selkirk Secondary roofing project	\$ 982,300
Blarhmont Elementary boiler upgrade project	110,476
Alexander Park Elementary lighting upgrade project	105,226
Selkirk Secondary CCTV, PA and alarm system wiring project	77,435
Selkirk Secondary HVAC upgrade project	113,913
	\$ 1,389,350

17. CONTRACTUAL RIGHTS

Contractual rights are rights to economic resources arising from contracts or agreements that will result in revenues and assets in the future. The School District's contractual rights arise because of contracts entered into for ongoing rental agreements. The School District has the right to receive annual rental revenue of \$67,150 for the foreseeable future.

18. CONTINGENT LIABILITIES

Liabilities may exist for the remediation of one contaminated School District site. The fair value of the liabilities for remediation will be recognized in the period in which a reasonable estimate can be made. As of June 30, 2021 the liability is not reasonably determinable and the School District has accordingly not made any provision in the financial statements to reflect the future remediation costs.

19. BUDGET FIGURES

Budget figures included in the financial statements are audited. They were approved by the board through the adoption of an annual budget on June 8, 2021.

**SCHOOL DISTRICT NO. 6 (ROCKY MOUNTAIN)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2021**

20. EXPENSE BY OBJECT

	2021	2020
Salaries and benefits	\$ 40,915,033	\$ 37,978,363
Services and supplies	6,726,588	8,138,417
Interest	14,309	15,687
Amortization	3,524,163	3,391,872
Write-off/down of buildings and sites	-	223,700
	\$ 51,180,093	\$ 49,748,039

21. INTERNALLY RESTRICTED SURPLUS – OPERATING FUND

Internally restricted (appropriated) by board for:

School operating surpluses	\$ 509,157	
Future year's operations	138,073	
CBT projects	105,565	
JALES outdoor classroom	8,000	
WES forest classroom	7,212	
Subtotal internally restricted		768,007
Unrestricted operating surplus		919,723
Total available for future operations		\$ 1,687,730

22. ECONOMIC DEPENDENCE

The operations of the School District are dependent on continued funding from the Ministry of Education and various governmental agencies to carry out its programs. These financial statements have been prepared on a going concern basis.

23. RISK MANAGEMENT

The School District has exposure to the following risks from its use of financial instruments: credit risk, market risk and liquidity risk.

The board ensures that the School District has identified its risks and ensures that management monitors and controls them.

a) Credit risk:

Credit risk is the risk of financial loss to an institution if a customer or counterparty to a financial instrument fails to meet its contractual obligations. Such risks arise principally from certain financial assets held consisting of cash and cash equivalents, accounts receivable and portfolio investments.

The School District is exposed to credit risk in the event of non-performance by a debtor. This risk is mitigated as, throughout the year, the accounts receivable are primarily due from the Province and the Federal Government, and are collectible.

It is management's opinion that the School District is not exposed to significant credit risk associated with its cash and cash equivalents and portfolio investments as they are placed in recognized British Columbia institutions and the School District invests solely in guaranteed investment certificates and term deposits.

SCHOOL DISTRICT NO. 6 (ROCKY MOUNTAIN)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2021

23. RISK MANAGEMENT

(continued)

b) Market risk:

Market risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market prices. Market risk is comprised of currency risk and interest rate risk.

Currency risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in the foreign exchange rates. It is management's opinion that the School District is not exposed to significant currency risk, as amounts held and purchases made in foreign currency are insignificant.

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in the market interest rates. The School District is exposed to interest rate risk through its portfolio investments. It is management's opinion that the School District is not exposed to significant interest rate risk as it invests solely in guaranteed investment certificates and term deposits that have a maturity date of no more than five years.

c) Liquidity risk:

Liquidity risk is the risk that the School District will not be able to meet its financial obligations as they become due.

The School District manages liquidity risk by continually monitoring actual and forecasted cash flows from operations and anticipated investing activities to ensure, as far as possible, that it will always have sufficient liquidity to meet its liabilities when due, under both normal and stressed conditions, without incurring unacceptable losses or risking damage to the School District's reputation.

Risk management and insurance services for all school districts in British Columbia are provided by the Risk Management Branch of the Ministry of Finance. There have been no changes to risk exposure from 2020 related to credit, market or liquidity risks.

School District No. 6 (Rocky Mountain)

Schedule of Changes in Accumulated Surplus (Deficit) by Fund
Year Ended June 30, 2021

	Operating Fund	Special Purpose Fund	Capital Fund	2021 Actual	2020 Actual
	\$	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	3,379,012	76,295	28,061,736	31,517,043	30,584,343
Changes for the year					
Surplus (Deficit) for the year	683,613	283,310	(1,464,679)	(497,756)	932,700
Interfund Transfers					
Tangible Capital Assets Purchased	(102,202)	(262,460)	364,662	-	
Tangible Capital Assets - Work in Progress		(43,114)	43,114	-	
Local Capital	(1,960,529)		1,960,529	-	
Other	(312,164)		312,164	-	
Net Changes for the year	(1,691,282)	(22,264)	1,215,790	(497,756)	932,700
Accumulated Surplus (Deficit), end of year - Statement 2	1,687,730	54,031	29,277,526	31,019,287	31,517,043

School District No. 6 (Rocky Mountain)

Schedule 2 (Unaudited)

Schedule of Operating Operations

Year Ended June 30, 2021

	2021 Budget	2021 Actual	2020 Actual
	\$	\$	\$
Revenues			
Provincial Grants			
Ministry of Education	40,720,701	40,773,047	39,672,417
Other			1,621
Tuition	2,475,500	1,155,669	2,983,326
Other Revenue	223,460	241,807	315,750
Rentals and Leases	47,140	81,210	83,155
Investment Income	112,500	65,533	118,985
Total Revenue	43,579,301	42,317,266	43,175,254
Expenses			
Instruction	33,649,375	32,141,854	32,008,626
District Administration	1,762,801	1,839,331	1,667,748
Operations and Maintenance	5,609,070	5,734,722	5,871,302
Transportation and Housing	1,780,849	1,917,746	1,652,761
Total Expense	42,802,095	41,633,653	41,200,437
Operating Surplus (Deficit) for the year	777,206	683,613	1,974,817
Net Transfers (to) from other funds			
Tangible Capital Assets Purchased		(102,202)	(30,666)
Local Capital	(327,206)	(1,960,529)	(979,791)
Other	(450,000)	(312,164)	(452,953)
Total Net Transfers	(777,206)	(2,374,895)	(1,463,410)
Total Operating Surplus (Deficit), for the year	-	(1,691,282)	511,407
Operating Surplus (Deficit), beginning of year		3,379,012	2,867,605
Operating Surplus (Deficit), end of year		1,687,730	3,379,012
Operating Surplus (Deficit), end of year			
Internally Restricted		768,007	1,549,274
Unrestricted		919,723	1,829,738
Total Operating Surplus (Deficit), end of year		1,687,730	3,379,012

School District No. 6 (Rocky Mountain)

Schedule 2A (Unaudited)

Schedule of Operating Revenue by Source

Year Ended June 30, 2021

	2021 Budget	2021 Actual	2020 Actual
	\$	\$	\$
Provincial Grants - Ministry of Education			
Operating Grant, Ministry of Education	39,375,063	39,288,103	38,288,102
ISC/LEA Recovery	(124,260)	(109,320)	(131,493)
Other Ministry of Education Grants			
Pay Equity	207,823	207,823	207,823
Funding for Graduated Adults		3,619	3,878
Student Transportation Fund	369,399	369,399	369,399
Carbon Tax Grant			63,336
Employer Health Tax Grant			291,260
Support Staff Benefits Grant		44,902	25,052
Support Staff Wage Increase Funding			154,028
Teachers' Labour Settlement Funding	884,489	884,489	365,197
Early Career Mentorship Funding		70,000	
FSA Scorer Grant	8,187	8,187	8,187
System Wide Capacity Building for MyEdBC			25,803
Early Learning Framework		1,845	1,845
Equity Scan Implementation		4,000	
Total Provincial Grants - Ministry of Education	<u>40,720,701</u>	<u>40,773,047</u>	<u>39,672,417</u>
Provincial Grants - Other			<u>1,621</u>
Tuition			
International and Out of Province Students	<u>2,475,500</u>	<u>1,155,669</u>	<u>2,983,326</u>
Total Tuition	<u>2,475,500</u>	<u>1,155,669</u>	<u>2,983,326</u>
Other Revenues			
Other School District/Education Authorities		5,330	10,668
Funding from First Nations	124,260	109,320	131,493
Miscellaneous			
Artists in Education	7,200	7,200	7,200
Donations	24,000	17,550	68,566
Insurance Proceeds			6,696
Other	68,000	102,407	91,127
Total Other Revenue	<u>223,460</u>	<u>241,807</u>	<u>315,750</u>
Rentals and Leases	<u>47,140</u>	<u>81,210</u>	<u>83,155</u>
Investment Income	<u>112,500</u>	<u>65,533</u>	<u>118,985</u>
Total Operating Revenue	<u><u>43,579,301</u></u>	<u><u>42,317,266</u></u>	<u><u>43,175,254</u></u>

School District No. 6 (Rocky Mountain)

Schedule 2B (Unaudited)

Schedule of Operating Expense by Object

Year Ended June 30, 2021

	2021	2021	2020
	Budget	Actual	Actual
	\$	\$	\$
Salaries			
Teachers	14,213,108	14,002,402	13,746,522
Principals and Vice Principals	2,791,115	2,721,430	2,814,030
Educational Assistants	3,273,662	3,435,507	2,801,391
Support Staff	4,108,844	4,029,488	4,040,614
Other Professionals	3,646,170	3,726,678	3,282,659
Substitutes	1,289,530	1,348,979	1,310,387
Total Salaries	29,322,429	29,264,484	27,995,603
Employee Benefits	6,754,125	6,855,040	6,484,051
Total Salaries and Benefits	36,076,554	36,119,524	34,479,654
Services and Supplies			
Services	961,098	950,030	980,392
Student Transportation	443,720	89,245	346,809
Professional Development and Travel	706,025	440,581	576,894
Rentals and Leases	7,100	4,142	18,151
Dues and Fees	1,576,780	920,753	1,713,749
Insurance	152,500	154,078	147,052
Supplies	1,978,318	2,079,900	2,014,746
Utilities	900,000	875,400	922,990
Total Services and Supplies	6,725,541	5,514,129	6,720,783
Total Operating Expense	42,802,095	41,633,653	41,200,437

School District No. 6 (Rocky Mountain)

Schedule 2C (Unaudited)

Operating Expense by Function, Program and Object

Year Ended June 30, 2021

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	12,492,994	401,633	142,070	614,013	272,637	926,020	14,849,367
1.03 Career Programs							-
1.07 Library Services	190,594			128,893		528	320,015
1.08 Counselling	324,733						324,733
1.10 Special Education	985,332		3,259,451	20,884	485,563	171,524	4,922,754
1.30 English Language Learning	8,749						8,749
1.31 Indigenous Education			33,986		669,238	32,990	736,214
1.41 School Administration		2,310,807		275,618		19,933	2,606,358
1.61 Continuing Education		6,133					6,133
1.62 International and Out of Province Students				46,329	364,449		410,778
Total Function 1	14,002,402	2,718,573	3,435,507	1,085,737	1,791,887	1,150,995	24,185,101
4 District Administration							
4.11 Educational Administration					231,695		231,695
4.40 School District Governance					128,826		128,826
4.41 Business Administration					894,529	1,268	895,797
Total Function 4	-	-	-	-	1,255,050	1,268	1,256,318
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration		2,857			232,142	3,034	238,033
5.50 Maintenance Operations				2,124,207	257,640	123,868	2,505,715
5.52 Maintenance of Grounds				67,320		15,137	82,457
5.56 Utilities							-
Total Function 5	-	2,857	-	2,191,527	489,782	142,039	2,826,205
7 Transportation and Housing							
7.41 Transportation and Housing Administration					78,638		78,638
7.70 Student Transportation				752,224	111,321	54,677	918,222
Total Function 7	-	-	-	752,224	189,959	54,677	996,860
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	14,002,402	2,721,430	3,435,507	4,029,488	3,726,678	1,348,979	29,264,484

School District No. 6 (Rocky Mountain)

Schedule 2C (Unaudited)

Operating Expense by Function, Program and Object

Year Ended June 30, 2021

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2021 Actual	2021 Budget	2020 Actual
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	14,849,367	3,478,842	18,328,209	1,102,675	19,430,884	20,258,807	19,372,356
1.03 Career Programs	-		-	2,867	2,867	21,703	34,006
1.07 Library Services	320,015	82,233	402,248	100,789	503,037	483,720	484,883
1.08 Counselling	324,733	76,488	401,221	3,922	405,143	421,303	361,279
1.10 Special Education	4,922,754	1,237,879	6,160,633	177,178	6,337,811	6,076,168	5,395,727
1.30 English Language Learning	8,749	2,086	10,835		10,835	1,750	27,678
1.31 Indigenous Education	736,214	193,447	929,661	116,573	1,046,234	1,093,521	1,014,375
1.41 School Administration	2,606,358	554,884	3,161,242	103,191	3,264,433	3,038,557	2,868,262
1.61 Continuing Education	6,133	1,264	7,397		7,397	8,025	
1.62 International and Out of Province Students	410,778	84,425	495,203	638,010	1,133,213	2,245,821	2,450,060
Total Function 1	24,185,101	5,711,548	29,896,649	2,245,205	32,141,854	33,649,375	32,008,626
4 District Administration							
4.11 Educational Administration	231,695	62,000	293,695	30,432	324,127	292,001	285,288
4.40 School District Governance	128,826	6,043	134,869	61,366	196,235	205,800	212,264
4.41 Business Administration	895,797	202,397	1,098,194	220,775	1,318,969	1,265,000	1,170,196
Total Function 4	1,256,318	270,440	1,526,758	312,573	1,839,331	1,762,801	1,667,748
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration	238,033	53,465	291,498	107,521	399,019	508,194	524,632
5.50 Maintenance Operations	2,505,715	565,537	3,071,252	982,430	4,053,682	3,780,069	4,105,204
5.52 Maintenance of Grounds	82,457	15,772	98,229	167,570	265,799	290,201	204,084
5.56 Utilities	-		-	1,016,222	1,016,222	1,030,606	1,037,382
Total Function 5	2,826,205	634,774	3,460,979	2,273,743	5,734,722	5,609,070	5,871,302
7 Transportation and Housing							
7.41 Transportation and Housing Administration	78,638	17,113	95,751	10,569	106,320	115,250	100,991
7.70 Student Transportation	918,222	221,165	1,139,387	672,039	1,811,426	1,665,599	1,551,770
Total Function 7	996,860	238,278	1,235,138	682,608	1,917,746	1,780,849	1,652,761
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	29,264,484	6,855,040	36,119,524	5,514,129	41,633,653	42,802,095	41,200,437

School District No. 6 (Rocky Mountain)

Schedule of Special Purpose Operations

Year Ended June 30, 2021

Schedule 3 (Unaudited)

	2021 Budget	2021 Actual	2020 Actual
	\$	\$	\$
Revenues			
Provincial Grants			
Ministry of Education	3,888,694	5,742,582	4,017,461
Other Revenue	1,107,325	561,469	1,206,966
Investment Income	5,325	9,491	8,548
Total Revenue	<u>5,001,344</u>	<u>6,313,542</u>	<u>5,232,975</u>
Expenses			
Instruction	4,751,293	5,936,725	4,895,932
District Administration	12,650	3,300	7,800
Operations and Maintenance	14,584	67,943	12,611
Total Expense	<u>4,778,527</u>	<u>6,007,968</u>	<u>4,916,343</u>
Special Purpose Surplus (Deficit) for the year, before endowment contributions	<u>222,817</u>	<u>305,574</u>	<u>316,632</u>
Endowment Contributions		(22,264)	
Special Purpose Surplus (Deficit) for the year	<u>222,817</u>	<u>283,310</u>	<u>316,632</u>
Net Transfers (to) from other funds			
Tangible Capital Assets Purchased	(222,817)	(262,460)	(316,632)
Tangible Capital Assets - Work in Progress		(43,114)	
Total Net Transfers	<u>(222,817)</u>	<u>(305,574)</u>	<u>(316,632)</u>
Total Special Purpose Surplus (Deficit) for the year	<u><u>-</u></u>	<u><u>(22,264)</u></u>	<u><u>-</u></u>
Special Purpose Surplus (Deficit), beginning of year		76,295	76,295
Special Purpose Surplus (Deficit), end of year		<u><u>54,031</u></u>	<u>76,295</u>
Special Purpose Surplus (Deficit), end of year			
Endowment Contributions		54,031	76,295
Total Special Purpose Surplus (Deficit), end of year		<u><u>54,031</u></u>	<u>76,295</u>

School District No. 6 (Rocky Mountain)

Changes in Special Purpose Funds and Expense by Object
Year Ended June 30, 2021

	Annual Facility Grant	Learning Improvement Fund	Aboriginal Education Technology	Special Education Equipment	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	40,607	26,022	2,595	39,926	34,647	1,115,143	39,478	64,670	5,135
Add: Restricted Grants									
Provincial Grants - Ministry of Education	195,806	142,508					96,000	22,050	69,767
Other					48,676	407,892			
Investment Income	1,354				2,210	6,634			
	197,160	142,508	-	-	50,886	414,526	96,000	22,050	69,767
Less: Allocated to Revenue	127,908	158,663	2,595	6,475	3,300	566,306	83,697	10,847	74,902
Deferred Revenue, end of year	109,859	9,867	-	33,451	82,233	963,363	51,781	75,873	-
Revenues									
Provincial Grants - Ministry of Education	126,554	158,663	2,595	6,475			83,697	10,847	74,902
Other Revenue					1,791	559,678			
Investment Income	1,354				1,509	6,628			
	127,908	158,663	2,595	6,475	3,300	566,306	83,697	10,847	74,902
Expenses									
Salaries									
Teachers									31,468
Principals and Vice Principals									
Educational Assistants		125,837							
Support Staff									
Other Professionals									
Substitutes								7,427	3,102
	-	125,837	-	-	-	-	-	7,427	34,570
Employee Benefits		32,826						1,190	7,809
Services and Supplies	67,943		2,595		3,300	566,306	83,697	2,230	22,804
	67,943	158,663	2,595	-	3,300	566,306	83,697	10,847	65,183
Net Revenue (Expense) before Interfund Transfers	59,965	-	-	6,475	-	-	-	-	9,719
Interfund Transfers									
Tangible Capital Assets Purchased	(59,965)			(6,475)					(9,719)
Tangible Capital Assets - Work in Progress	(59,965)	-	-	(6,475)	-	-	-	-	(9,719)
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 6 (Rocky Mountain)

Changes in Special Purpose Funds and Expense by Object
Year Ended June 30, 2021

	CommunityLINK	Classroom Enhancement Fund - Overhead	Classroom Enhancement Fund - Staffing	First Nation Student Transportation	Mental Health in Schools	Safe Return to School Grant	Federal Safe Return to Class Fund	District Capacity Building	TOTAL
Deferred Revenue, beginning of year	\$ 57,388	\$ -	\$ -	\$ 4,102	\$ 29,673	\$ -	\$ -	\$ 24,840	\$ 1,484,226
Add: Restricted Grants									
Provincial Grants - Ministry of Education	391,904	193,470	3,170,506	13,325	55,000	291,299	1,262,309	19,000	5,922,944
Other									456,568
Investment Income									10,198
	391,904	193,470	3,170,506	13,325	55,000	291,299	1,262,309	19,000	6,389,710
Less: Allocated to Revenue	428,225	193,470	3,170,506	-	41,184	291,299	1,148,080	6,085	6,313,542
Deferred Revenue, end of year	21,067	-	-	17,427	43,489	-	114,229	37,755	1,560,394
Revenues									
Provincial Grants - Ministry of Education	428,225	193,470	3,170,506		41,184	291,299	1,148,080	6,085	5,742,582
Other Revenue									561,469
Investment Income									9,491
	428,225	193,470	3,170,506	-	41,184	291,299	1,148,080	6,085	6,313,542
Expenses									
Salaries									
Teachers	86,529		2,558,496				372,631		3,049,124
Principals and Vice Principals							55,480		55,480
Educational Assistants	30,311				21,192		26,986		204,326
Support Staff						130,058	1,836		131,894
Other Professionals	214,876	41,597							256,473
Substitutes		99,206			3,221		66,334	3,723	183,013
	331,716	140,803	2,558,496	-	24,413	130,058	523,267	3,723	3,880,310
Employee Benefits	79,776	25,647	612,010		6,461	28,654	120,225	601	915,199
Services and Supplies	16,733	27,020			10,310	106,559	301,201	1,761	1,212,459
	428,225	193,470	3,170,506	-	41,184	265,271	944,693	6,085	6,007,968
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	26,028	203,387	-	305,574
Interfund Transfers									
Tangible Capital Assets Purchased						(26,028)	(160,273)		(262,460)
Tangible Capital Assets - Work in Progress							(43,114)		(43,114)
	-	-	-	-	-	(26,028)	(203,387)	-	(305,574)
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 6 (Rocky Mountain)

Schedule 4 (Unaudited)

Schedule of Capital Operations

Year Ended June 30, 2021

	2021 Budget	2021 Actual			2020 Actual
		Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$	\$
Revenues					
Provincial Grants					
Ministry of Education	115,000	115,426		115,426	133,082
Other Revenue				-	24,065
Investment Income	45,000		43,254	43,254	63,995
Amortization of Deferred Capital Revenue	1,923,721	1,915,113		1,915,113	1,839,417
District Entered				-	211,951
Total Revenue	2,083,721	2,030,539	43,254	2,073,793	2,272,510
Expenses					
Amortization of Tangible Capital Assets					
Operations and Maintenance	3,183,603	3,217,112		3,217,112	3,061,989
Transportation and Housing	325,907	307,051		307,051	329,883
Write-off/down of Buildings and Sites				-	223,700
Debt Services					
Capital Lease Interest	15,142		14,309	14,309	15,687
Total Expense	3,524,652	3,524,163	14,309	3,538,472	3,631,259
Capital Surplus (Deficit) for the year	(1,440,931)	(1,493,624)	28,945	(1,464,679)	(1,358,749)
Net Transfers (to) from other funds					
Tangible Capital Assets Purchased	222,817	364,662		364,662	347,298
Tangible Capital Assets - Work in Progress		43,114		43,114	
Local Capital	327,206		1,960,529	1,960,529	979,791
Capital Lease Payment	450,000		312,164	312,164	452,953
Total Net Transfers	1,000,023	407,776	2,272,693	2,680,469	1,780,042
Other Adjustments to Fund Balances					
Tangible Capital Assets Purchased from Local Capital		1,695,069	(1,695,069)	-	
Tangible Capital Assets WIP Purchased from Local Capital		198,691	(198,691)	-	
Principal Payment					
Capital Lease		420,948	(420,948)	-	
Total Other Adjustments to Fund Balances		2,314,708	(2,314,708)	-	
Total Capital Surplus (Deficit) for the year	(440,908)	1,228,860	(13,070)	1,215,790	421,293
Capital Surplus (Deficit), beginning of year		25,637,705	2,424,031	28,061,736	27,640,443
Capital Surplus (Deficit), end of year		26,866,565	2,410,961	29,277,526	28,061,736

School District No. 6 (Rocky Mountain)

Schedule 4A (Unaudited)

Tangible Capital Assets
Year Ended June 30, 2021

	Sites	Buildings	Furniture and Equipment	Vehicles	Computer Software	Computer Hardware	Total
	\$	\$	\$	\$	\$	\$	\$
Cost, beginning of year	7,574,166	98,157,555	2,770,297	3,505,678	383,362	2,620,008	115,011,066
Changes for the Year							
Increase:							
Purchases from:							
Deferred Capital Revenue - Bylaw	115,426	1,832,443	64,951	188,318			2,201,138
Operating Fund		14,364	15,872	57,541		14,425	102,202
Special Purpose Funds	5,803	54,162	49,855			152,640	262,460
Local Capital	893,398	486,656	225,645	78,744		10,626	1,695,069
District Entered						99,592	99,592
Transferred from Work in Progress		174,985					174,985
	<u>1,014,627</u>	<u>2,562,610</u>	<u>356,323</u>	<u>324,603</u>	<u>-</u>	<u>277,283</u>	<u>4,535,446</u>
Decrease:							
Deemed Disposals			481,512	809,822	37,320	699,452	2,028,106
	<u>-</u>	<u>-</u>	<u>481,512</u>	<u>809,822</u>	<u>37,320</u>	<u>699,452</u>	<u>2,028,106</u>
Cost, end of year	<u>8,588,793</u>	<u>100,720,165</u>	<u>2,645,108</u>	<u>3,020,459</u>	<u>346,042</u>	<u>2,197,839</u>	<u>117,518,406</u>
Work in Progress, end of year		320,628			44,600	131,298	496,526
Cost and Work in Progress, end of year	<u>8,588,793</u>	<u>101,040,793</u>	<u>2,645,108</u>	<u>3,020,459</u>	<u>390,642</u>	<u>2,329,137</u>	<u>118,014,932</u>
Accumulated Amortization, beginning of year		52,288,599	1,244,699	1,914,365	167,380	1,209,921	56,824,964
Changes for the Year							
Increase: Amortization for the Year		2,189,349	305,767	350,568	76,672	601,807	3,524,163
Decrease:							
Deemed Disposals			481,512	809,822	37,320	699,452	2,028,106
			<u>-</u>	<u>481,512</u>	<u>37,320</u>	<u>699,452</u>	<u>2,028,106</u>
Accumulated Amortization, end of year		<u>54,477,948</u>	<u>1,068,954</u>	<u>1,455,111</u>	<u>206,732</u>	<u>1,112,276</u>	<u>58,321,021</u>
Tangible Capital Assets - Net	<u>8,588,793</u>	<u>46,562,845</u>	<u>1,576,154</u>	<u>1,565,348</u>	<u>183,910</u>	<u>1,216,861</u>	<u>59,693,911</u>

School District No. 6 (Rocky Mountain)

Schedule 4B (Unaudited)

Tangible Capital Assets - Work in Progress

Year Ended June 30, 2021

	Buildings	Furniture and Equipment	Computer Software	Computer Hardware	Total
	\$	\$	\$	\$	\$
Work in Progress, beginning of year	188,326				188,326
Changes for the Year					
Increase:					
Deferred Capital Revenue - Bylaw	241,380				241,380
Special Purpose Funds	43,114				43,114
Local Capital	22,793		44,600	131,298	198,691
	<u>307,287</u>	-	<u>44,600</u>	<u>131,298</u>	<u>483,185</u>
Decrease:					
Transferred to Tangible Capital Assets	174,985				174,985
	<u>174,985</u>	-	-	-	<u>174,985</u>
Net Changes for the Year	<u>132,302</u>	-	<u>44,600</u>	<u>131,298</u>	<u>308,200</u>
Work in Progress, end of year	<u>320,628</u>	-	<u>44,600</u>	<u>131,298</u>	<u>496,526</u>

School District No. 6 (Rocky Mountain)

Schedule 4C (Unaudited)

Deferred Capital Revenue

Year Ended June 30, 2021

	Bylaw Capital	Other Provincial	Other Capital	Total Capital
	\$	\$	\$	\$
Deferred Capital Revenue, beginning of year	30,357,327	1,406,062		31,763,389
Changes for the Year				
Increase:				
Transferred from Deferred Revenue - Capital Additions	2,085,712			2,085,712
Transferred from Work in Progress	119,212			119,212
	<u>2,204,924</u>	-	-	<u>2,204,924</u>
Decrease:				
Amortization of Deferred Capital Revenue	1,860,309	54,804		1,915,113
	<u>1,860,309</u>	<u>54,804</u>	-	<u>1,915,113</u>
Net Changes for the Year	<u>344,615</u>	<u>(54,804)</u>	-	<u>289,811</u>
Deferred Capital Revenue, end of year	<u>30,701,942</u>	<u>1,351,258</u>	-	<u>32,053,200</u>
Work in Progress, beginning of year	119,213			119,213
Changes for the Year				
Increase				
Transferred from Deferred Revenue - Work in Progress	241,380			241,380
	<u>241,380</u>	-	-	<u>241,380</u>
Decrease				
Transferred to Deferred Capital Revenue	119,212			119,212
	<u>119,212</u>	-	-	<u>119,212</u>
Net Changes for the Year	<u>122,168</u>	-	-	<u>122,168</u>
Work in Progress, end of year	<u>241,381</u>	-	-	<u>241,381</u>
Total Deferred Capital Revenue, end of year	<u>30,943,323</u>	<u>1,351,258</u>	-	<u>32,294,581</u>

School District No. 6 (Rocky Mountain)

Schedule 4D (Unaudited)

Changes in Unspent Deferred Capital Revenue

Year Ended June 30, 2021

	Bylaw Capital	MEd Restricted Capital	Other Provincial Capital	Land Capital	Other Capital	Total
Balance, beginning of year	\$ -	\$ 452,160	\$ -	\$ -	\$ -	\$ 452,160
Changes for the Year						
Increase:						
Provincial Grants - Ministry of Education	2,506,399					2,506,399
Investment Income		8,203				8,203
	2,506,399	8,203	-	-	-	2,514,602
Decrease:						
Transferred to DCR - Capital Additions	2,085,712					2,085,712
Transferred to DCR - Work in Progress	241,380					241,380
Transferred to Revenue - Site Purchases	115,426					115,426
	2,442,518	-	-	-	-	2,442,518
Net Changes for the Year	63,881	8,203	-	-	-	72,084
Balance, end of year	63,881	460,363	-	-	-	524,244

For the Year Ended June 30, 2021

FINANCIAL STATEMENT DISCUSSION & ANALYSIS

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



Rocky Mountain
School District #6

CONTENTS

The following Financial Statement Discussion and Analysis should be read in conjunction with the audited financial statements and accompanying notes for School District No. 6 (Rocky Mountain) for the year ended June 30, 2021. The purpose of the Financial Statement Discussion and Analysis is to highlight information and provide explanations, which enhance the reader's understanding of the school district's financial statements as well as the factors that influenced the financial results presented in these statements. The preparation of the Financial Statement Discussion and Analysis is the responsibility of the management of the school district.



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OVERVIEW OF SCHOOL DISTRICT NO. 6

School District 6 Rocky Mountain serves all communities from Golden to Kimberley. There are 14 schools and three alternate schools in three zones: Golden, including the community of Nicholson; Windermere, including Edgewater, Invermere, and Canal Flats; and Kimberley, including Marysville. The District serves approximately 3,500 students and employs approximately 550 staff. Nine Trustees make up the Board of Education; three from each zone. The Board of Education engaged in the development of a strategic plan, building the vision, mission, values and priorities which will set the stage for the next three years. The three priorities of the Board of Education, Equity and Inclusion, Success for Each Learner and Excellence in Teaching and Leadership create a solid foundation for continuous improvement.

School District 6 is committed to true and lasting reconciliation with Indigenous peoples. Our Indigenous partnerships are essential to the success of this plan and together we will journey toward a better future that acknowledges the past and paves the way for better future.

The mission, vision and values guide all decisions, made by the Board of Education.



MISSION

We collaborate in the pursuit of each student's success to become knowledgeable caring, contributing, resilient members of a global community.

VALUES -

RESPECT - We foster respectful relationships that build trust, safety and well-being.

EQUITY - We strive to build learning environments that are equitable, honour diversity and inclusion, are safe, caring and healthy places to work and learn.

INTEGRITY - We nurture a sense of self-awareness, responsibility and honesty as we become environmental stewards and morally upright global citizens

ACCOUNTABILITY - We are accountable for ourselves, our students and our communities for professionalism, transparency and quality results.

INNOVATION - We create learning opportunities that are high quality, place-based, creative, and that encourage students to reach their full potential.



UNDERSTANDING THE FINANCIAL STATEMENTS



The District uses fund accounting and deferral accounting and each of its funds has specific restrictions in accounting for funds received and expended. These methods are primarily used in the public sector where the goal is to avoid budget deficits while providing the greatest benefit to the public by strategically allocating the resources that are available. In this respect, school districts are expected to ensure that resources are allocated in the most efficient way possible to achieve the goals for students.

The two key audited statements are:

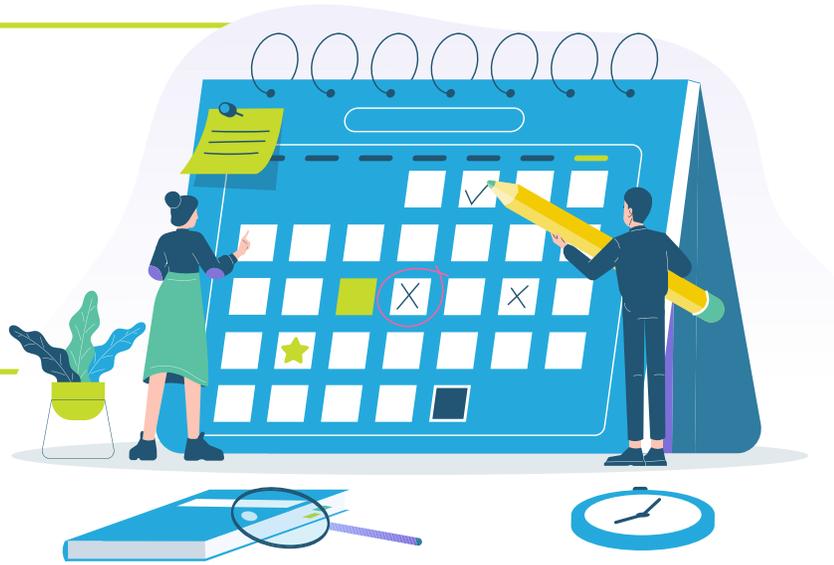
- **Statement of Financial Position** - summarizes the combined assets and liabilities at June 30th. This statement provides an indication of the financial health of the District;
- **Statement of Operations**- summarizes the combined revenues received and expenses incurred during the twelve months between July 1 and June 30. This statement provides an indication of the funding received by the District and how that funding was spent;

A Statement of Changes in Net Debt, Statement of Cash Flows and the Notes to the Financial Statements are also audited and provide further analysis of District finances.

The schedules at the end of the notes to the financial statements are in a format prescribed by the Ministry of Education. These schedules provide more detail specific to each of the three funds (Operating, Special Purpose and Capital funds). The balances in these schedules are consistent, when combined together, with the financial statements. These schedules are comprised of:

- **Schedule 1: Accumulated Surplus** – summarizes the surplus for the year and accumulated surplus amounts from each of the three funds.
- **Schedule 2: Operating** – accounts for District grants and other operating revenues as well as the District operating expenses.
As the District must present a balanced Operating Fund budget, any surplus is carried forward to future years.
- **Schedule 3: Special Purpose** – accounts for grant and other contributions whereby spending is for specific activities. As these are targeted funding, any unspent funds are accounted as deferred revenue, not accumulated surplus.
- **Schedule 4: Capital** – accounts for District investment in capital assets, local capital as well as bylaw capital and Ministry of Education restricted capital.

SUMMARY OF SIGNIFICANT EVENTS



During the year, the District managed several large capital projects including:

- Accessible playground at Martin Morigeau Elementary
- Upgraded lights to LED fixtures at Lady Grey Elementary
- Upgraded the main electrical transformer and switch at David Thompson Secondary
- Installed new high efficient boilers and upgraded DDC HVAC controls at Marysville Elementary
- Building envelope upgrade at Nicholson Elementary
- Replaced a section of roofing at the Kimberley Operations Building
- Upgraded CCTV at David Thompson Secondary
- Upgraded front sidewalks at McKim Middle School
- Upgraded DDC HVAC controls at Windermere Elementary
- Upgraded the fire alarm panel at Golden Secondary
- Replaced HVAC systems at Kimberley Operations Buildings
- Washroom Upgrades at Windermere Elementary
- Multiple building component renewal upgrades throughout the District
- Continuous investment in technology

The COVID19 outbreak was declared a pandemic by the World Health Organization in March 2020 and has had a significant financial, market and social dislocating impact worldwide. The ongoing impact of the pandemic presents uncertainty over future cash flows and may have a significant impact on future operations including decreases in revenue, impairment of receivables, reduction in investment income and delays in completing capital project work. As the situation is dynamic and the ultimate duration and magnitude of the impact are not known, an estimate of the future financial effect on the District is not practicable at this time.

Overall as of June 30, 2021, the District has strong financial health. This strong financial health can be contributed to sound financial management, planning and governance and is illustrated throughout this report.

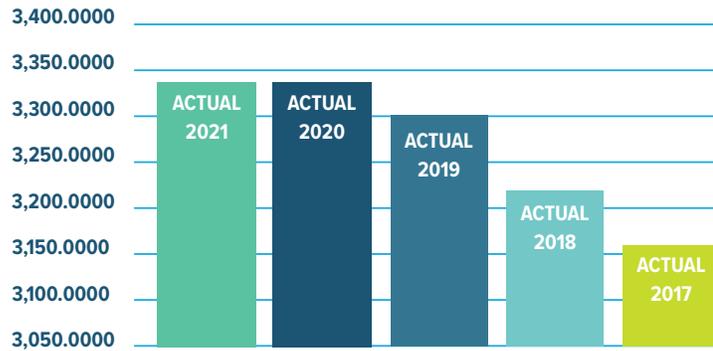
ENROLLMENT & STAFFING

The operations of the School District are dependent on continued grant funding from the Ministry of Education primarily based on student enrollment, students identified with special needs and other demographic and geographical factors. Expenditures are primarily associated with staffing and related compensation and benefits. Student enrollment and staffing levels are reflected below.



ENROLLMENT

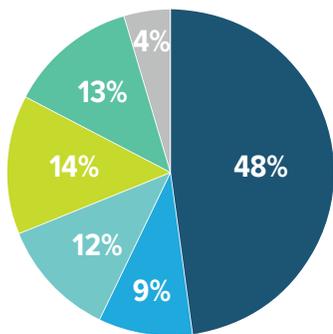
Provincial grant funding is primarily based on student enrollment, unique student needs, and unique geographical requirements, with additional funding for adult and summer school education. The District continues to see a growth in enrollment, as illustrated on the right.



STAFFING

Staffing is the most significant operational expenditure of school districts. The Staffing budget is summarized below:

	Fiscal 2020/21		Fiscal 2019/20	Variance from Budget		Variance from Prior Year	
	Budget	Actual	Actual	\$	%	\$	%
Teachers	14,213,108	14,002,402	13,746,522	210,706	-1.48%	-255,880	1.83%
Principals & Vice Principals	2,791,115	2,721,430	2,814,030	69,685	-2.50%	-92,600	-3.40%
Educational Assistants	3,273,662	3,435,507	2,801,391	161,845	4.94%	634,116	18.46%
Support Staff	4,108,844	4,029,488	4,040,614	79,356	-1.93%	-11,126	-0.28%
Other Professionals	3,646,170	3,726,678	3,282,659	80,508	2.21%	444,019	11.91%
Substitutes	1,289,530	1,348,979	1,310,387	59,449	4.61%	38,592	2.86%
Total Salaries	29,322,429	29,264,484	27,995,603	-57,945	0.20	1,268,881	4.34%



SALARIES

- Teachers
- Principals and Vice Principals
- Educational Assistants
- Support Staff
- Other Professionals
- Substitutes

STATEMENT OF FINANCIAL POSITION



The following table provides a comparative analysis of the School District's Net Financial Position for the fiscal years ended June 30, 2021 and 2020 with a review of the more significant year over year changes discussed below.

	2021	2020	Variance \$	Variance %
Financial Assets				
Cash and Cash Equivalents	9,749,908	8,624,666	1,125,241	13%
Accounts Receivable				
Due from Ministry of Education	606,241	156,426	449,815	288%
Due from LEA/Direct Funding	12,470	27,597	-15,127	100%
Other	207,078	198,874	8,204	4%
Portfolio Investments	3,268,745	3,252,021	16,724	1%
Total Financial Assets	13,844,442	12,259,584	1,584,857	13%
Liabilities				
Trade Accounts and Other Payables	4,020,071	3,594,688	425,383	12%
Unearned Revenue	3,079,557	383,397	2,696,160	703%
Deferred Revenue	1,560,394	1,484,226	76,168	5%
Deferred Capital Revenue	32,818,825	32,334,762	484,063	1%
Employee Future Benefits	647,199	642,500	4,699	1%
Capital Lease Obligations	532,765	854,121	-321,356	-38%
Total Liabilities	42,658,811	39,293,694	3,365,117	9%
Net Debt	-28,814,369	-27,034,110	-1,780,259	7%
Non-Financial Assets				
Tangible Capital Assets	59,693,911	58,374,427	1,319,484	2%
Restricted Assets	54,030	76,295	-22,265	-29%
Prepaid Expenses	85,715	100,431	-14,716	-15%
Total Non-Financial Assets	59,833,656	58,551,153	1,282,503	2%
Accumulated Surplus	31,019,287	31,517,043	-497,756	-2%



Financial Assets are assets that can be used to discharge liabilities and provide working capital funds in the normal course of operations. The increase in financial assets from prior year resulted mainly from the cash increase due to the International Program student fees collected in the 2020/21 year for students enrolled in the 2021/22 school year.

Liabilities are obligations of the District to others arising from prior transactions, the settlement of which will require the use of current and future financial assets. The increase in liabilities from 2019/20 resulted from changes in the following accounts:

- Decrease in capital lease obligations due to the decision to purchase some devices that came up for lease renewal this year.
- Increase in unearned revenue due to the International Student Program enrollment for the 2021/222 school year. As a result of the COVID-19 pandemic unearned revenue was significantly reduced in the 2019/20 year.

Tangible capital assets (TCA) are non-financial assets used in providing the services of the District and include buildings, equipment, furniture, technology and vehicles purchased, constructed or contributed to the District. The balance in the financial statements is the historical cost of the assets less accumulated amortization to June 30, 2021. The increase in TCA is comprised of new assets purchased totaling \$4.8M less amortization of \$3.5M.

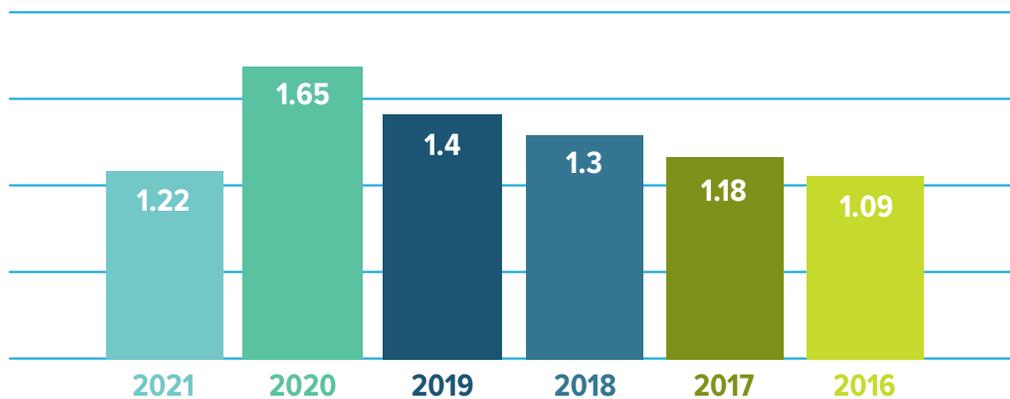
Prepaid expenses result from the District making advanced payments for goods or services to be received in the future. The amount is initially recorded as an asset, but their value is expensed over time onto the income statement.

Accumulated surplus or deficit represents the net assets or debt of the District. The District incurred a deficit for the 2020/21 fiscal year and continues to be in an accumulated surplus position.

	2021	2020	2019
Accumulated Surplus, beginning of the year	31,517,043	30,584,343	30,310,104
Net Changes for the year	-497,756	932,700	274,239
Accumulated Surplus, end of the year	31,019,287	31,517,043	30,584,343

Current ratio is a liquidity ratio that measures the District’s ability to pay off its current liabilities with current assets. A ratio greater than one is desirable as it means the District has the ability to pay current liabilities as they are due. A ratio of less than one indicates that the District would have to borrow to meet short term obligations. The current ratio is calculated as current assets divided by current liabilities. The District’s current ratio is healthy and well above one (1).

LIQUIDITY



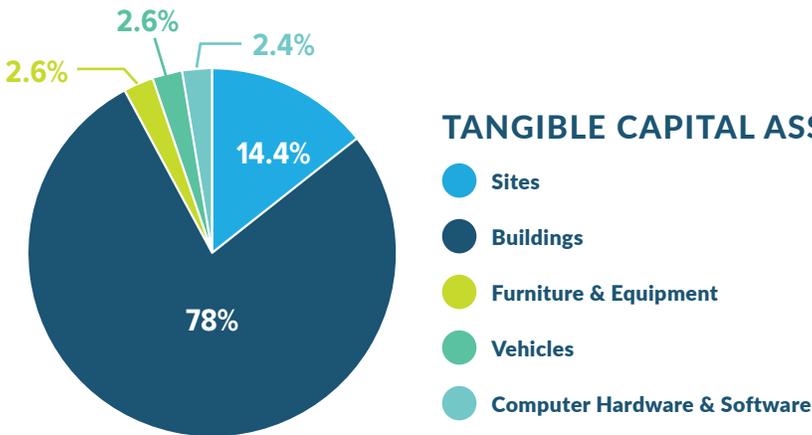
CAPITAL OPERATIONS



Capital Funds	June 30, 2021	June 30, 2020	Variance
Restricted Capital Balance	460,363	452,160	8,203
Tangible Capital Assets	59,693,911	58,374,427	1,319,484
Other Provincial Capital	1,351,258	1,406,062	(54,804)
Local Capital Balance	2,410,960	2,424,032	(13,072)

(Ministry) Restricted capital are funds held on behalf of the Ministry of Education.

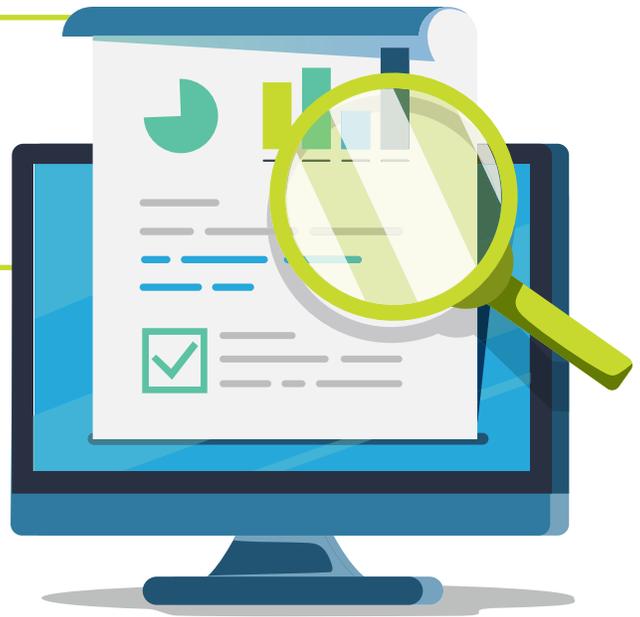
Tangible capital assets are non-financial assets used in providing the services of the District and include sites, buildings, equipment, furniture, vehicles and technology purchased or constructed by the District. The balance in the financial statements is the historical cost of the assets less accumulated amortization to June 30. The increase in TCA is comprised of new assets purchased totaling \$4.8M less amortization of \$3.4M.



Other Provincial capital rare funds provided by the Ministry of Jobs, Tourism and Skills Training to purchase trades training equipment in support of Industrial Training Authority Youth Trades programs.

Local capital balance decreased as local capital funds have been used to fund several capital projects.

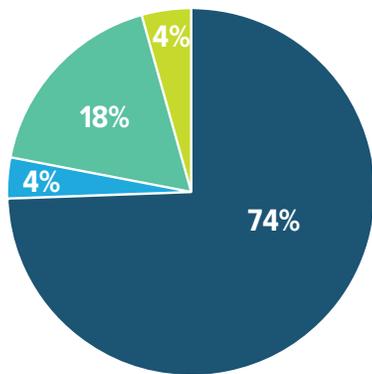
OPERATING RESULTS



The District’s revenue is heavily reliant upon the Operating Grant from the Provincial government. 88% of District operating revenue comes in the form of an operating grant which is based on enrolment levels and other student and geographical factors. 7% of revenue is generated from International Education programs and the balance through other revenue programs such as special purpose funding, facility rental and lease income, investment income and donations.

84% of District expenditures are associated with salaries and benefits. The balance of expenditures are related to supplies and services including utilities, professional development, transportation and maintenance.

	Budget	2021	2020	Variance
Revenue	50,664,366	50,704,601	50,680,739	23,862
Expenses	51,105,274	51,180,093	49,748,039	1,432,054
Endowment Transfer		(22,264)		
Surplus (Deficit) for the year	(440,908)	(497,756)	932,700	(1,430,456)
Accumulated Surplus - Operations		31,517,043	30,584,343	932,700
Total Accumulated Surplus		31,019,287	31,517,043	-497,756



EXPENSES BY FUNCTION

- Instruction
- District Administration
- Operations and Maintenance
- Transportation and Housing

	Fiscal 2020/21		Fiscal 2019/20	Variance from Budget		Variance from Prior Year	
	Budget	Actual	Actual	\$	%	\$	%
Instruction	38,400,668	38,078,579	36,904,558	-322,089	-0.85%	1,174,021	3.08%
District Administration	1,775,451	1,842,631	1,675,548	67,180	3.65%	167,083	9.07%
Operations and Maintenance	8,807,257	9,019,777	8,945,902	212,520	2.36%	73,875	0.82%
Transportation and Housing	2,106,756	2,224,797	1,982,644	118,041	5.31%	242,153	10.88%
Debt Services	15,142	14,309	15,687	-833	-5.82%	-1,378	-9.63%
Write-off/down of Buildings & Sites	0	0	223,700	0	0%	-223,700	-100%
Total Expense	51,105,274	51,180,093	49,748,039	74,819	0.15%	1,432,054	2.80%

Instruction expenses increased from 2019/20 mainly due to additional staff and supplies related to the COVID-19 health and safety measures. There were also wage increases throughout the year (teachers/CUPE staff – 2% July 1, 2020, remaining employee groups– varying rates and times). Staff illness and absence coverage was also higher than prior year.

District Administration costs increased from prior year due to wage increases across all employee groups, as well as additional district office staff.

Operations and Maintenance costs increased from prior year due to a variety of factors including:

- Wage increases across all employee groups
- Increased expenditures that were a result of the additional COVID-19 protocols. This increased support staff salaries as well as maintenance, operations and custodial supplies.

Transportation costs increased from prior year due to school closures, less in-class instruction and cancelation of all trips in the last quarter of the 2020/21 year. Vehicle maintenance and repair costs increased \$141K from prior year mainly due to a number of bus engines failing prematurely which required engine rebuilds at a significant cost.



POLICY NO. 9400

**DISTRICT PARENT ADVISORY
COMMITTEE**

POLICY:

The Board of Education believes that parents are partners in the education system and that parental involvement promotes a positive learning environment. Therefore, the Board supports the establishment of a District Parent Advisory Council (DPAC) which may advise the Board on matters relating to education in the School District.

[Section 8.4 and 8.5](#) of the *School Act* outline the legislated opportunity for parents to form an advisory council.

DPACs are comprised of elected parent representatives from Parent Advisory Council (PAC). They serve as an umbrella organization for the PACs in their school district. The DPAC is governed by its own [Constitution and Bylaws](#). DPACs are NOT required to register as a non-profit or under the BC Societies Act.

DPACs support and encourage PACs and parents in accessing the school system at all levels by providing regular forums for the exchange of ideas and information to ensure that public education serves the best interests of all students.

The business of the DPAC shall be unbiased in respect of race, colour, religion, politics, family status, gender, sexual orientation or physical or mental ability. The DPAC is not a forum for the discussion of individual school personnel, parents, or other individual members of the school community.

DISTRICT PRACTICE <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

REFERENCES:
[SCHOOL ACT 8.4,8.5, DPAC CONSTITUTION AND BYLAWS](#)

ADOPTED: DATE
Amended:



DISTRICT PRACTICE 9400

DISTRICT PARENT ADVISORY COUNCIL

DISTRICT PRACTICE:

1. Establishment and Dissolution
 - 1.1. Elected Officers of a school parent advisory council may make application to the Board for the establishment of a district parent advisory council. Upon receipt of an application, the Board shall establish a district parent advisory council.
 - 1.2. The District Parent Advisory Council (DPAC) shall establish a constitution and bylaws and file a copy with the Board.
 - 1.3. The District Parent Advisory Council shall make bylaws governing its meetings and the business and conduct of its affairs, including bylaws governing the dissolution of the council.
 - 1.4. The District Parent Advisory Council shall provide copies of all meeting agendas and minutes to the Board through the Secretary Treasurer of the District.
2. Membership shall be composed of:
 - 2.1. DPAC elected officers.
 - 2.2. One representative elected by each school parent advisory council.
 - 2.3. The superintendent or his/her designate.
3. The function of the District Parent Advisory Council will be to:
 - 3.1. Promote the interests of education throughout the District.
 - 3.2. Make recommendations to the Board on district-wide matters relating to the education and well-being of students.
 - 3.3. Provide a means of communication between various school parent advisory councils to assist with and coordinate activities common to these groups.
 - 3.4. Provide for DPAC communications: email and website using an independent ~~no-fee~~ platform such as Google.
4. The District Parent Advisory Council will not involve itself in discussion of individual school district personnel, students or parents.
5. A representative from the District Parent Advisory Council shall be provided a place on the regular Board meeting agenda upon request.
6. The roles, duties and responsibilities of elected DPAC representatives vary but generally, DPAC representatives:
 - 6.1. Act as a liaison between the PAC and DPAC by attending **PAC and** DPAC meetings

POLICY No. 9400 District Parent Advisory Council
FORM <INSERT HYPERLINK>

ADOPTED: DATE
Amended:



DISTRICT PRACTICE 9400

DISTRICT PARENT ADVISORY COUNCIL

- 6.2. Communicate and obtain information to and from PAC
- 6.3. Bring forward issues that may be common to more than one school.

7. Communication Protocol

School District 6 respects the rights of parents to assure that education decisions are made in the best interest of students. DPAC as an advisory council has opportunity to provide advice to District Administration through representation on various committees. DPAC members represent the voice of parents from across SD6.

- 7.1. When issues are brought forward to DPAC the Chair will communicate in writing and identify the concern to the Superintendent or designate. The Superintendent or designate will respond in writing within 10 business days.

POLICY No. 9400 District Parent Advisory Council
FORM <INSERT HYPERLINK>

ADOPTED: DATE
Amended:



POLICY 3800

EXPENSES ON BOARD OF EDUCATION BUSINESS

POLICY

The Board of Education recognizes that there are occasions when Trustees and other personnel in the District are required to travel within and outside the District in the performance of their duties. Where a Trustee, an employee, or other persons, approved by the Board or its senior leadership team, incur out-of-pocket expenses in the performance of such duties, the Board agrees to make reimbursement consistent with the regulations contained herein. The rate will be updated in accordance with the Rocky Mountain Teachers' Association collective agreement.

DISTRICT PRACTICE, 3800 Expenses on Board of Education Business

FORM, 3800.1, Expense Claim Staff

3800.2 Expense Claim Senior Management

ADOPTED: February 1996

Amended: March 2001, March 2003, June 2006, April 2011, April 2016, January 2017, April 2017, May 2018, April 2019, March 2020, June 2020, September 2021 (mileage)



DISTRICT PRACTICE 3800

EXPENSES ON BOARD OF EDUCATION BUSINESS

REGULATIONS

1. Information Regarding Claiming Expenses:

Receipts

The School District will reimburse you for the expenses incurred and paid by you. The School District will not reimburse you for alcoholic beverages. **Receipts are required for everything except meals** (meal expenses cannot be claimed for meals provided during the event/activity). All receipts must indicate that the amount claimed has been paid. Personal expenses must not be included on receipts. If paid by credit card, the receipt-or comparable proof of payment (i.e. copy of credit card statement) must be attached. Do not include expenses you paid for other persons accompanying you. Each person must claim his/her own expenses.

Tips

Tips to a maximum of 15% of the cost of the meal, as per the cost limits outlined in #4 below, may be claimed with proof of payment. If there is a desire to tip more than 15% the additional cost will be covered by you.

2. Mode of Transportation

The most economical method must be utilized. If you opt to use your own vehicle rather than travel by commercial transport, you may claim the equivalent airfare if it would have cost less. Also, meals, overnight costs and any other charges may only be claimed in accordance with what they would have been if you had travelled by air.

1.1 By Car

Reimbursement is set at the rate of \$.58 per kilometer. Where possible, carpooling should be used. Receipted parking charges will be reimbursed.

1.2 By Air

Receipts or tickets must be attached for airfare.

1.3 By Ferry

Receipts are required when vehicles are used. (Walk-on passengers do not need to submit a receipt.)

1.4 By Taxi

The most economical method of transportation should be used where possible

POLICY, 3800 Expenses on Board of Education Business

FORM, 3800.1, Expense Claim Staff

3800.2 Expense Claim Senior Management

ADOPTED: February 1996

Amended: March 2001, March 2003, June 2006, April 2011, April 2016, January 2017, April 2017, May 2018, April 2019, March 2020, June 2020, September 2021 (mileage)



DISTRICT PRACTICE 3800

EXPENSES ON BOARD OF EDUCATION BUSINESS

(e.g. airport bus). If taxis must be used, please attach receipts.

3. Accommodation

- If you stay with a friend or relative, you may claim \$30.00 per night without a receipt.
- Please ask for government rates when you make your hotel reservation.
- Hotel bills are required as proof of payment.
- If your family is travelling with you, only the single rate can be charged for hotel.

4. Meals

4.1 Out of District:

FULL DAY	\$50.00
Breakfast	\$16.00
Lunch	\$19.00
Dinner	\$25.00

4.2 In District (out of zone travel only):

FULL DAY	\$39.00
Breakfast	\$13.00
Lunch	\$15.00
Dinner	\$19.00

4.3 On the Day of Departure (out of zone travel only):

- To claim breakfast - leave before 7:00 a.m.
- To claim lunch - leave before 12:00 noon.
- To claim dinner - leave before 6:00 p.m.

* for Kimberley Zone-based employees, travel to Cranbrook is considered to be "in-zone".

5. Miscellaneous Expenses

Telephone calls, internet charges, courier bills, photocopying charges, etc. may be claimed if they are directly related to the meeting.

POLICY, 3800 Expenses on Board of Education Business

FORM, 3800.1, Expense Claim Staff

3800.2 Expense Claim Senior Management

ADOPTED: February 1996

Amended: March 2001, March 2003, June 2006, April 2011, April 2016, January 2017, April 2017, May 2018, April 2019, March 2020, June 2020, September 2021 (mileage)



DISTRICT PRACTICE 3800

EXPENSES ON BOARD OF EDUCATION BUSINESS

6. Trustee Travel in District

Trustees will only be able to claim for travel within the District which occurs when travelling outside of their Zone.

POLICY, 3800 Expenses on Board of Education Business

FORM, 3800.1, Expense Claim Staff

3800.2 Expense Claim Senior Management

ADOPTED: February 1996

Amended: March 2001, March 2003, June 2006, April 2011, April 2016, January 2017, April 2017, May 2018, April 2019, March 2020, June 2020, September 2021 (mileage)

Total:	\$	-	APPROVED:
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EXPENSES ON SCHOOL BOARD BUSINESS - REGULATIONS

1. Information Regarding Claiming Expenses:

The School District will reimburse you for the expenses incurred and paid by you. Receipts are required for everything except meals (meal expenses cannot be claimed for meals provided during the event/activity). All receipts must indicate that the amount claimed has been paid. Personal expenses must not be included on receipts. If paid by credit card, the receipt or comparable proof of payment (i.e. copy of credit card statement) must be attached. Do not include expenses you paid for other persons accompanying you. Each person must claim his/her own expenses.

2. Mode of Transportation:

The most economical method must be utilized. If you opt to use your own vehicle rather than travel by commercial transport, you may claim the equivalent airfare if it would have cost less. Also, meals, overnight costs and any other charges may only be claimed in accordance with what they would have been had you traveled by air.

a) BY CAR

The distance rate is \$0.58 per kilometer. Receipted parking charges will be reimbursed.

b) BY AIR

Receipts or tickets must be attached for airfare.

c) BY FERRY

Receipts are required when vehicles are used. (Walk-on passengers do not need to submit a receipt.)

d) BY TAXI/BUS

The most economical method of transportation should be used where possible (e.g. airport bus). If taxis must be used, please attach receipts.

3. Accommodation:

- If you stay with a friend or relative, you may claim \$30.00 per night without a receipt.
- Please ask for government rates when you make your hotel reservations.
- Hotel bills are required as proof of payment.
- If your family is traveling with you, only the single rate can be charged for hotel.

4. Meals:

a) OUT OF DISTRICT

Full Day (BLD)	\$50.00
Breakfast (B)	\$16.00
Lunch (L)	\$19.00
Dinner (D)	\$25.00

b) IN DISTRICT

Full Day (BLD)	\$39.00
Breakfast (B)	\$13.00
Lunch (L)	\$15.00
Dinner (D)	\$19.00

c) ON THE DAY OF DEPARTURE

- To claim breakfast – leave before 7:00 a.m.
- To claim lunch – leave before 12:00 noon
- To claim dinner – leave before 6:00 p.m.

5. Miscellaneous Expenses:

Telephone calls, internet charges, courier bills, photocopying charges, etc. may be claimed if they are directly related to the meeting.

6. Trustee Travel in District:

Trustees will only be able to claim for travel within the District which occurs when traveling outside of their Zone.

APPROVED MILEAGE TO THE FOLLOWING DESTINATIONS	
<i>ALL MILEAGE IS ONE WAY</i>	
<i>Multiply x 2 for return trips</i>	
	KILOMETERS
Golden to Radium Hot Springs	103
Golden to Invermere	120
Golden to Canal Flats	165
Golden to Wasa	211
Golden to Kimberley	235
Golden to Cranbrook	246
Golden to Canadian Rockies International Airport	254
Invermere to Radium Hot Springs	17
Invermere to Fairmont Hot Springs	27
Invermere to Canal Flats	52
Invermere to Cranbrook	133
Invermere to Canadian Rockies International Airport	141
Invermere to Wasa	98
Invermere to Kimberley	122
Invermere to Calgary	275
Invermere to Nelson	363
Invermere to Vernon	414
Kimberley to Wasa	35
Kimberley to Canal Flats	71
Kimberley to Fairmont Hot Springs	96
Kimberley to Radium Hot Springs	132



BYLAW IV

SCHOOL CALENDAR APPROVAL PROCEDURES

BYLAW:

The *School Act*, Section 87.01 requires that a board must make available to the public the school calendar or school calendars, as applicable, submitted to the minister in accordance with the *Act* and *Regulations*, at least one month before the expiration of the current school calendar.

THE SCHOOL BOARD, IN A PUBLIC MEETING, THEREFORE ENACTS the following procedures for obtaining required approvals of school calendar proposals.

1. DEFINITIONS:

(1) In this bylaw

"Act" means the *School Act*;

"Regulation" means the *School Calendar Regulation*;

"day of instruction" means, in respect of any school, a day in a school calendar year in which students receive instruction in an educational program;

"days in session" means, in respect of any school, the days in a school calendar year on which the principal, vice principals, district staff and teachers of the school are scheduled to be available for instructional, non-instructional or administrative duties;

"non-instructional days" means, in respect of any school, a day in session in a school calendar year that is not a day of instruction.

(2) Words and expressions used in this bylaw have the same meanings as are assigned to them in the *Act* and *Regulations*.

2. LEGAL REQUIREMENT:

The *School Amendment Act* (Bill 36), enacted in Spring 2012, establishes a new legislative framework for school calendars. Beginning in the 2013-14 school year, there will be no standard school calendar and each board must establish calendars for schools in its district.

3. SCHOOL CALENDAR REQUIREMENTS

3.1 A school calendar that complies with this section must, for a school (not including a distributed learning school) or group of students to which it applies for the following year,

- set out the number and dates of the days in session;
- set out the dates for the administrative days, if any, the school opening day, the school closing day, the vacation periods and the statutory holidays;
- set out the number and dates of each day of instruction;
- specify the hours of instruction, which must not be less than the minimum number of hours of instruction specified in the School Calendar Regulation;

REFERENCES: School Act Section [87.01 and 87.02](#), [166.451](#), [School Calendar Regulation/BC Reg. 314/12](#)

ADOPTED: May 1997

Amended: December 2003, April 2013, November 2019



BYLAW IV

SCHOOL CALENDAR APPROVAL PROCEDURES

-
- set out, for each non-instructional period for the school year, its date and, if the non-instructional period is scheduled for a portion of a school day, the time for which it is scheduled;
 - subject to the non-instructional day requirements set out by the Ministry, specify the purpose of each non-instructional period;
 - Specify the following:
 - the length of school days,
 - the number of minutes of school operation to be provided in a school day, the number of hours of instruction to be provided in a school day,
 - the number and length of recesses to be provided in a school day, and
 - Set out such other dates, times, and information as the board considers necessary.
- 3.2 A school calendar for a distributed learning school that complies with this section must, for a school or group of students to which it applies for the following year,
- set out the number and dates of the days in session;
 - set out the dates on which the principal, vice principals, district staff as applicable, and teachers of the school are available for instruction;
 - set out the vacation periods and dates of statutory holidays.
- 3.3 For purposes of complying with the *Act*, in respect of a school calendar under this section, the Board must
- a. make available to the public a school calendar that it proposes to submit to the minister at least one month before the date the school calendar must be submitted to the minister pursuant to section 87.01 of the *Act*;
 - b. provide an opportunity to
 - the parents of the students enrolled in each school to which the proposed school calendar is to apply, and
 - the representatives of employees of the board assigned to the school to provide comments to the Board with respect to the school calendar made publicly available under 3.3 (a).
- *3.3 (a) and (b) do not apply in respect of a school calendar that has been amended based on comments previously provided under 3.3 (b).
- 3.4 If an amendment to a school calendar under this section is necessary at a time other than when a school calendar must be made available as per the *Act*, the Board must,
- a. make publicly available proposed amendments at least one month before making the amendments
 - b. provide the minister with the amended school calendar within 30 days of making the amendment(s)
 - c. (a) and (b) do not apply if the Board reschedules a non-instructional day if the Board gives notice of the change to
 - the parents of the students enrolled in the school to which the proposed change is to apply, and

REFERENCES: School Act Section [87.01 and 87.02](#), [166.451](#), [School Calendar Regulation/BC Reg. 314/12](#)

ADOPTED: May 1997

Amended: December 2003, April 2013, November 2019



BYLAW IV

SCHOOL CALENDAR APPROVAL PROCEDURES

- the representatives of employees of the Board assigned to the school
- 3.5 The Board must use the school calendar forms published by the minister to
- a. submit one or more school calendars to the minister under section 87.01 of the *Act*, and
 - b. provide an amended school calendar to the minister.

4. EXAMINATION DAYS

- 4.1 In secondary schools, the Board may set a school day as an examination day.
- 4.2 On an examination day set under subsection 4.1,
- a. students of the school may be in attendance and under supervision for the purpose of writing examinations and to attend tutorials or other opportunities designed to facilitate/support their learning;
 - b. principals, vice-principals, directors of instruction and teachers of the school may supervise examinations, tutorials or other learning opportunities, mark examinations, prepare student progress reports and undertake related planning and preparatory activities;
 - c. the time scheduled for activities listed in 4.2 (a) may be included in the instructional time as indicated in 5.2.(c).

5. INSTRUCTIONAL TIME

- 5.1 In this section, 'hours of instruction' does not include recesses, lunch periods and other scheduled breaks between classes.
- 5.2 Subject to subsection 5.3, the following are the prescribed minimum hours of instruction that the Board will offer to the students enrolled in the schools of the district.
- a. For a student in kindergarten: ~~853~~ 848 hours;
 - b. For a student in grades 1 to 7: ~~878~~ 873 hours;
 - c. For a student in grades 8 to 12: ~~952~~ 947 hours.

Note: In the case of a conflict between the minimum hours of instruction outlined in the School Calendar Regulation versus this Bylaw, the School Calendar Regulation will be followed, and this Bylaw will be updated by the Board at its next Regular Meeting.

- 5.3 There are no prescribed minimum hours of instruction that a board must offer to students enrolled in a distributed learning school.
- 5.4 The hours of instruction are adjusted for the students referred to in subsection 5.2 (a) for the purpose of gradually introducing students to school after the opening of day school.
- 5.5 For the purposes of this Bylaw, the Board is deemed, in respect of a school or a group of students in the district, to have provided the number of hours of instruction in a school day specified in the school calendar applicable to that school or group of students for any one

REFERENCES: School Act Section [87.01 and 87.02](#), [166.451](#), [School Calendar Regulation/BC Reg. 314/12](#)

ADOPTED: May 1997

Amended: December 2003, April 2013, November 2019



BYLAW IV
SCHOOL CALENDAR APPROVAL
PROCEDURES

or more of the following days included in the school year:

- a. a day on which a school is closed as a result of a strike or lockout in respect of some or all of the employees of the Board assigned to the school;
- 6.** a day on which the school is closed by the Board for health and safety reasons as set out in the *School Act*. **NON-INSTRUCTIONAL DAY**
- 6.1 The minister may designate, by order, up to one school day of non-instructional periods to be scheduled and used for a specific purpose and non-instructional periods so designated must be scheduled and used for that purpose.
 - 6.2 The setting of non-instructional periods for a school year will be done in accordance with 3.1.
 - 6.3 Non-instructional periods may be less than one day in length.
 - 6.4 The Board may reschedule a non-instructional period previously scheduled in the school calendar applicable to a school or group of students.
 - 6.5 If the Board reschedules a non-instructional period under subsection 6.4, the Board must give notice of the change:
 - a. to the parents of the students enrolled in the school or of the group of students, as applicable; and
 - b. to the representatives of employees of the Board assigned to the school.

7. EFFECTIVE DATE

This Bylaw may be cited for all purposes as “School District No. 6 (Rocky Mountain) Bylaw No. IV”; a Bylaw to establish the form and manner to establish a school calendar and is in all respects in accordance with the provisions of the *School Act*.

Read a first time the 12th of November, 2019

Read a second time the 12th of November, 2019

Read a third time the 12th of November, 2019

I hereby certify that this is a true copy of School District No. 6 (Rocky Mountain) Bylaw No. IV, School Calendar Approval Procedures Bylaw, adopted the 12th of November, 2019.

Manually Signed
Board Chairperson

Manually Signed
Secretary Treasurer

REFERENCES: School Act Section [87.01 and 87.02](#), [166.451](#), [School Calendar Regulation/BC Reg. 314/12](#)

ADOPTED: May 1997

Amended: December 2003, April 2013, November 2019



POLICY 1200
COMMUNICATION PROTOCOL

POLICY:

The Board of Education believes it is in the best interest of students that the people who live in this District actively support and have confidence in their schools, and that mutual trust between the community and its schools is essential.

To develop that support and confidence, it is essential that there is open dialogue and communication among all those who have an interest in the education of students in this District. The Board believes that it is its responsibility to encourage all interested parties to work together for the betterment of the education of students.

The Board of Education and administration will foster an environment of two-way communication with its employees, families, partner groups, and the community to enhance awareness and understanding of the issues surrounding public education.

DISTRICT PRACTICE <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

REFERENCES: LIST AND HYPERLINK APPROPRIATE REFERENCES

ADOPTED: DATE
Amended:



**1200 DISTRICT PRACTICE
COMMUNICATION PROTOCOL**

DISTRICT PRACTICE:

1. COMMUNICATIONS STRUCTURE

- 1.1 The District website (www.SD6.bc.ca) will be the Board’s primary means of communicating with families, partner groups and communities.
- 1.2 The Board of Education Chairperson, the Superintendent, and the Secretary Treasurer, or designates, are the official spokespersons for the District.
- 1.3 The Board of Education Chairperson or Superintendent are responsible for all media inquiries.
- 1.4 The school principal, or designate, is the official spokesperson for the school and is responsible for maintaining positive communications between the school and its community.
- 1.5 To ensure open communication, the Board of Education shall invite representatives from partner groups and the community to be represented on appropriate standing and ad hoc committees.
- 1.6 Other means of communication shall include but are not limited to email, other electronic/digital media, newsletters, and bulletin boards.

2. RESOLVING PROBLEMS AND ISSUES

- 2.1 Trustees may become aware of issues or problems in the District in a variety of ways (e.g. talking to a parent, personal observation, etc.). Trustees will not attempt to intervene to solve problems but instead will direct the concerned party to contact the appropriate level of staff authority (e.g. for a parent complaint suggest, as a first step, they contact the teacher or principal).
- 2.2 Alternatively, Trustees can bring the issue to the attention of the Superintendent or other senior leadership team members, who will ensure that the appropriate District employees can address the problems. The Superintendent or senior leadership team member will report back to the Trustee about actions which result from such inquiries.
- 2.3 Trustees also bring issues to the Board of Education in order to develop policies that guide staff in resolving problems and issues.

POLICY 1200 COMMUNICATION PROTOCOLS
FORM <INSERT HYPERLINK>

ADOPTED: DATE
Amended:



3. GENERAL COMMUNICATION GUIDELINES

In conducting the business of the District, Trustees and Senior Leadership Team shall be guided by the following principles:

- People have the right to be heard in a dignified, respectful manner;
- Problem definition and solutions require assembly of information and ;
- locus for decisions is important and governed by an organized framework
- First right to solve problems should be with those charged to make decisions, with communicated right to appeal to next decision-making level;
- When concerns about performance arise, affected persons have a right to be informed so that corrective action can be taken.
- Union concerns are dealt with by the senior leadership team who bring matters to Board of Education;
- The senior leadership team has a responsibility to keep the Board informed on important District issues
- Trustees solve problems as a Board entity, not as individual.



POLICY 1300

PRESENTATIONS/DELEGATIONS AT BOARD OF EDUCATION MEETINGS

POLICY:

The Board of Education meets on a regular basis to consider the business of the school district. While these meetings are primarily business meetings, a limited amount of time will be made available to hear presentations of an educational nature, and/or delegations wishing to speak on matters relating to the business of the Board of Education. Associated District Practice to this policy will govern the hearing of presentations and delegations at regular Board meetings.

DISTRICT PRACTICE <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

REFERENCES: LIST AND HYPERLINK APPROPRIATE REFERENCES

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DISTRICT PRACTICE 1300
PRESENTATIONS/DELEGATIONS AT
BOARD OF EDUCATION MEETINGS

DISTRICT PRACTICE:

1. PRESENTATIONS AT REGULAR BOARD MEETINGS

Regular meetings of the Board of Education are business meetings. Some time is available for presentations, but the amount of time is limited.

- 1.1 Presentations from the public are limited to ten minutes, with a brief question period available for Trustees to ask clarifying questions at the conclusion of the presentation.
- 1.2 Scheduling of presentations is made in writing to the Executive Assistant to the Board of Education at least ten days prior to the Board meeting.
- 1.3 Individuals making a presentation must be present at the start of the meeting. They may leave the meeting once the presentation has concluded, but are welcome to remain should they so desire.
- 1.4 Any written material to be provided to Trustees in conjunction with a presentation must be made available and delivered to the Executive Assistant at the school board office by the Thursday afternoon preceding the Board meeting. Ten copies are required. If the material provided must be returned following the Board meeting, this must be specified at the time it is provided.
- 1.5 Audio-visual equipment required for a presentation should be arranged through the Executive Assistant to the Board of Education. Setting-up equipment or displays must be completed by 4:30 p.m. on the day of the Board meeting.

2. DELEGATIONS AT REGULAR BOARD MEETINGS

Regular meetings of the Board of Education are business meetings. Some time is available for delegations, but the amount of time is limited.

The following guidelines will govern groups or individuals wishing to be heard as a delegation.

- 2.1 A delegation is a group or individual requesting permission to appear before the board to speak on a matter relating to the business of the Board of Education. Requests to appear as a delegation must be submitted in writing ten calendar days prior to a scheduled meeting. The request must outline the purpose of the delegation.
- 2.2 Normally, a delegation representing a group previously heard on a topic will not be heard a second time unless the delegation presents, in advance, material or information not previously considered that is relevant to any decision. A motion of the Board of Education to

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ADOPTED:
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DISTRICT PRACTICE 1300

PRESENTATIONS/DELEGATIONS AT BOARD OF EDUCATION MEETINGS

hear the delegation must be passed by having a majority of all Trustees cast an affirmative vote.

- 2.3 Presentations from delegations are limited to five minutes with a brief question period available for Trustees to ask clarifying questions at the conclusion of the presentation.
- 2.4 Any written material to be provided to Trustees in conjunction with a delegation must be made available and delivered to the Executive Assistant at the school board office by the Thursday afternoon preceding the Board meeting. Ten copies are required. If the material provided must be returned following the Board meeting, this must be specified at the time it is provided.
- 2.5 Decisions of the Board of Education on requests made by a delegation are not normally made at the Board meeting at which the delegation is heard. If the Board of Education believes the matter is emergent, it may consider the matter during the new business portion of the meeting.
- 2.6 Groups wishing to be heard as a delegation must be present at the start of meeting. They may leave the meeting once their business concluded, but are welcome to remain should they so desire.
- 2.7 Audio-visual equipment required for a presentation should be arranged through the Executive Assistant to the Board of Education. Setting-up equipment or displays must be completed by 4:30 p.m. on the day of the Board meeting

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ADOPTED:
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POLICY 1500

TRUSTEE ROLE, RESPONSIBILITY AND CODE OF ETHICS

POLICY:

This policy is designed to clarify the role, responsibility, and conduct of members of the Rocky Mountain School District No. 6 Board of Education. As a member of the Board of Education, democratically elected Trustees are expected to govern in a fair and ethical manner and to be role models in the community.

Trustees fully acknowledge the critical trust invested in the Board of Education by the electorate and are dedicated to governing the affairs and business of Rocky Mountain School District No. 6 in a professional manner. Trustees represent the broad needs of the entire school district and the community, allocating resources efficiently, inclusively, and responsibly in the best interest of all students.

Trustees advocate for public education and promote the Mission, Vision, and Values of the District to other levels of government and relevant bodies. The Board of Education is committed to providing high quality education for all students within a supportive, accessible, and enriched learning environment. Trustees will uphold the commitments articulated in the Trustee Code of Ethics and address any violation at a closed meeting of the Board of Education.

CODE OF CONDUCT

1. AS A TRUSTEE:

- 1.1 I will consider myself as a Trustee of public education and I will participate to the fullest extent possible so that I may be involved in an informed and responsible way in the functions of the Board of Education and the District.
- 1.2 I will carry out my responsibilities in accordance with the *School Act* and Regulations, and Board Policy.
- 1.3 I will do my best to protect, conserve, and advance public education, giving to the children of this District educational facilities and services that are as complete as it is possible to provide.
- 1.4 I will, when parents or members of the community ask a question or raise a concern about a particular staff member, classroom, principal or school, follow the procedures of Policy 9200 Problem Solving Protocol and Appeals Bylaw in addressing the question or problem.
- 1.5 I will express my honest and most thoughtful opinions in Board of Education meetings, in an effort to have all decisions made for the best interests of the children and the schools.
- 1.6 I will recognize the integrity of my predecessors and associates, and the merit of their work.

DISTRICT PRACTICE <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

REFERENCES: LIST AND HYPERLINK APPROPRIATE REFERENCES

ADOPTED: DATE
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POLICY 1500

TRUSTEE ROLE, RESPONSIBILITY AND CODE OF ETHICS

- 1.7 I will make no disparaging remarks, in or out of the Board meeting, about other Trustees or their opinions, but I reserve the right to make honest and respectful criticism.
- 1.8 I will be prepared to listen to what other Trustees, other individuals, or groups, may have to say before making final decisions.
- 1.9 I will not discuss the confidential business of the Board of Education in my home, on the street, or in my office.
- 1.10 I will not use my role as Trustee for my own personal advantage or for the advantage of my friends, supporters, or business. If I become aware that I am in a position that creates a conflict of interest (direct, indirect; statutory or common law), I will declare the nature and extent of the conflict at a meeting of the Board of Education and abstain from deliberating or voting on the issue, giving rise to the conflict.
- 1.11 I will carefully review all information packages in preparation for discussion at all scheduled meetings of the Board of Education and its committees.

2. AS A MEMBER OF THE BOARD OF EDUCATION:

- 2.1 I will act with integrity and the highest ethical standards in my personal and professional life, integrity and in a manner that inspires public confidence in the Board of Education.
- 2.2 I will protect and enhance the reputation of the District and the Board of Education.
- 2.3 I will respect the confidentiality of communications between Trustees and Senior Administration.
- 2.4 I will recognize that authority rests with the Board of Education in legal session and not with individual members of the Board of Education, except as authorized by law.
- 2.5 I will vote for a closed meeting of the Board of Education if the situation requires it, and I will not participate in meetings of the Board of Education, which do not comply with Bylaw 1 – Procedural Bylaw.
- 2.6 I will abide by majority decisions of the Board of Education.
- 2.7 I will recognize that, although I am elected from a particular area of the District, my responsibility is to ensure that decisions are made in the best interests of the District as a whole.
- 2.8 I will consider it an important responsibility of the Board of Education to interpret the District's aims, methods and attitudes to the community.
- 2.9 I will earnestly try to interpret the needs and attitudes of the community and do my best to translate them into the educational program of the schools.

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FORM <INSERT HYPERLINK>

REFERENCES: LIST AND HYPERLINK APPROPRIATE REFERENCES

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POLICY 1500

TRUSTEE ROLE, RESPONSIBILITY AND CODE OF ETHICS

- 2.10 When representing the Board of Education, I will fulfill various commitments and duties required by such representation such as voting, providing updates, and reporting back to the Board of Education.

3. IN MY RELATIONSHIP WITH THE SUPERINTENDENT, SECRETARY TREASURER, AND STAFF

- 3.1 I will function, in meeting the legal responsibility that is mine, as a part of a legislative, policy-forming body, and work through the administrative employees.
- 3.2 I will recognize the Superintendent, the Secretary Treasurer, and the senior leadership team as executive officers of the Board of Education.
- 3.3 I will endeavour to ensure the schools are staffed by the best trained, technical, and professional people it is possible to employ.
- 3.4 I will be respectful in my comments regarding the Superintendent or other District employees.

4. VIOLATION OF THE CODE

Trustees are encouraged to seek appropriate, conciliatory measures prior to making an official complaint with regard to a violation of this Code of Conduct. A violation of this Code of Conduct may result in the Board of Education instituting, without limiting what follows, any or all of the following sanctions, which may only be implemented by a motion at a closed (in-camera) meeting of the Board of Education:

- 4.1 Having the Chair write a letter of concern/warning;
- 4.2 Having the Chair write a letter of censure;
- 4.3 Having a motion of censure passed and removing the trustee from some or all Board committees or other appointments of the Board of Education.

The plaintiff will be given opportunity to respond to the complaint prior to any motions being made.

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REFERENCES: LIST AND HYPERLINK APPROPRIATE REFERENCES

ADOPTED: DATE
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DISTRICT PRACTICE 2000
CONSULTATION PROCESS, SCHOOL
PLANNING, AND LEARNING
IMPROVEMENT

DISTRICT PRACTICE:

This process represents our vision of meaningful staff participation in the decision-making process that needs to occur in a school to provide for the best possible learning environment for all students.

Once that process has been completed, Principals then have the opportunity to apply to the Learning Improvement Fund (LIF) for additional support staff resources to address needs that are beyond the capacity of the school to manage within the existing budget.

1. GENERAL OBLIGATION TO CONSULT:

Before the end of April:

- 1.1 School-based teams will meet with feeder schools to gather information about incoming students.
- 1.2 Primary schools will meet with early learning partners to gather information about incoming Kindergarten students.
- 1.3 Principals and school-based teams will collate information about the new and returning students for the following year, and will prepare these materials for presentation to staff.

The information may include:

- Marks
- Attendance
- District and school assessments
- Reading levels
- Literacy targets
- Risk factors
- “On track” scores
- School-based team information
- Other relevant information

Before May 15:

- 1.4 Principals, with the assistance of the school-based team, meet with their school staff to review the information and develop a picture of the student learning needs for the coming year. The staff will identify areas that may require particular focus and attention, and will set priorities around addressing these needs.



DISTRICT PRACTICE 2000
CONSULTATION PROCESS, SCHOOL
PLANNING, AND LEARNING
IMPROVEMENT

- 1.5 Following this meeting, Principals may meet with a variety of staff groups such as the school-based team, departments, grade groups etc., in order to further identify needs and potential supports.

Before June 15

- 1.6 Based on these consultations, tentative class lists are organized, teachers are notified of assignments, and supports are allocated to classes/students (Student Educational Assistant time, Youth Care Worker time, Aboriginal Education Support, etc.).

2. LEARNING IMPROVEMENT FUND (LIF) CONSULTATION AND LIF SPENDING PLAN

Before June 17: (School consultation for LIF)

- 2.1 After class lists are organized, Principals will meet with staff to consult regarding the use of the LIF. Class lists will be reviewed, with the assistance of the school-based team as necessary, for the purpose of determining which classes, if any, will require additional resources to address learning improvement issues, taking the following into account:
- The number of students assigned to the class and the learning needs of those students, including the resource requirements of students with diagnosed special needs.
 - The experience and capacity of the teacher of the class and the resources already available to support learning in that class.
- 2.2 Staff, at the meeting, will be consulted as to which support staff resources (Education Assistants and/or Youth Care workers) are seen as appropriate for the classes discussed. These consultations will not be limited to discussing students with special needs and the resources that will be provided to those classes, but are focused on the overall needs of all students, and all classes.
- 2.3 Following these consultations, Principals will complete the LIF spending plan workbook and notify the Superintendent by the end of the day on the third Friday in June



**DISTRICT PRACTICE 2000
CONSULTATION PROCESS, SCHOOL
PLANNING, AND LEARNING
IMPROVEMENT**

Before June 30:

- 2.4 District staff will consult with CUPE Local 440 about the requirements of the provincial framework letter of understanding concerning the LIF.

Before September 15: (Form 2000 fall record school consultation)

- 2.5 Principals will consult with their staff to review the tentative plan, and will identify to the Superintendent any changes to the priorities for that school. A revised report to the Superintendent is to be created and submitted as necessary.

The final plan is submitted to the Minister of Education by **October 31**.



POLICY 2010
SCHOOL ADMINISTRATIVE
ENTITLEMENT

POLICY:

The Board of Education recognizes the importance of educational leadership at the school level, and will provide funding for school administration in its annual operating budget.

Principals and Vice Principals provide leadership in schools to foster continuous improvement in teaching and learning. They are charged with organizing, supervising, and managing schools, as well as establishing educational direction through instructional and curriculum leadership. They are responsible for establishing and maintaining a safe learning environment for the school community.

The Superintendent in accordance with the Board of Education's budget provisions, and contractual obligations will determine principal and Vice Principal entitlement for each school, as well as the amount of administrative time assigned to these positions.

DISTRICT PRACTICE 2010 SCHOOL ADMINISTRATIVE ENTITLEMENT
REFERENCES: LIST AND HYPERLINK APPROPRIATE REFERENCES

ADOPTED: DATE
Amended:



DISTRICT PRACTICE 2010

SCHOOL ADMINISTRATIVE ENTITLEMENT

DISTRICT PRACTICE:

School administrative entitlement will be provided in accordance with the following guidelines:

1. A Principal will be assigned to each school.
2. Where a Principal is assigned to two or more schools, a Vice Principal will be appointed in each satellite school, and a senior teacher will be appointed in the base school if there is no vice-principal.
3. The minimum amount of administrative time in a school is based on the following formulas.
 - Principal 1.0FTE if greater than 90 students
 - Vice Principal .25 FTE if:
 - 4-7 and greater than 200 students and less than 400 students .25 FTE
 - 4-7 and greater than 400 students .5 FTE
 - 8-12 greater than 400 students 1.0FTE
 - 8-12 less than 400 students and greater than 250 students .6 FTE
4. The base entitlement for Principals and Vice Principals at each school or combination of schools is determined by the projected mid-year student headcount.
5. The enrolment formula may not appropriately reflect the administrative needs of a school. Many school communities have increasingly complex needs, and the range of needs can vary between schools with the same enrolment. Small shifts in enrolment may result in significant changes in administrative entitlement at a school when the shift crosses a threshold in the formula.



DISTRICT PRACTICE 2010

SCHOOL ADMINISTRATIVE ENTITLEMENT

6. Within the parameters of the total administrative entitlement available, the District may increase or decrease the base entitlement for a school, based on the specific needs of the school community. In determining appropriate levels of administrative support to schools, the District will be guided by the following:
- Schools with greater or more complex needs require more administrative time than the formula indicates.
 - Highly complex schools may require an additional administrator (eg. a vice principal at an elementary school that would not have one.)
 - Consistent and predictable levels of administrative support are desirable for schools where enrolment fluctuates above and below the formula thresholds for administrative time.



POLICY 2020
FLAG AND NATIONAL ANTHEM
PROTOCOL

POLICY:

The Board of Education believes the flags of Canada and British Columbia and the national anthem “O Canada” are an important part in the celebration of Canada as a country and British Columbia as a province.

The Ministry of Education recognizes the importance of these symbols of patriotism. *School Regulation #265/89, [sections 5 \(10\) and 5 \(11\)](#), of the *School Act*, states:*

- (10) The principal of a school, other than a distributed learning school, must
- a) Subject to the approval of the board, establish a program of school assemblies to be conducted at appropriate times during the school year,
 - b) Ensure that assemblies are held at least 3 times in a school year, including the school day immediately preceding Remembrance Day,
 - c) Ensure that the Canadian national anthem shall be sung at each school assembly, and
 - d) Ensure that the Canadian flag and the British Columbia flag be displayed at each school while in session.

(11) School assemblies referred to in subsection (10) shall be established to promote loyalty to the Crown, respect for Canadian traditions, laws, institutions and human values, and shall include observation of occasions of historic or current importance to Canada and the Commonwealth, as well as appropriate references to the Canadian flag.

The Board of Education further believes singing of the national anthem develops a sense of identity and purpose for the people of Canada; with the words and melody being well known. Singing the national anthem develops pride in being a Canadian and teaches the value of traditions within the lifestyles of both adults and children.

INTENT

Students will sing “O Canada” at least once a week in English and/or French. All students will participate in their own classrooms, or through the use of the school’s intercom system playing the national anthem. Singing of the national anthem will be included at all school functions. The District will supply copies of the words and music in both official languages.

REFERENCES: [sections 5 \(10\) and 5 \(11\)](#), of the *School Act*

ADOPTED: DATE
Amended:



POLICY 2030

ASSISTANCE DOGS

POLICY:

The Board of Education believes that access to an effective educational program is a basic right of each student. Assistance dogs perform tasks that an individual is unable to perform independently by assisting persons with day-to-day activities and by providing physical safety and emotional support. It is recognized that an assistance dog may be key in the development of an environment that is conducive to equal access to services, programs, and activities offered within the school district. Creating a supportive and caring environment for all students and staff is a top priority of the Board of Education.

DISTRICT PRACTICE 2030 ASSISTANCE DOGS

ADOPTED: DATE

Amended:

DISTRICT PRACTICE:

Assistance dogs are trained to assist children and adults with their daily living activities, and provide physical safety and emotional support. Use of an assistance dog by a student with special needs, in school or District property, may be approved when it has been determined that it helps develop independence or when the student requires such use in order to have equal access to the services, programs, or activities offered by the school, and when the District's criteria has been met to the satisfaction of the Board of Education.

1. DEFINITION

As used in this district practice, assistance dogs include:

- 1.1. "Autism Support Dogs" are dogs trained as assistants for persons with autism.
- 1.2. "Hearing Dogs" are dogs that alert individuals who are deaf or hard of hearing to specific sounds.
- 1.3. "Seizure Response Dogs" are dogs trained to provide emergency response for individuals with epilepsy.
- 1.4. "Service Dogs" (as defined in the BC [Guide Dog and Service Dog Act](#)) are dogs trained to assist individuals who utilize a wheelchair.
- 1.5. "Guide Dogs" (as defined in the BC [Guide Dog and Service Dog Act](#)) are dogs trained as a guide for a blind or visually impaired person.

2. CRITERIA

- 2.1. A student may be eligible to receive the support of an assistance dog if they has a low incidence special need (e.g., chronic health condition, visual/hearing impairment, Autism Spectrum Disorder), as defined by the British Columbia Ministry of Education.
- 2.2. The assistance dog must be trained and certified by a training school accredited by the International Guide Dog Federation (IGDF) and/or Assistance Dogs International (ADI).. In any and all cases the dog/team should be able to present the British Columbia Guide Dog and Assistance Dog Provincial ID Card.
- 2.3. The introduction of the assistance dog to the school community must not create barriers to other students' learning.



DISTRICT PRACTICE 2030

ASSISTANCE DOGS

3. APPLICATION

Prior to the admittance of an assistance dog to the school, parents must:

- 3.1. Provide a letter to the school district requesting assistance dog admittance. The letter must outline the benefits of having an assistance dog attend school with their child and include their plan for the care and supervision of the assistance dog while at school.
- 3.2. Provide a copy of the letter of recommendation from an appropriate professional confirming the diagnosis of a recognized special need, including a recommendation for the use of an assistance dog.
- 3.3. Provide a Certificate of Training for the assistance dog and the handler from the appropriate agency.
- 3.4. Agree to pay for any additional costs incurred by the District and/or school related to the assistance dog (e.g., appropriate training for District employees, bus and/or classroom modifications).
- 3.5. Arrange for the personal care and physical needs of the assistance dog, including at least one bio-break procedure per day and providing appropriate bedding (e.g., bed or blanket) and water bowl.
- 3.6. Train an alternative dog handler for instances when the primary dog handler is absent.
- 3.7. Accept responsibility for the actions of the assistance dog by signing a District release of liability.
- 3.8. Annually, provide the school district with proof of a municipal dog license, proof of annual re-certification from the appropriate agency and proof of up-to-date vaccinations provided by a Doctor of Veterinary Medicine confirming that the assistance dog is in good health.

4. SCHOOL DISTRICT/SCHOOL RESPONSIBILITIES

The District shall not be responsible for the training, feeding, grooming, or care of any assistance dog permitted to attend school or ride on school buses under this district practice and policy 2030. The District must approve any person who is authorized to assist in the care and supervision of the assistance dog while on school property.

- 4.1. Ensure that the use of an assistance dog is consistent with the needs or recommendations of the student's individual education plan (IEP).
- 4.2. Arrange a case conference with parents/guardians, the dog handler, classroom teachers(s), appropriate student support staff, a representative from the appropriate agency, the

POLICY 2030 ASSISTANCE DOGS

REFERENCES:

ADOPTED: DATE

Amended:

student (when appropriate), other consultants if necessary, and the District Principal of Student Support (Special Education) to discuss:

- The purpose and function of the assistance dog.
- The role/duties of the assistance dog handler.
- The personal care and physical needs of the assistance dog including:
 - The safest and most environmentally sound place for the assistance dog to relieve itself.
 - Removal and disposal of animal waste.
 - Provision of a suitable container for waste, and
 - Considerations for seasonal changes and inclement weather.
- Classroom considerations such as seating arrangements.
- Any necessary changes in routine and procedures and program changes.
- Arrangement for the assistance dog to visit the school without students present in order to familiarize it with the school site prior to commencement of services.
- A transition plan for the assistance dog and the student.
- A timetable for the introduction of the assistance dog to the school and class and for the training of the student's school team (Principal, teacher(s), education assistant(s), etc.)
- Rules of conduct around the assistance dog for students, staff and the public; and
- Disseminating and regulating such rules.

4.3. Notifications

The following letters shall be forwarded to all students attending the school, to inform:

- The school community of the arrival of the working assistance dog, its purpose, rules and regulations regarding the existence of the assistance dog at the school.
- The students in any of the classes where the assistance dog will be present to elicit information concerning allergies, or extreme phobias from the students' parents/guardians.
- The students who will be sharing transportation where the assistance dog will be present; and
- Retain all letters regarding the assistance dog in the student's confidential permanent record file.



DISTRICT PRACTICE 2030

ASSISTANCE DOGS

- Inform all staff including teachers, educational assistants, custodians, support staff, volunteers, and health and safety representatives of the presence of the assistance dog(s).
- Contact the District Director of Operations and Operations Supervisor regarding any transportation requirements.

5. FAMILIARIZATION WITHIN THE SCHOOL COMMUNITY

Arrange for demonstrations from the appropriate agency or another certified assistance dog organization for the student body, staff, and the community as required to provide education and awareness of assistance dogs in schools.

6. EMERGENCY PROCEDURES

Revise emergency procedures as required to include the assistance dog, such as evacuations, and notify the fire department regarding the existence of the assistance dog.

7. REMOVING OR EXCLUDING ASSISTANT DOGS FROM SCHOOL

The school district may remove or exclude from school facilities or property any assistance dog for reasons it deems appropriate.

- 7.1. The assistance dog poses a direct threat to the health or safety of the employee or student or others at school, causes a significant disruption of school activities or otherwise jeopardizes the safe operation of the school or a school event. Examples of such include, but are not limited to:
- The assistance dog does not urinate or defecate in appropriate/designated locations.
 - The assistance dog vocalizes unnecessarily (e.g., barking, growling or whining).
 - The assistance dog shows aggression towards people or other animals.
 - The assistance dog solicits or steals food or other items from the student body or school personnel.
 - The assistance dog is unable to perform reliably the service for which it has been approved.
 - The assistance dog is not under the full control of the student with the disability or the designated employee.
 - The assistance dog is a public health threat as a result of being infested with parasites or having a communicable disease of the skin, mouth or eyes.
 - The assistance dog is unclean and unsanitary.

POLICY 2030 ASSISTANCE DOGS

REFERENCES:
ADOPTED: DATE
Amended:

- The assistance dog's presence significantly impairs the learning of students.
- The student, or the student's parents fail to provide or maintain current documentation required by these regulations; and
- The student, or the student's parents fail to abide by any additional conditions of the terms of an Individual Education Plan regarding their assistance dog.

8. TRANSPORTATION OF THE ASSISTANCE DOG

When approving an assistance dog for a student with diverse abilities at school, the District may need to provide directions for transporting the student and the assistance dog.

8.1. Familiarization with Bus Procedures

- The driver and, if applicable, the bus assistant should meet with the assistance dog's owner. The owner is responsible for providing information to the driver and bus assistant regarding critical commands needed for daily interaction and emergency/evacuation.
- The assistance dog's owner should provide an orientation to students riding the bus with the assistance dog regarding the dog's functions and how students should interact with the animal.
- The assistance dog should practice the bus evacuation drills with the student.

8.2. Loading/Unloading

The assistance dog should board the bus by the steps, not on a lift.

8.3. Seating Location The assistance dog should be positioned on the floor, at the student's feet.

8.4. Cessation of Transportation

- Situations that would cause cessation of transportation of the service animal include:
 - The assistance dog's behaviour poses a direct threat to the health or safety of others.
 - The assistance dog urinates or defecates on the bus.
 - The assistance dog does not remain in the designated area.

If transportation is suspended due to any of the above reasons, transportation may be reinstated after additional training or medical issues are resolved. Parents should be informed of these consequences prior to the first day of transportation.

POLICY 2030 ASSISTANCE DOGS

REFERENCES:
ADOPTED: DATE
Amended:



DISTRICT PRACTICE 2030

ASSISTANCE DOGS

Although transportation may be suspended for the assistance dog, the school district maintains the responsibility of transporting the student.

9. RESTRICTIONS FOR ASSISTANCE DOGS

The District imposes some restrictions on assistance dogs for safety reasons. Assistance dogs may be excluded from or have limited access to certain areas of school facilities or certain programs for safety reasons. Areas or programs that may be considered off-limits for assistance dogs include, but are not limited to:

- 9.1. Laboratories, mechanical rooms, custodial closets, food preparation areas, areas where protective clothing is necessary, areas which have exposed sharp metal cutting or other sharp objects which may pose a threat to the assistance dog's safety, areas with high levels of dust, and areas where there is moving machinery.
- 9.2. The determination to restrict the access of an assistance dog to specific programs or areas of that school facility will be on a case-by-case basis.

10. CONFLICT RESOLUTION

Employees, students/parents of a student with medical issues that are impacted by dogs (such as respiratory diseases) should contact the Principal if they have a concern about exposure to an assistance dog. The employee, student/parents of a student will be asked to provide medical documentation that identifies the disability and the need for an accommodation. The Principal, in collaboration with the Director of Instruction, Learning Support Services, and if necessary a representative from the accredited organization, will facilitate a process to resolve the conflict that considers the needs / accommodations of all persons involved.

11. NOTICE OF APPEAL

Any student/parent of a student with an assistance dog who is aggrieved by the school principal's decision to remove, impose restrictions on or exclude an assistance dog may appeal that decision to their senior leadership team contact. That appeal must be in writing and provide detailed information regarding the basis of the appeal.

POLICY 2030 ASSISTANCE DOGS

REFERENCES:
ADOPTED: DATE
Amended:



POLICY 2700

ACCEPTABLE USE OF DIGITAL TECHNOLOGY

DEFINITIONS

BYOD (Bring Your Own Device) refers to the practice of enabling students and staff to bring personally owned devices (such as laptops, tablets and smartphones) to school, for the sole purpose of educational use.

Data includes, but is not limited to, student records, employee records, confidential, personal, or professional information and communications, or any other electronically stored information that passes through or is stored electronically on District technology resources.

Digital learning and collaboration tools facilitate the storage and sharing of content and are accessed using technology devices, usually through an internet connection.

District technologies resources include:

- Access to the District's wired and wireless network from any location, such as schools, workplaces, home or other offsite locations;
- District-provisioned hardware, such as desktop computers, laptop computers, tablets and printers (and including removable and/or external storage devices);
- Access to the District's technology support services, and;
- District-provisioned software and applications, including cloud-based resources.

Personally owned technology is any device that is not provided by the District, including (but not limited to) personal computers, smart phones and tablets.

Personal Information of students and staff is protected under the *Freedom of Information and Protection of Privacy Act*. The Board of Education and District are bound, under its obligation to this Act, to carefully manage all personal information within its custody and control how it is collected, used and released. This includes restrictions on the release of personal information without permission.

Users include, but are not limited to, students, parents, guardians, staff members, volunteers, guests, Parent Advisory Council members, and Trustees given authorized access to District technology resources, regardless of whether access is onsite or offsite.

REFERENCES

DISTRICT PRACTICE 2700.1, 2700.2 <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

ADOPTED: June 1998

Amended: October 2005, February 2006, February 2007, June 2007, January 2011, April 2014, May 2018



POLICY 2700

ACCEPTABLE USE OF DIGITAL TECHNOLOGY

Spamming is the action of sending irrelevant or unsolicited bulk messages indiscriminately to a large number of recipients through electronic messaging systems like e-mails and other digital delivery systems.

BACKGROUND:

The Board of Education recognizes that digital technology is an integral part of the educational curriculum, bringing value to support student achievement, business excellence, and staff development.

Through software applications, cloud-based solutions, and email, the District technology resources enhance educational experiences and support communications. Technology resources provide learning opportunities for students and staff, and provide schools with rich online resources.

Access to the digital network, is also associated with potential hazards that may not be considered appropriate in the context of students or a District setting. As a means of encouraging responsible and ethical use of digital technology, the Board of Education has established district practices for all users.

POLICY

1. APPLICATION:

- 1.1 This policy and all related procedures apply to all users who access District technology resources, including use of personally owned devices.
- 1.2 Users are subject to the expectations of use and standards of behavior set out in the accompanying district practices, and any other applicable law, related policies and procedures (at all times) when accessing District technology resources for any purpose.
- 1.3 District technology resources are intended for educational, instructional or district business-related use, to facilitate the goals and objectives of the District.
- 1.4 Engaging in personal use is a choice users make that may involve the sacrifice of personal information. The District cannot guarantee that personal information is secure while using District technology resources.
- 1.5 Users shall take all reasonable precautions to prevent a breach of privacy by ensuring that data, as defined by this policy, is secure and safe. In addition, users shall not knowingly commit a breach of privacy and will only use data for the purposes intended in 1.3 above.

REFERENCES

DISTRICT PRACTICE 2700.1, 2700.2 <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

ADOPTED: June 1998

Amended: October 2005, February 2006, February 2007, June 2007, January 2011, April 2014, May 2018



POLICY 2700

ACCEPTABLE USE OF DIGITAL TECHNOLOGY

-
- 1.6 The District owns all District technology resources and may access data and information that users create, store, send, or receive when using District technology resources, in accordance with the accompanying district practice.

The District is **NOT** responsible for:

- 1.7 Anything accessed by the user through District technology resources that is not created, published or authored by the District.
- 1.8 Any claims, losses, damages, costs, or other obligations arising from the use of District technology resources (whether or not accessed by a personally owned device), including, but not limited to, the loss or damage of user information or personal devices.
- 1.9 Any additional charges borne by the user to their personal device, or any unauthorized charges borne by the user on a District-issued device, when using or attempting to use District technology resources;
- 1.10 Users who do not comply with this policy and accompanying procedures will be subject to the appropriate disciplinary actions.

2. RESPONSIBILITIES:

District Senior Leadership Team is responsible for:

- 2.1 Implementing and operationalizing the Acceptable Use of Digital Technology policy.
- 2.2 Supporting and providing direction to users about the policy application.
- 2.3 Keeping the expectations of use and standards of behavior updated in the district practice, and informing users of any changes.

Teachers and Educational Assistants are responsible for:

- 2.4 The overall management and supervision of student use of District technology resources.

All users of District technology resources and/or Information and Technology Services are responsible for:

- 2.5 Ensuring that District technology resources are only accessed by those to whom the technology resource is assigned.
- 2.6 Ensuring that any use of personal and District-provisioned devices that access District technology resources are password protected to restrict unauthorized access to these devices.

REFERENCES

DISTRICT PRACTICE 2700.1, 2700.2 <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

ADOPTED: June 1998

Amended: October 2005, February 2006, February 2007, June 2007, January 2011, April 2014, May 2018



POLICY 2700

ACCEPTABLE USE OF DIGITAL TECHNOLOGY

-
- 2.7 Using District technology resources in an appropriate, responsible and ethical manner, consistent within the professional, educational, and informational contexts for which they are provided.
 - 2.8 Refraining from using technology in a malicious manner or with intent to bring harm to District technology resources.
 - 2.9 Complying with the *Freedom of Information and Protection of Privacy Act*, as it relates to the management of personal and private information.
 - 2.10 Modeling the appropriate use of technology, including safety guidelines as outlined in device manuals.
 - 2.11 Ensuring that inappropriate and irresponsible use of technology is immediately reported to their supervisors or for students, an appropriate adult.

REFERENCES

DISTRICT PRACTICE 2700.1, 2700.2 <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

ADOPTED: June 1998

Amended: October 2005, February 2006, February 2007, June 2007, January 2011, April 2014, May 2018



DISTRICT PRACTICE 2700.1
EMPLOYEE ACCEPTABLE USE OF
DIGITAL TECHNOLOGY

DISTRICT PRACTICE:

In connecting employees to a variety of electronic resources, including access to the internet and connections with other users, the Board of Education recognizes the importance of providing clear guidelines surrounding digital technology usage.

The District’s technology tools, systems and networks are intended for educational purposes, as well as for business and administrative functions directly in support of the District’s operation. The District will ensure that employees and other users are aware of the guidelines and expectations related to technology, as stated below.

1. ETHICAL GUIDELINES

- 1.1 The use of District technology resources is a privilege, not a right, and usage may be revoked at any time for inappropriate conduct.

2. RESPONSIBILITIES

Information and Technology Services will:

- 2.1 Establish and maintain sustainable service offerings which include:
 - Hardware, software and configuration standards.
 - Operational strategies for hardware and software (e.g. computer installation, user accounts administration and virus protection strategies).
- 2.2 Provide access to District technology resources (websites, email, etc.) to students and staff outside of the District;
- 2.3 Monitor activity on the District technology resources and follow established processes and procedures when necessary, to protect the integrity of the network. Actions may include revoking individual privileges or entire site privileges where it is deemed that temporary exclusion from the network is necessary to maintain the health of the network.
- 2.4 Adhere to the *Freedom of Information and Protection of Privacy Act*.
- 2.5 Provide resources and training to help govern the appropriate use of District technology resources.
- 2.6 Take measures to prevent objectionable and illegal access of information. Internet access carries with it the potential to encounter information that is inappropriate for students. The Board of Education reserves the right to block any external material or content accessed through District technology resources.;
- 2.7 Endeavor to provide a reliable, sustainable technology environment.



DISTRICT PRACTICE 2700.1

EMPLOYEE ACCEPTABLE USE OF DIGITAL TECHNOLOGY

Human Resources and/or school/site administrators will:

- 2.8 Notify employees about policies governing staff use of District technology resources.
- 2.9 Ensure that employees are informed of the Acceptable Use of Digital Technology policy prior to allowing staff access to District technology resources.
- 2.10 Ensure that employees are aware of their individual responsibility to use District technology resources in an ethical and educational manner. Safe practices includes personal safety when online and personal health and safety practices.
- 2.11 Ensure that employees are trained in the safe use of District technology resources and that they understand the inherent risks associated with using technology.
- 2.12 Ensure that resources are available to help staff guide students in managing appropriate student use of digital technology.
- 2.13 Ensure appropriate student supervision through staff oversight, including (but not limited to) internet activity.
- 2.14 Approve site-based technology initiatives.
- 2.15 Ensure that school-based technology activities adhere to Board of Education policies and district practices.

District employees will:

- 2.16 Read and comply with:
 - Policy 2700 – Acceptable Use of Digital Technology.
 - District Practice 2700.1 – Employee Acceptable Use of Digital Technology.
- 2.17 Supervise student use of District technology resources:
 - Be familiar with District Practice 2700.2 – Student Acceptable Use of Digital Technology.
- 2.18 Report incidences of technology misuse to the site Principal/manager.
- 2.19 Protect their provisioned account credentials from others and will not use other users' passwords and accounts.
- 2.20 Exercise good judgment and use technology for educational or District related administrative purposes.
- 2.21 Respect District property and be responsible for its use.
- 2.22 Be courteous and communicate online with the same level of respect as in face-to-face situations at all times.
- 2.23 Respect copyright and software licensing laws.



DISTRICT PRACTICE 2700.1
EMPLOYEE ACCEPTABLE USE OF
DIGITAL TECHNOLOGY

District employees are prohibited from:

- 2.24 Attempting to gain unauthorized access to District accounts, or to go beyond their authorized access.
- 2.25 Revealing their password to anyone.
- 2.26 Using inappropriate language in electronic correspondence.
- 2.27 Engaging in prejudicial or discriminatory activity.
- 2.28 Posting photographs and/or video images of students on any website without prior written consent from the student and/or parent/guardian.
- 2.29 Posting student's personal information, such as class lists, marks and demographics, in a non-secure environment.
- 2.30 Copying or downloading copyrighted and/or intellectual property materials, such as movies, music and images.
- 2.31 Posting false or defamatory information.
- 2.32 Knowingly accessing illegal, discriminatory, harassing, obscene, pornographic, racist, libelous, threatening resources that are sexually explicit or promote physical violence.
- 2.33 Using electronic mail to send obscene, anonymous, threatening, harassing, libelous, discriminatory, or inflammatory messages.
- 2.34 Accessing, transmitting and/or duplicating materials, in violation of provincial and/or Canadian laws.
- 2.35 Using District technology resources for commercial, political, or illegal purposes.
- 2.36 Vandalizing or attempting to destroy District data and District technology resources;
- 2.37 Engaging in spamming activities using District technology resources.

3. SECURITY

- 3.1 Users must not download computer software or information that may compromise District technology resources.
- 3.2 Any user identified as a security risk may be denied access to District technology resources until further adjudication is performed.
- 3.3 All incidences of vandalism must be reported to the school/site administrator. Where appropriate, the District will seek reimbursements for costs incurred.
- 3.4 The District reserves the right to monitor all user activity of District technology resources.



DISTRICT PRACTICE 2700.1
EMPLOYEE ACCEPTABLE USE OF
DIGITAL TECHNOLOGY

4. DISCIPLINARY CONSEQUENCES

According to Canadian common law and provincial privacy legislation, employees are afforded certain privacy rights related to their use of District technology resources. However, a search and investigation of any user’s District-issued computer account will be conducted if there is reasonable suspicion that the terms of Policy 2700 have been violated.

Allegations of unacceptable use of District technology resources will be addressed according to established policies and practices. Discipline for inappropriate use may include, but is not limited to, one or more of the following:

- Temporary or permanent revocation of access to District Technology Resources.
- Disciplinary action according to applicable Board of Education policies.
- Legal action according to applicable laws and contractual agreements.

5. EVALUATION

Due to the dynamic nature and associated risks of digital technology, this practice will be reviewed and revised if necessary on an annual basis.



ACCEPTABLE USE OF DIGITAL TECHNOLOGY Staff Agreement

ACKNOWLEDGEMENT AND RESPONSIBILITY OF THE STAFF MEMBER

I have read the Employee Acceptable Use of Digital Technology District Practice 2700.1 and Board Policy 2700 – Acceptable Use of Digital Technology. I acknowledge that I understand the expectations that I must follow in order to use these resources appropriately. I understand that in the event that I were to engage in any inappropriate activities, that my privileges to access school and District networks and devices may be revoked and other disciplinary action may result.

By signing this agreement, I request to use District technology resources to support my role and responsibilities with Rocky Mountain School District No. 6.

Staff Name (Print): _____

Staff Signature: _____ Date: _____



DISTRICT PRACTICE 2700.2

STUDENT ACCEPTABLE USE OF DIGITAL TECHNOLOGY

DISTRICT PRACTICE:

This district practice outlines the District's procedures to reduce the risks posed by Internet usage as a starting point for promoting positive digital citizenship among students. The District's expectations for student online behavior are no different than for face-to-face interactions in school, and are governed by Board of Education policies and government legislation. Successful, technologically savvy digital citizens live safely and civilly in an increasingly digital world, and recognize that information posted on the Internet is public, permanent and of lasting social impact.

The District will make every reasonable effort to mitigate risks associated with digital technology usage, through student education and supervision, employee training and support, and through network filtering and monitoring. Digital citizenship is a shared responsibility between students, parents, educators, schools and governments, and given the dynamic nature of digital technology, the District's responsibility has limits. To that end, the following procedures are in effect.

1. ETHICAL GUIDELINES

Students may obtain access to the District technology resources, including the internet, and are expected to display appropriate behavior and accountability. The use of District technology resources is a privilege and usage may be revoked at any time for inappropriate conduct.

As such, students must:

- 1.1 Review the Acceptable Use of Digital Technology policy in order to gain access to the District technology resources and understand compliance with the policy as a condition of their access.
- 1.2 Use assigned devices as directed by their teachers.
- 1.3 Show consideration to other students when digital resources are scarce.
- 1.4 Protect access to their individual network account under the use of a private, personal password. Ensure that their password is not shared.
- 1.5 Refrain from deliberately disrupting system performance or interfering with the work of other students.
- 1.6 Refrain from unauthorized reading, modifying or deleting personal files owned by other users.
- 1.7 Refrain from using technology to engage in or share discriminatory, obscene, profane, inflammatory, embarrassing, threatening, or disrespectful language, media, or content of any kind.
- 1.8 Refrain from intentionally damaging equipment.
- 1.9 Refrain from plagiarizing the work of others.



DISTRICT PRACTICE 2700.2

STUDENT ACCEPTABLE USE OF DIGITAL TECHNOLOGY

- 1.10 Leave devices and peripherals in their designated places.
- 1.11 Leave equipment/devices in good condition.
- 1.12 Always log off devices after finishing work.

2. RESPONSIBILITIES

Information and Technology Services will:

- 2.1 Establish and maintain sustainable service offerings which include:
 - Hardware, software and configuration standards.
 - Operational strategies for hardware and software (e.g. computer installation, user accounts administration and virus protection strategies).
- 2.2 Provide access to District technology resources (websites, email, etc.) to users outside of the District.
- 2.3 Monitor activity on the District technology resources and follow established processes and procedures when necessary, to protect the integrity of the network. Actions may include revoking individual privileges or entire site privileges where it is deemed that temporary exclusion from the network is necessary to maintain the health of the network.
- 2.4 Adhere to the *Freedom of Information and Protection of Privacy Act*.
- 2.5 Provide resources and training to help govern the appropriate use of District technology resources.
- 2.6 Take measures to prevent objectionable and illegal access of information. Internet access carries with it the potential to encounter information that is inappropriate for students. The Board of Education reserves the right to block any external material or content accessed through District technology resources.
- 2.7 Endeavour to provide a reliable, sustainable technology environment.

School/site administrators will:

School and site administrators provide student access to District technology resources to maximize educational opportunities. School/site administrators are responsible for the following:

- 2.8 Notify parents about policies governing student use of District technology resources.
- 2.9 Ensure that students and parents are informed of the Acceptable Use of Digital Technology policy which is included in each school's Code of Conduct prior to allowing student access to District technology resources.
- 2.10 Ensure that parents/guardians are aware of the individual student's responsibility to use District technology resources in an ethical and educational manner. Safe practices includes personal safety when online and personal health and safety practices.



DISTRICT PRACTICE 2700.2

STUDENT ACCEPTABLE USE OF DIGITAL TECHNOLOGY

- 2.11 Ensure that students and staff are trained in the safe use of District technology resources and that they understand the inherent risks associated with using technology.
- 2.12 Ensure that resources are available to help staff guide students in managing appropriate student use of digital technology.
- 2.13 Ensure appropriate student supervision through staff oversight, including (but not limited to) internet activity.
- 2.14 Ensure the equitable provision of digital access to all students.
- 2.15 Approve site-based technology initiatives.
- 2.16 Ensure that all student access to the internet, while on school property, is through District technology resources and their District-provisioned account;
- 2.17 Ensure that school-based technology activities adhere to Board of Education policies and district practices.

Teachers and Educational Assistants will:

In order to facilitate student access and to ensure the appropriate use of District technology resources, teachers and educational assistants will:

- 2.18 Review and comply with the Board of Education's policy 2700 - Acceptable Use of Digital Technology.
- 2.19 Know the status of the students' parental consent.
- 2.20 Instruct students in the effective and ethical use of the internet, social networking tools, and other collaborative technologies.
- 2.21 Provide guidance to students for minimizing online risks.
- 2.22 Encourage parents' involvement in developing their children's digital citizenship.
- 2.23 Monitor student use of District technology resources.



DISTRICT PRACTICE 2700.2

STUDENT ACCEPTABLE USE OF DIGITAL TECHNOLOGY

Students will:

Students are responsible for reviewing and complying with the Acceptable Use of Digital Technology policy which is included in each school's Code of Conduct. This provides students with the following:

- Access to the District network
- Access to District software solutions
- Access to the internet
- Access to the school library catalogue
- Access to electronic file storage
- Access to printing

3. SECURITY

The District uses internet filtering and monitoring as a means of preventing access to material that is obscene, illegal and/or harmful to minors. This filtering applies to all devices accessing the internet through District technology resources, regardless of whether the devices are District-assigned or personally owned. If monitoring leads to the discovery that a student has failed to follow the policy and district practices, then a fair and reasonable investigation will be carried out. As a preventative measure, the following terms must be adhered to by students:

- 3.1 Students are only to access real-time messaging and online chat with the permission of the teacher. Students will not reveal their personal information (such as last name, home address, email address, images, school name, phone number or anything that personally identifies themselves) while in correspondence with unknown parties.
- 3.2 Students are responsible for reporting any inappropriate material they receive, or any material that makes them feel uncomfortable.
- 3.3 Students are prohibited from viewing, sending and accessing illegal material, or any other internet-based material that is inconsistent with the educational mission of the Rocky Mountain School District No. 6.
- 3.4 Students are prohibited from downloading inappropriate or illegal material.

4. PERSONALLY OWNED COMPUTING/NETWORK DEVICES (BYOD)



DISTRICT PRACTICE 2700.2

STUDENT ACCEPTABLE USE OF DIGITAL TECHNOLOGY

- 4.1 Where applicable, appropriate virus-checking software must be installed, updated, and made active prior to any personally owned computing device being placed on the District's network.
- 4.2 Personal devices should be brought to school fully charged.
- 4.3 Students should avoid bringing peripheral devices, such as chargers and charging cables to school.
- 4.4 No device connected to the District's network will have software that monitors, analyzes, or may cause disruption to District technology resources.
- 4.5 The District is not responsible for any device or data loss, theft, damage or other associated costs of replacement or repair as a result of a student bringing their own device to school.
- 4.6 District employees will not be responsible for supporting or troubleshooting a student-owned device.
- 4.7 Students will take full responsibility for any personally owned device and will appropriately secure all devices when not in use.

5. DISCIPLINARY CONSEQUENCES

The District reserves the right to monitor and inspect all activities connected to District technology resources, including activities from personal devices. A search and investigation associated with any student's District-provisioned computer account will be conducted if there is reasonable suspicion that the terms of this district practice have been violated. Discipline for inappropriate use may include, but is not limited to, one or more of the following:

- Parents will be contacted and provided with the opportunity to be informed of, and defend or explain student misconduct.
- Temporary confiscation of the student's personally owned device(s) by school authorities.
- Revocation of access to District technology resources, including (but not limited to) internet access, wireless access, use of school and/or personal devices and printing;
- Disciplinary action according to applicable Board of Education policies.
- Legal action, according to applicable laws.

6. EVALUATION

Due to the dynamic nature and associated risks of digital technology, this practice will be reviewed and revised if necessary on an annual basis.



ACCEPTABLE USE OF DIGITAL TECHNOLOGY Student & Parent Agreement

To be returned to your school

Student Name (Print): _____ Grade: _____

School: _____

ACKNOWLEDGMENT AND RESPONSIBILITY OF THE STUDENT

I have discussed this agreement with my parents/guardians and I understand my responsibility to use District technology resources in a responsible manner to support my educational program. If I have questions or concerns about how to use a service or a digital device, I will ask my teacher for help before using the technology. I understand that if I engage in inappropriate activities, my access privileges may be suspended or removed and/or other disciplinary action or consequences may occur in accordance with the school Code of Conduct.

Student Signature: _____ Date: _____

ACKNOWLEDGMENT AND PERMISSION OF PARENT OR GUARDIAN (FOR STUDENTS IN K-7)

I have read the Student Acceptable Use of Digital Technology District Practice 2700.2 and Board Policy 2700 – Acceptable Use of Digital Technology. I have discussed the responsible use of District technology resources with my child to support their educational program. I acknowledge that my child understands the rules to follow in order to use these resources appropriately. I understand that in the event that my child engages in any inappropriate activities, that privileges to access school and District networks and devices may be revoked and other disciplinary action may result.

By signing this agreement, I give my permission for my child to use District technology resources to support their educational program. I also understand my right to revoke my permission at any time.

Parent or Guardian's Name (Print): _____

Parent or Guardian's Signature: _____ Date: _____



POLICY 2750

USE OF SOCIAL MEDIA

POLICY

The Board of Education welcomes the responsible use of social media platforms and recognizes the benefits of student and staff access to social media communication. The policy and district practices have been developed to provide students and staff with guidelines to understand the impact of social media and electronic communication and their appropriate uses to ensure safe communication practices.

While the intent of the Board of Education is to enhance educational opportunities for students, the Board of Education remains committed to responsible digital citizenship and to minimizing the risks associated with the use of electronic communications systems and access to social media.

DISTRICT PRACTICE 2750 Use of Social Media

ADOPTED: DATE

Amended:



DISTRICT PRACTICE 2750 USE OF SOCIAL MEDIA

DEFINITIONS

Social media Social media is a computer-based technology that facilitates the sharing of ideas, thoughts, and information through the building of virtual networks and communities. By design, social media is Internet-based and gives users quick electronic communication of content..

Electronic communications systems includes all electronic devices and related processes used for the purposes of transmitting, retrieving and storing of voice, data, or graphic images. These devices include but are not limited to computers, servers, local area networks, intranets, the internet, email systems, online conferences, chats, blogs, videoconferences, cell phones, digital cameras, video cameras, fax machines, electronic tablets, and handheld devices.

Digital citizenship is defined as appropriate, responsible behavior with regard to technology use.

Digital footprint is the data trace or trail left behind by someone's activity in a digital environment.

Educational Purposes are those purposes which directly support student learning as outlined in the prescribed learning curriculum mandated by the Ministry of Education.

DISTRICT PRACTICE

1. RESPONSIBILITIES OF THE STUDENT

In accessing electronic communication systems and social media applications, it is expected that the student will:

- 1.1 Sign the Acceptable Use of Digital Technology form on an annual basis, in order to gain access to, use of the District's electronic communications systems, and understand that compliance is a condition of access.
- 1.2 Demonstrate digital citizenship, both during and outside of school hours, by conducting all related activities in a responsible, ethical, legal and respectful manner in accordance with the school's Codes of Conduct and the Acceptable Use of Digital Technology policy and district practice.
- 1.3 Practice safe online behavior and report any inappropriate communication (e.g. distribution of information harmful to others or information regarding a potentially dangerous situation that may threaten the safety of others).
- 1.4 Protect access to their individual network accounts by the use of a private, personal password, ensure that their personal password is not shared, and agree not to use the password of any other individual.

DISTRICT POLICY 2750 Use of Social Media

ADOPTED: DATE
Amended:



DISTRICT PRACTICE 2750
USE OF SOCIAL MEDIA

- 1.5 Respect the privacy of others (e.g. students, staff, parents and community members), including but not limited to, the sharing of photos, videos, and personal information, without informed consent.
- 1.6 When using technology students should not disclose personal private information without informed knowledge of the use of that information. Personal and private information of others will not be disclosed under any circumstances.
- 1.7 Ensure that personal use of electronic communications systems neither interferes with, nor distracts from, their learning or the learning of others.
- 1.8 Students must consider the potential consequences of what they post online. What students contribute leaves a digital footprint for all to see. Students should only post what they would want friends, peers, parents, teachers, or a future employer to see.

2. CONSEQUENCES

- 2.1 Using the District network for purposes of electronic social media communication must be consistent with the terms outlined in this policy, the Acceptable Use of Digital Technology policy and district practice, and District and School Code of Conduct. Social media communication which violates these requirements may result in serious consequences including, but not limited to suspension from network access.

3. RESPONSIBILITIES OF THE STAFF

In accessing electronic communication systems and social media applications, it is expected that the employee will:

- 3.1 Practice safe online behaviour and report any inappropriate communication (e.g. distribution of information harmful to others or information regarding a potentially dangerous situation that may threaten the safety of others).
- 3.2 Employees should pay particular attention to the privacy settings for their personal social media page. They should also recognize that this does not create anonymity or guarantee that postings will not be shared more broadly and, as such, should adhere to school district policies.
- 3.3 Employees should not invite, or accept invitations from students to participate as “friends” on any social networking platform (this is not intended to interfere with a parent/guardian’s rights to monitor the online activities of their own child).

DISTRICT POLICY 2750 Use of Social Media

ADOPTED: DATE
Amended:



DISTRICT PRACTICE 2750 USE OF SOCIAL MEDIA

3.4 As a District employee there is an expectation that staff act ethically and maintain the integrity, credibility and reputation of the profession. ([Professional Standards for BC Educators Standard 2](#)) As a result, solutions that work for consumers, private corporations or home use are sometimes not suitable for use within a school district. Staff shall never misrepresent themselves online and always respect the rights and property of others, including intellectual property rights.

4. CONSEQUENCES

Employees are responsible for their electronic communications and for any content that they publish/post online, whether under the employee's own name, an alias, or as anonymous, and must ensure that it complies with applicable laws, District policies and practices.

Willful disregard for privacy and security may result in disciplinary action up to and including termination.

DISTRICT POLICY 2750 Use of Social Media

ADOPTED: DATE
Amended:



POLICY 2800

WHISTLEBLOWER PROTECTION

POLICY

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

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

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

DISTRICT PRACTICE 2800, Whistleblower Protection<INSERT HYPERLINK>

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

ADOPTED: DATE

Amended:



DISTRICT PRACTICE 2800 WHISTLEBLOWER PROTECTION

DEFINITIONS:

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

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

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

Reportable activity is any unlawful, illegal, or inappropriate behaviour and can include:

- An unlawful act, whether civil or criminal
- Questionable accounting practices
- Falsifying District records
- Theft of cash, goods, services or time
- A dangerous practice likely to cause physical harm or damage to property
- Abuse of power or authority
- Retaliation for reporting under this Policy

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

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

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

DISTRICT PRACTICE

1. AUTHORITY

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



DISTRICT PRACTICE 2800 WHISTLEBLOWER PROTECTION

1.

2. DUTY TO DISCLOSE

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

3 PROTECTION OF EMPLOYEE AND EMPLOYER

Employee

- 3.1 Any employee who files a report or raises a concern under this policy will be protected if the employee:
- Provides the information in good faith;
 - Believes the information to be in good faith;
 - Does not act maliciously or make false allegations; and
 - Does not seek any personal or financial gain.
- 3.2 All reports under this policy will be handled with strict confidentiality and personally identifiable information from the report will be shared only to the extent necessary to conduct a complete and fair investigation.
- 3.3 If an employee files a report or raises a concern under this policy and district practice, the District will not retaliate against them in any manner, including dismissal or demotion, because of the reporting.
- 3.4 If an investigation reveals that the report was frivolously made or undertaken for improper motives or made in bad faith or without reasonable and probable basis, disciplinary action may be taken.

Employer

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

4. REPORTING A COMPLAINT

- 4.1 Employees and stakeholders may submit a complaint about any reportable activity to the Superintendent or Secretary Treasurer at the District Administration Office, in writing via email or by written letter submitted in confidence.



DISTRICT PRACTICE 2800 WHISTLEBLOWER PROTECTION

-
- 4.2 It is important for employees or stakeholders making a complaint to understand that the investigation of a complaint will be most effective if they have provided their name and contact information when submitting a complaint.

5. INVESTIGATION

- 5.1 Upon receiving a complaint, the Superintendent or Secretary Treasurer will record the receipt of the complaint and determine whether the matter is, a reportable activity under this policy.
- 5.2 If the Superintendent or Secretary Treasurer determines that the complaint is legitimate reportable activity, they will open a file and commence an investigation.
- 5.3 The investigation generally will include, but will not be limited to, discussions with the reporting employee, the party against whom the allegations have been made and witnesses, as appropriate. Employees shall not obstruct or impede any investigation. Reasonable actions will be taken to prevent retaliation against anyone making a good faith report or participating in an investigation.
- 5.4 The Superintendent or Secretary Treasurer may enlist the Senior Leadership Team and/or outside legal, accounting or other advisors as appropriate, to assist in conducting any investigation. All investigators shall be independent and unbiased both in fact and appearance. Investigators have a duty of fairness, objectivity, thoroughness and observance of legal and professional standards.
- 5.5 The Superintendent or Secretary Treasurer will enlist the appropriate outside legal, accounting or other advisor to conduct any investigation, when investigating a senior leadership team member (including Principals and Vice Principals). All investigators shall be independent and unbiased both in fact and appearance. Investigators have a duty of fairness, objectivity, thoroughness and observance of legal and professional standards.
- 5.6 It is the obligation of all employees to cooperate in any investigation. Those responsible for the investigation will maintain confidentiality of the allegations and the identity of the person involved, subject to the need to conduct a full and impartial investigation and remedy any violations of law of the District's policies and practices.
- 5.7 If an investigation establishes that an employee has engaged in improper activity or reportable activity, the District will take immediate and appropriate corrective action.

6. ANNUAL REPORTING

- 6.1 The Superintendent shall submit to the Board of Education, in a closed meeting, an annual summary of actions taken under this policy. The summary will include reports received and acted upon during the school year, July 1 – June 30.

DATE: September 14, 2021

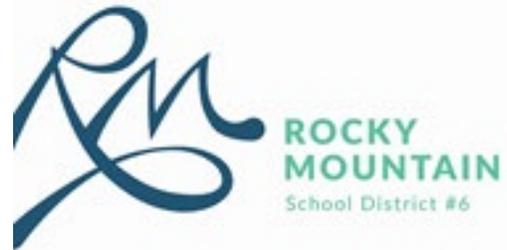
TO: Board of Trustees

FROM: Karen Shipka, Superintendent of Schools

SUBJECT: 2022-23 Five-Year Capital Plan Submission – Minor Capital Program

ORIGINATOR: Steve Jackson, Director of Operations

REFERENCE: Ministry of Education – Capital Plan Instructions for 2022/23



ISSUE

As reported at the Board meeting June 2021 this report informs the Board of Trustees regarding the changes to the Ministry of Education Capital Plan Instructions. Normally capital plan instructions are presented to school districts in March every year however this year as a result of software changes at the Ministry of Education the capital plan instructions were not distributed until May. The Five Year Major capital plan was due July 31st and the Five Year Minor Capital Plan is due September 30, 2021.

BACKGROUND

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

- Major Capital Programs (SMP, EXP, REP, RDP) – July 31, 2021
- Minor Capital Programs (SEP, CNCP, PEP, BUS) – September 30, 2021

CURRENT SITUATION

The Board of Education Capital Committee met June 3rd to discuss capital planning, specifically the classroom addition at Eileen Madson and the Minor Capital Program. There was a discussion regarding the Five Year Minor Capital plan proposed projects. These projects and their relative construction budgets are listed on the capital plan summary.

RECOMMENDATION

The Board of Education Capital Committee recommends that The Board of Education approve the 2022/23 Five Year Capital Plan – Minor Capital Program submission.

PROPOSED MOTION

The Board of Education approves the 1022-23 Five Year Capital Plan – Minor Capital Program submission as present



2020-2021

ENHANCING STUDENT LEARNING REPORT

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



Rocky Mountain
School District #6

MESSAGE FROM THE BOARD OF EDUCATION

School District No.6 Rocky Mountain is honoured to serve students and families in the communities which are located on traditional unceded shared territory of the Ktunaxa and Secwépemc peoples and the chosen home of the Métis along highway 93/95 from Golden to Kimberley.

Schools play an integral role within the community and the partnership between families and educators is a strength that supports the growth and development of the children we serve. This was never more evident than in the past school year, when educators, community and families came together in response to the global pandemic. The pandemic was a catalyst for significant change and challenge for our community. In partnership with families, we responded and continued to provide quality teaching and learning opportunities for our students.

Respecting the diversity of each community and the unique needs of each student is integral to the success of students. The District is committed to enhancing equity, to a renewed relationship with our Indigenous Partners based on recognition of rights, mutual respect, co-operation, partnership and an unwavering commitment to closing the gap for our Indigenous learners.

Ultimately, following all provincial requirements, the District's mandate is to create and enable the conditions that foster success for every child and student we serve. This work is a collective responsibility shared among the Board of Education, staff, families and community partners who, together, strive to fulfill the District's Vision of Opportunity, Equity and Success for Each Learner.

Amber Byklum, Board Chairperson | Rocky Mountain School District 6



MISSION

We collaborate in the pursuit of each student's success to become knowledgeable caring, contributing, resilient members of a global community.

VALUES -

RESPECT - We foster respectful relationships that build trust, safety and well-being.

EQUITY - We strive to build learning environments that are equitable, honour diversity and inclusion, are safe, caring and healthy places to work and learn.

INTEGRITY - We nurture a sense of self-awareness, responsibility and honesty as we become environmental stewards and morally upright global citizens

ACCOUNTABILITY - We are accountable for ourselves, our students and our communities for professionalism, transparency and quality results.

INNOVATION - We We create learning opportunities that are high quality, place-based, creative, and that encourage students to reach their full potential.



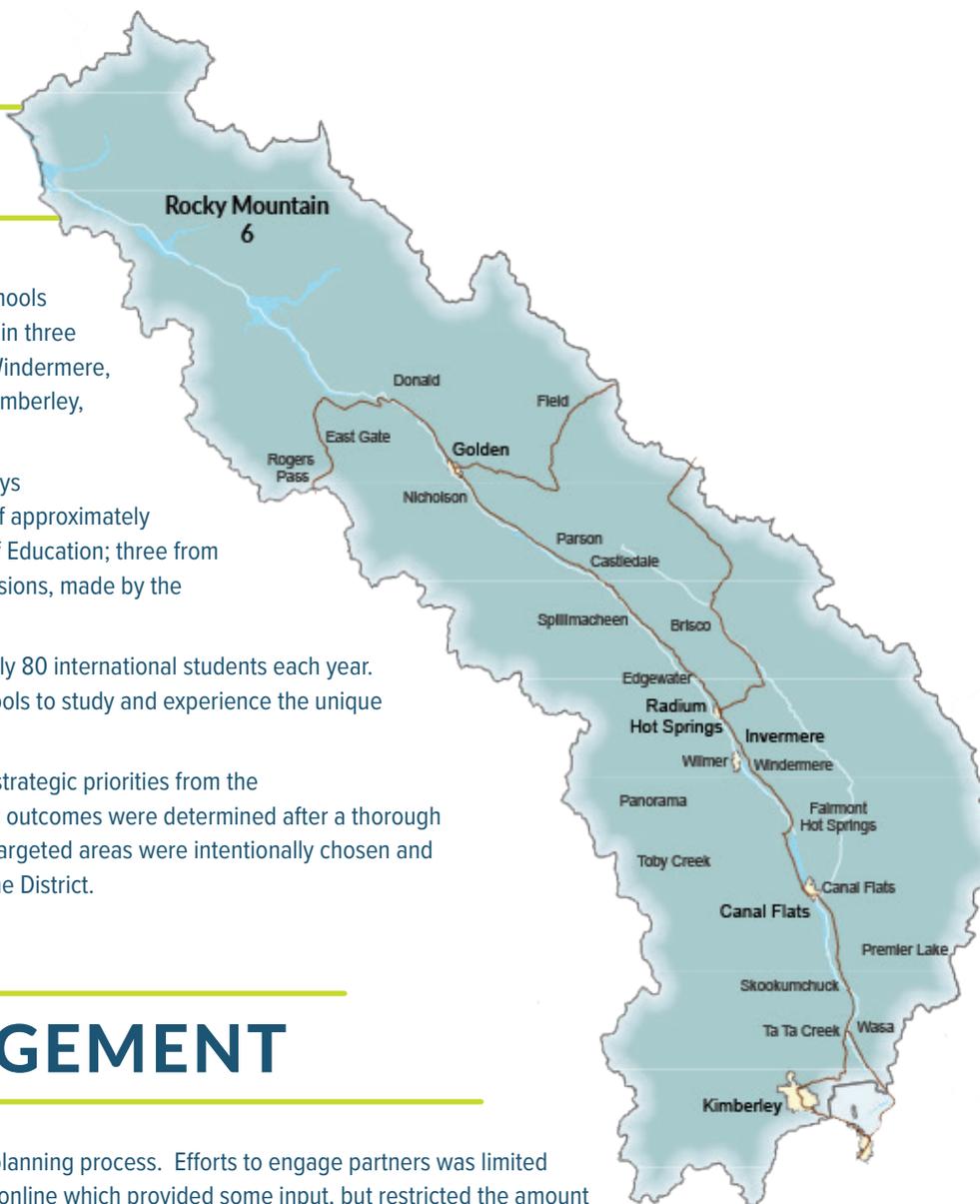
OUR CONTEXT

School District No. 6 Rocky Mountain serves all communities from Golden to Kimberley. There are 18 schools including three alternate schools and one online school in three zones, Golden, including the community of Nicholson, Windermere, including Edgewater, Invermere, and Canal Flats, and Kimberley, including Marysville.

The District serves approximately 3500 students, employs approximately 550 staff, and has an operating budget of approximately \$54 million dollars. Nine Trustees make up the Board of Education; three from each zone. Its mission, vision, and values guide all decisions, made by the Board of Education.

Rocky Mountain School District also serves approximately 80 international students each year. These students from around the world enroll in our schools to study and experience the unique environment that we have to offer in British Columbia.

The Enhancing Learning Report 2021 reflects the three strategic priorities from the 2021-24 Strategic Plan. Goals, strategies, and expected outcomes were determined after a thorough analysis of provincial, district, and school based data. Targeted areas were intentionally chosen and resourced to support continuous improvement across the District.



PARTNER ENGAGEMENT

Engaging partners is an important part of the strategic planning process. Efforts to engage partners was limited by the global pandemic. Engagement efforts moved to online which provided some input, but restricted the amount of meaningful conversation. A series of online engagements were held with our Indigenous Education Council, District Parent Advisory Council, C.U.P.E., Rocky Mountain Teachers’ Association, Principals , Vice Principals and the District Student Advisory Council. Input was collected and compiled into a “What We Heard” document. This input and a summary of School Success Plans informed the development of the District Operational Plan that articulates the goals, strategies, supports and expected outcomes for the District.

OUR DATA STORY

School District No.6 Rocky Mountain strives for a balanced approach to data collection and analysis to determine evidence of learning. Our data story highlights areas of learning where students demonstrate visible strengths and illustrates areas that inform our improvement targets for the upcoming year. Based on the principle that balanced evidence of learning comes from multiple authentic sources, data is collected at three different levels: the classroom, the district, and the province. A triangulation of data ensures reliability in reporting and calibrates our classroom level instruction with provincial expectations in curriculum.

The data presented narrates an analysis of the data and outlines goals and strategies connected to priorities outlined in our 2021-24 Three Year Strategic Plan. Overall, the data affirms the achievements our students have made in literacy – especially in the area of written communication, and highlights the urgency to strive for improvement in the areas of reading. For our learners, who are Indigenous and those with diverse abilities, the data shows that the District must pay acute attention to closing achievement gap between these learners and their grade level peers.

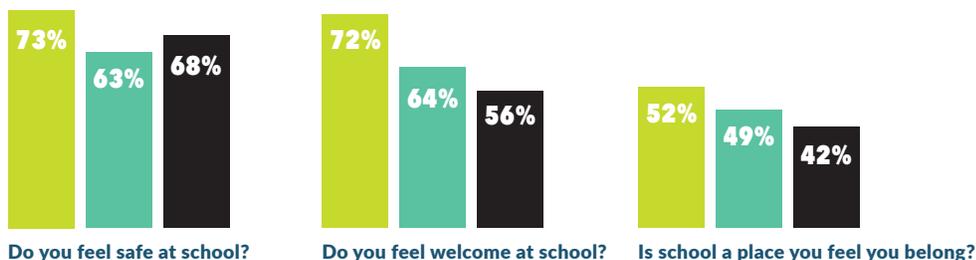
PRIORITY 1: EQUITY & INCLUSION

Our ability to ensure each learner has what they need to succeed defines our work in the area of equity and inclusion. The District measures student responses to specific questions to determine the extent to which students feel safe, included, and connected at school. Regular attendance, while not a goal in itself, can be a good reflection of whether students feel a connection to school. Feeling safe, welcome, and having a sense of belonging are important pre-requisites to learning. They are also areas on which we can exert strategic influence.

The District collects and analyzes these data to determine the nature of students' experiences at school in order to influence them in positive ways. The data presented in Figure 1, while promising for students in younger grades, shows a downward trend in safety, sense of belonging, and feeling welcome as students' progress through the grades. This concern highlights the need for equity and inclusion to be the Board of Education's first priority. This priority is founded on the premise that students are not able to achieve in academic areas without experiencing positive feelings of social emotional inclusion and security. School Success Plans include strategies to address student inclusion and social emotional well-being to ensure all students are comfortable and ready to learn. While this data is not filtered into unique populations, such as learners who are Indigenous or learners with diverse abilities, it is fair to assume that our most vulnerable students face additional challenges in this area.

Figure 1 -
STUDENT
LEARNING SURVEY

Grade 4
Grade 7
Grade 10



Students' level of social emotional well-being is correlated to the quality and frequency of adult relationships students experience at school. The data in Figure 2, informs us that across the grade levels, about twenty-five percent of students do not feel that an adult cares about them at their school.

Figure2 - Student Learning Survey



ATTENDANCE DATA

In order to learn and become included in school experiences, students must attend school regularly. Although recognizing that students miss school for a variety of reasons and with the added impact of the pandemic, we use attendance data as an additional marker for student engagement and sense of belonging in school. *Research* shows us that even a 10% aggregate rate of absenteeism can predict some negative learning outcomes. The district will continue to measure attendance habits for students as one of the gauges for progress in the Board of Education's priority of equity and inclusion.

PERCENTAGE OF STUDENTS WITH > OR = TO 10% (19) DAYS MISSED = 34%
PERCENTAGE OF STUDENTS WITH > OR = TO 20% (38) DAYS MISSED = 10%

The data when considered together suggests a focus on the quality and frequency of adult/student relationships may impact feelings of belonging, feeling welcome and feeling safe. Many school success plans identify strategies to support these relationships.

GOAL #1

Remove Barriers to Equity

STRATEGIES

- Establish a district level Indigenous Education Vice Principal position to support capacity building of staff and relationship building with Indigenous Partners.
- Implement the priorities of the Equity in Action scan.
- District wide professional learning strategy focused on the Calls to Action: Truth and Reconciliation Commission, United Nations Declaration on the Rights of Indigenous Peoples, and First Peoples' Principles of Learning.
- Embed First Peoples' Principles of Learning in all subject area age appropriately

EXPECTED OUTCOME

- Increased partnership between Indigenous communities, the District and schools.
- Increases engagement of Indigenous Partners in education decision making.
- Staff demonstrate a commitment to Truth and Reconciliation.
- Increased capacity of teachers to implement the First Peoples Principles of learning into curriculum.

GOAL #2

All Learning Environments and Opportunities are Inclusive

STRATEGIES

- Foster a culture of belonging for ALL students and staff across the district.
- Establish a Mental Health strategy to address the post pandemic mental health needs for students and staff.
- District wide professional development that support the implementation of inclusive learning strategies and the establishment of inclusive learning spaces.
- Remove barriers to learning for vulnerable students, students in care, and students with diverse abilities.

EXPECTED OUTCOME

- Increased partnership between Indigenous communities, the District and schools.
- Increases engagement of Indigenous Partners in education decision making.
- Staff demonstrate a commitment to Truth and Reconciliation.
- Increased capacity of teachers to implement the First Peoples Principles of learning into curriculum through the development of a scope and sequence.

GOAL #3

Student, Parent and Partner Engagement

STRATEGIES

- Develop and implement an engagement plan that invites input from students, parents and education partner groups.
- Redevelop district and school websites to improve overall communication.
- Establish a Student Advisory Council.
- Establish an Indigenous Education Council.

EXPECTED OUTCOME

- An engagement plan is implemented to provide students, parents and education partner groups an opportunity to provide input into the district strategic plan.
- District and school websites are primary sources of information.
- The Student Advisory Council is established and student voice is valued in decision making.
- The Indigenous Education Council is actively engaged in SD6 education decision making.

PRIORITY 2: SUCCESS FOR EACH LEARNER

LITERACY

Literacy refers to students' ability to understand various forms of information, process that information, and create meaningful personal responses in a number of different forms. Being literate involves solving problems, interpreting real life situations, and making meaning from the world around us.

For many years, the District has had a strategic focus on literacy especially in the area of writing. As a result, our data shows that all students are doing better in writing than reading. In fact, in all data sources analyzed, students in School District No. 6 performed well above the provincial average in writing achievement.

Reflected in Figure 3 is the gap between reading and writing performance in provincial assessment. Figure 4 reveals a similar, but wider gap, as measured by District assessments of writing and District reading benchmarks. This is not surprising given the past writing focus in the district. The district wide writing assessment provides consistent information regarding student writing achievement.

As we shift a focus toward improving reading, currently the District does not have a consistent comprehensive reading assessment. Such an assessment would allow for triangulation between report card achievement and provincial assessment achievement and would assist school staff in understanding reasons for significant differences between the two sources of data. District strategy addresses the need to evaluate available reading assessment tools to develop an assessment model similar to the district writing assessment.

Figure 5 shows overall improvement at both grades 4 and 7 over time. These figures also suggest that students develop their reading and writing ability over time. Consistently greater numbers of students make considerable improvements in reading and writing between grade 4 and grade 7. By the time students reach grade 7, many of them are performing proficiently in reading and in writing. Since there is still a large portion of students not represented by these numbers, the District must continue to pursue improved achievement in literacy. Specifically, students with diverse abilities and students who are Indigenous require specific attention under this priority to close gaps in achievement with grade level peers. While Indigenous learner data is not available for the District, these students typically experience a 10-point gap compared with grade level peers.

Figure 5 - FOUNDATION SKILLS ASSESSMENT - READING GRADE 4 AND 7.

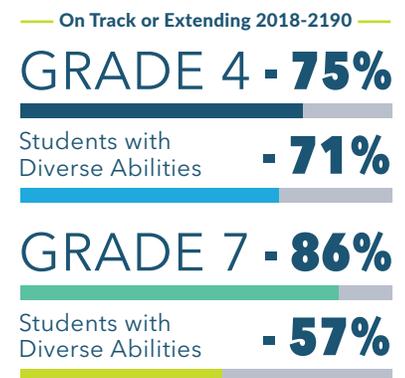
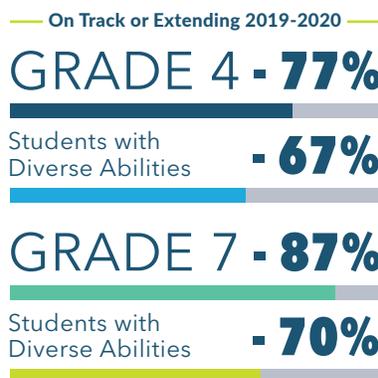
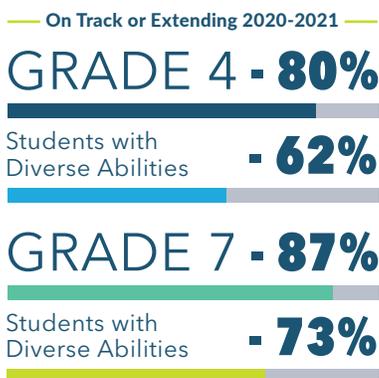


Figure 3 - FOUNDATION SKILLS ASSESSMENT

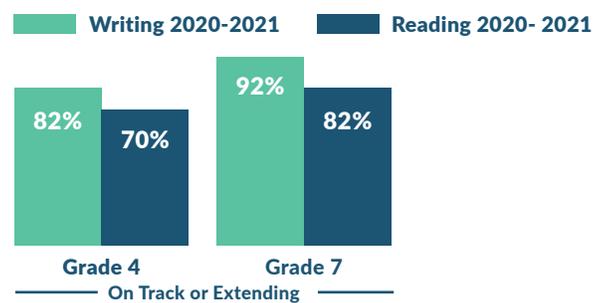
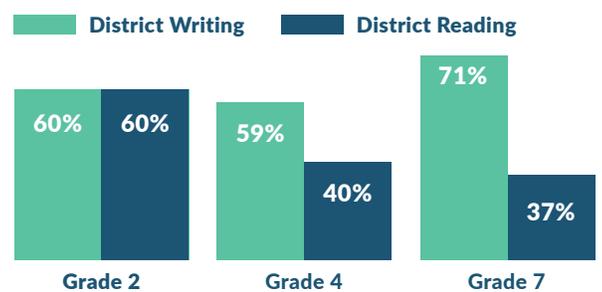


Figure 4 - PROFICIENT OR EXTENDING - WRITING AND READING DISTRICT ASSESSMENTS

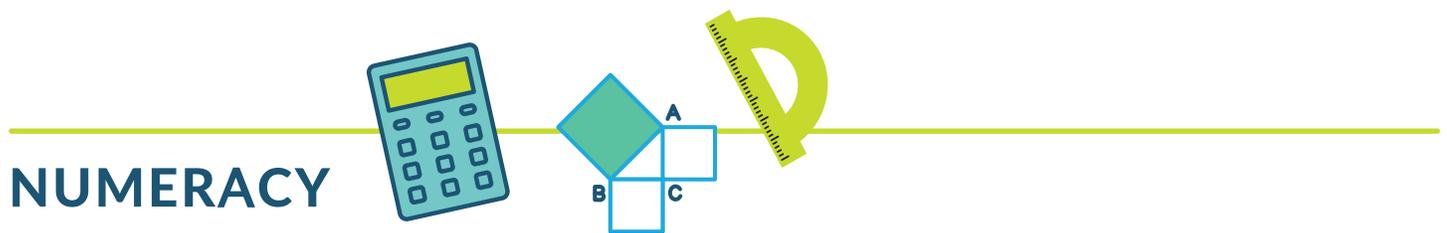


With the implementation of the Grade 10 Literacy Assessment (Figure 6), the District is able to see how senior students compare with peers throughout the province. This assessment also helps us to determine whether students are acquiring the concepts and competencies to be successful with literacy based learning. This assessment is administered in two sittings each year, one in Winter and one in Spring. Most students in the District write this assessment in the Spring. This was the case in 2020-2021. For this reason, data is not yet available for 2020-2021. Figure 6 reflects assessment data from 2019-2020

Figure 6 -
2019-2020 GRADE 10
LITERACY ASSESSMENT



Although students are achieving above provincial average on the Grade 10 Literacy Assessment, we expect these numbers to increase as schools implement specific Literacy strategies in a variety of curricular areas. As this assessment measures students' literacy competency nearing the end of their school career, increasing achievement on this measure is a goal toward which the District is committed.



The data from both Foundational Skills Assessment, local numeracy assessments and report card data shows that as a whole, the district needs to implement a strategic focus on numeracy. This is especially important to close the achievement gap for our Indigenous learners.

The available data points us in two important directions. The first direction is toward adding a focus on numeracy to our instructional priorities. Report card assessment K-7, and transition rates at secondary, suggest students are doing relatively well in numeracy. Local data analysis at schools identified number sense, problem solving and real world connections as targeted areas for improvement. However, provincial sources of data seem to suggest the opposite is true. When collecting numeracy data, we discovered that the District has a data gap at the system level for student achievement in numeracy. This gap supports the need for a K-9 district level assessment in order for school teams to know how to equip students with numeracy skills for advanced grades and life beyond the classroom.

Unlike District data about literacy, numeracy achievement data follows an opposite pattern (Figure 7). In numeracy, as students age through the system, of note is a pattern of worsening achievement results. These results are compounded for specific groups of students, such as, learners who are Indigenous and learners with diverse abilities. Carried forward to grade 10 (Figure 8), this trend results in the need to urgently equip all learners in the area of numeracy with the competencies required to show growth over time. We expect a reversal in this pattern to see students achieve better as they age.

Figure 7 - FOUNDATION SKILLS ASSESSMENT - NUMERACY GRADE 4 AND 7

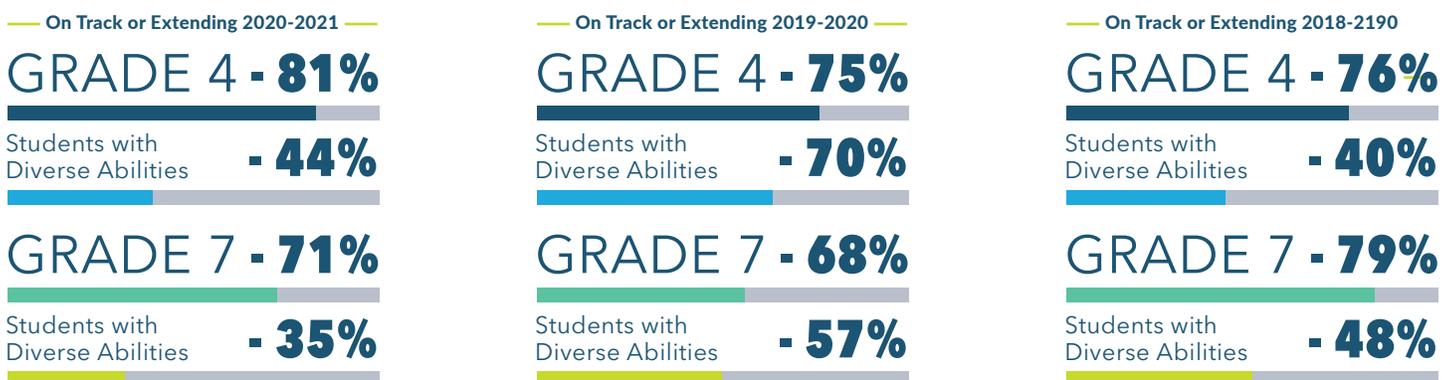
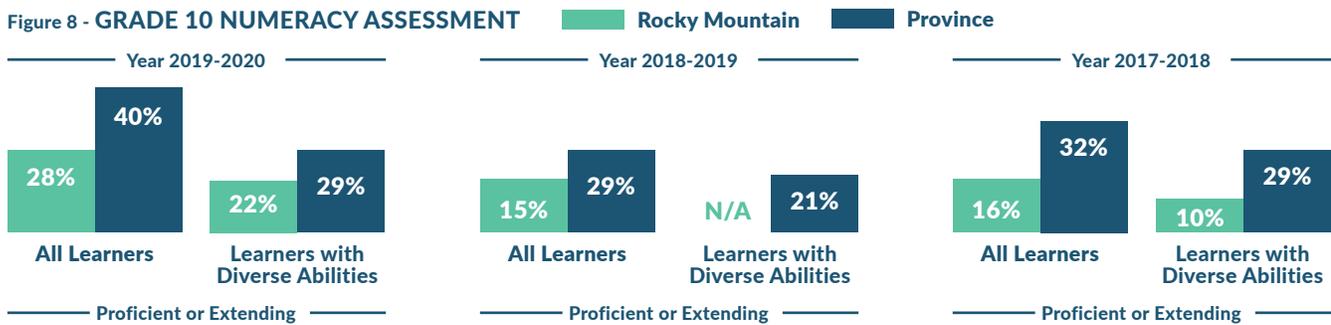


Figure 8 - GRADE 10 NUMERACY ASSESSMENT



Despite specific priorities in academic areas outlined in the data above, students continue to transition between grades as expected. All students K-7 transition at a rate of 100%. District policy and practice 5010 emphasizes the importance of grade to grade transition. Prior to grade 10, retention for any course would be out of the ordinary and would require in depth consultation between the school, District, and parent. Figure 9, below, shows students in the district also transition very well throughout secondary school.

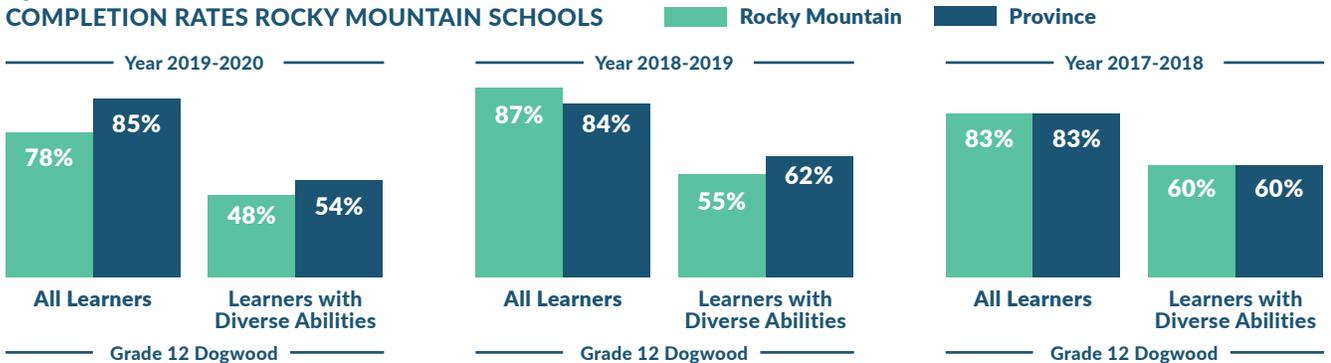
Figure 9 - TRANSITION RATES GRADE 8-12, 2020-2021



Though there are high numbers of students transitioning successfully between grades, the district experienced a slip in our completion rates in 2019-2020. This slip is accounted for by a counting and classification error for some international students who the district knew would be with Rocky Mountain for a limited duration. These students who were expected to leave the district were mistakenly counted in the completion rate for 2019-2020 and account for the slip. Considering this error, and our locally reported graduation rates from each school, Rocky Mountain graduated more students in 2019-2020 than in the year previous.

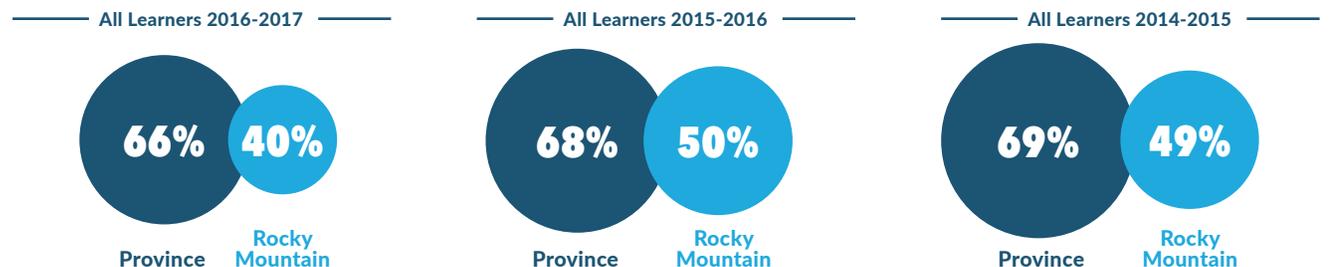
Unfortunately, fewer of our Indigenous and vulnerable students, graduate with a Dogwood. Reaching parity for these students is the primary reason for the Board of Education's number one priority.

Figure 10 - COMPLETION RATES ROCKY MOUNTAIN SCHOOLS



In Rocky Mountain, district staff work diligently to help students plan for a future orientation. Given our geographical location and the lifestyles of people in the region, successful students do not always aspire to attend a post-secondary institution in order to accomplish their career goals. Many students pursue promising careers in fields related to tourism and the outdoors. It is possible the COVID pandemic had an impact on the three year window from 2017 to 2020. Given the restrictions and changes to post-secondary educational delivery, we know many students opted to wait a year to enter post-secondary. This would account for a lower entry rate to post-secondary for the period of 2016-17 to 2019-2020. The Rocky Mountain School District No. 6 goal is for all students to have acquired the tools and competencies required to pursue all options upon completion of Grade 12. This data is reflected in Figure 11.

Figure 11 - TRANSITION TO POST SECONDARY WITHIN 3 YEARS OF COMPLETION



GOAL #1

ALL Students are Ready to Learn

STRATEGIES

- Explore early learning options for all students in all communities.
- District wide focus on wrap around supports to meet the individual learning needs of students.
- Professional learning opportunities focused on developing student and staff agency.

EXPECTED OUTCOME

- An Early Learning strategy is developed to meet the needs of each community.
- Increased capacity of School Based Team to identify and meet the needs of students.
- Staff have the capacity to help students understand and develop agency.

GOAL #2

Success for ALL Learners in Literacy and Numeracy

STRATEGIES

- Identify and implement a district wide, performance based reading assessment.
- Target Literacy supports at the middle years.
- District wide professional learning strategy focused on Literacy and Numeracy.
- Establish district support positions for Literacy and Numeracy.
- Identify and establish district wide Numeracy assessments at all levels.

EXPECTED OUTCOME

- A consistent approach to assessing reading is implemented across the district.
- Middle years students demonstrate increased achievement level in literacy.
- Increased teacher capacity in literacy and numeracy instruction and assessment.
- Teachers have access to Numeracy and Literacy supports and expertise.
- A consistent approach to Numeracy assessment is implemented across the district.

GOAL #3

Success Beyond Classroom

STRATEGIES

- Ensure that all teachers and students have access to current teaching and learnings resources about the history of Indigenous Peoples.
- Establish partnerships in each community to enhance the delivery of supports and services for students.
- Provide seamless transitions for all students at each stage of their growth and development.

EXPECTED OUTCOME

- Teachers and students have access to up to date resources regarding Indigenous Peoples providing multiple perspectives.
- Improved community partnerships strengthen the delivery of services to children and families.
- Student transition experiences are improved at all levels.

OTHER SUPPORTS

TRANSPORTATION

Rocky Mountain School District No. 6 transports approximately 1600 students on 21 bus routes in and around the three major communities in our school district, Golden, Invermere and Kimberley. Our District spans over 270 km from one end to the other.



Supporting priority one equity and inclusion, the Transportation Department provides financial transportation assistance for parents of those children where bussing is not available. The District strives to provide inclusive learning environments and has purchased a wheelchair accessible bus that will provide students with diverse abilities access to school.

A transportation agreement has been developed in collaboration with our Indigenous partners to adjust our school bus routes to enhance the service level for our Indigenous students. Extracurricular transportation will be provided for the Indigenous students with the goal of increasing participation in after school and community activities.

As part of our commitment to reducing our carbon footprint, the district has purchased the first of two electric school busses. The first bus is serving the Golden community and the second bus will service the Kimberley community. This initiative helps model environmental stewardship and provides learning opportunities for students supporting priorities two and three.

FACILITIES

Our schools are located in the 11 communities we serve throughout our school district. Nestled along the Rockies we are protected by 9 fire departments and reside in 2 different regional districts. We operate 3 maintenance centers approximately 1.5 hours apart.

In an effort to support the priorities of the Board of Education, the School Operations Department enhance the learning environment by keeping our buildings, grounds and equipment safe, clean and in good condition providing healthy school facilities for our students and staff.

The maintenance teams provide customer service for our schools while maintaining building systems with a robust maintenance program. Annually, facility renewal projects are completed to ensure our facilities remain safe and in good condition.

Each year, our Board of Education submits a 5 year capital plan to the Ministry of Education that outlines the major capital projects the District has identified. Student population has declined significantly since the early 2000, however in the past few years student population has stabilized and we are starting to experience growth in student population. Kimberley and Windermere areas of the school district lead that growth and we expect our student population to increase gradually over the coming years.

As the school district begins to think about the new Ministry mandate for early learning, we are engaging community partners to determine the needs of the community. The District has the opportunity to explore options for before and after school care as well as early learning opportunities for pre-school learners. This new programming will potentially impact school facilities and school configurations. These conversations will continue throughout the year so that the school district is well positioned to capitalize on this new opportunity.

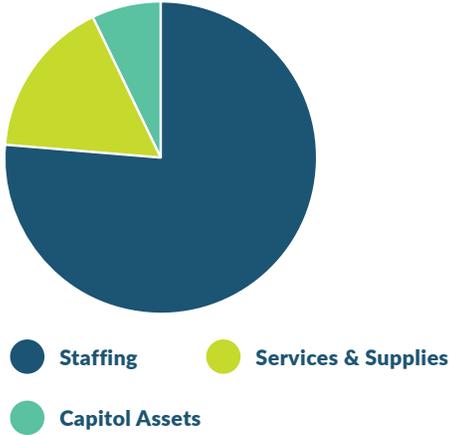
Opportunities, to offer early learning programming in collaboration with community partners, would enhance transition to kindergarten for our young learners and their families. It would also allow for early intervention of learning needs to increase student success in school.



FINANCE

The School District operates on a budget of approximately \$54 million dollars annually. The budget breaks down into three main areas, staffing, services and supplies, and capital as shown in Figure A

Figure A - 2022 ANNUAL BUDGET



Staffing costs are determined based on student enrollment, and make up the majority of the budget expenditures and are broken down as shown in Figure B.

Services and Supplies are further broken down into the following areas as shown in Figure C.

Figure B - STAFFING

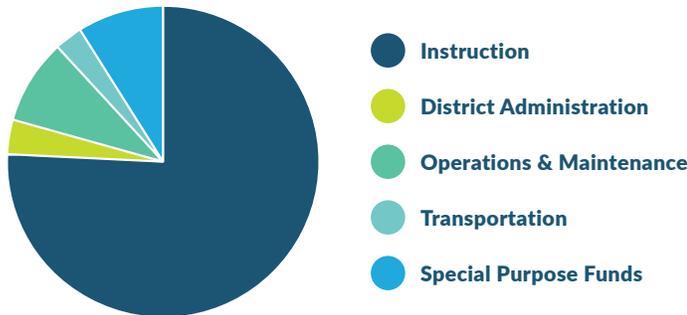
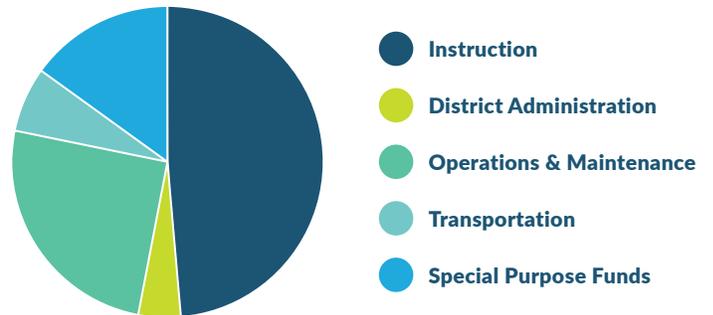
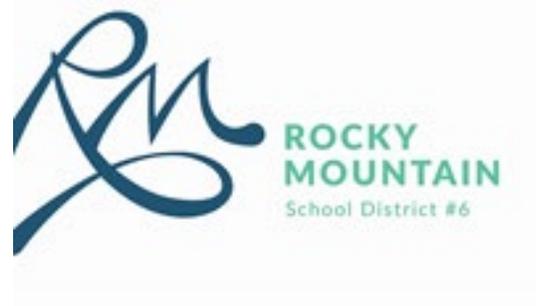


Figure C - SERVICES & SUPPLIES



Instruction services and supplies are funds allocated to support learning. District administration, operations, maintenance and transportation allocations support the overall operations of the school district. Special purpose funds are grants provided by the province and are targeted funds that support ministry identified priorities. For example, this year the District received addition funds to support mental health. A plan for these funds will be made in partnership with schools and communities to further the equity and inclusion priorities of the District that target mental health of students and staff post pandemic. Other special purpose funds and targeted funds add supports for Indigenous learners, English language learners, and learners with diverse abilities/disabilities, capacity building, early learning and French programming and have been allocated to support the Board of Education priorities articulated in the 2021-24 Strategic Plan.

DATE: September 1, 2020
TO: Board of Trustees
FROM: Karen Shipka, Superintendent of Schools
SUBJECT: Calendar Change 2021-22
ORIGINATOR: Steve Wyer, Assistant Superintendent
REFERENCE: [Government BC, News Release, Bill C-5](#)



ISSUE

In June 2021 the Canadian Government passed into law, Bill C-5, creating a National Day of Truth and Reconciliation to

“respond to the Truth and Reconciliation Commission of Canada’s call to action number 80 by creating a holiday called the National Day for Truth and Reconciliation, which seeks to honour First Nations, Inuit and Métis Survivors and their families and communities and to ensure that public commemoration of their history and the legacy of residential schools remains a vital component of the reconciliation process.”

The date established for this federal holiday is September 30. The Government of British Columbia responded with an announcement that public sector employees in BC would observe this national holiday.

CURRENT SITUATION

The federal and provincial announcements cause the need for an adjustment to align the school district calendar for Rocky Mountain. Rather than add minutes to all other days in the school year, the BC Ministry of Education is removing September 30 from the “in-session” calendar: effectively reducing the required number of days of instruction. This means schedule adjustments for schools will not be necessary. However, the Board of Education is requested to pass a motion to adjust the District Calendar to reflect one fewer days of instruction by removing September 30th, 2021 as a day in session.

FINANCIAL IMPLICATIONS

There are no significant financial implications associated with this calendar adjustment as it is uncertain if this change will continue in subsequent years.



CONCLUSION

A calendar change is required to match the School District 6 calendar with the federal holiday – National Day of Truth and Reconciliation – by excluding September 30, 2021 as a day of regular instruction. Schools in Rocky Mountain will be closed to provide both staff and students an opportunity to acknowledge this important day.

The provincial government has committed to working with Indigenous partners to determine how this holiday will be celebrated in future years. Therefore, until further clarification is provided, the request for an adjustment applies to the current school year only.

RECOMMENDATION

That the Board of Education approve the change to the 2021-22 calendar to accommodate the new National Day of Truth and Reconciliation.

Motion: The Board of Education for School District No. 6 (Rocky Mountain) approve a calendar change reducing days of instruction by one in the current 2021-2022 school year, September 30, 2021, to recognize the National Day of Truth and Reconciliation as created in Bill C-5.



DATE: September 14, 2021

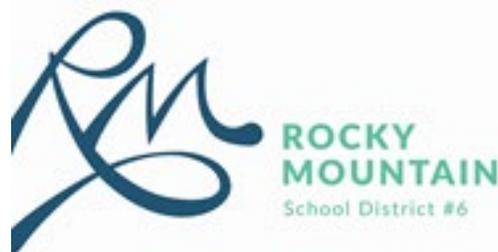
TO: Board of Trustees

FROM: Karen Shipka, Superintendent of Schools

SUBJECT: Communicable Disease

ORIGINATOR: Surrena Craig, District Health and Safety Officer

REFERENCE: The Provincial COVID-19 Communicable Disease Guidelines for K-12 Settings – August 24, 2021



ISSUE

To provide the Board of Education information regarding the health and safety measures required in the K-12 and workplace setting for the 2021-2022 school year.

BACKGROUND

On August 24, 2021, the Ministry of Education and the Provincial Health Officer announced the new health and safety measures for the 2021-2022 school year. The Provincial Covid-19 Communicable Disease Guidelines for K-12 Settings was developed by the Ministry of Education in collaboration with the BC Centre for Disease Control, Indigenous rights holders and education partners-including teachers, parents and school leaders- to outline the principles and requirements for maintain safe learning environments.

These guidelines are intended to support K-12 education employees, students. parents. caregivers, administrators and school community members to:

1. Be informed about communicable disease measures and how they support a safe school environment
2. Understand their roles and responsibilities in maintaining and promoting safe and healthy schools
(Provincial Covid-19 Communicable Disease Guidelines for K-12 Settings, Aug 24, 2021)

Office spaces such as, The Board office, Operations and the Zone offices will continue to follow the recommendations and guidance from The Provincial Health Officer, WorkSafeBC as well as any local and regional guidance from Interior Health. Currently British Columbia is in Step 3 of the Provincial Recovery Plan and as a result we are required to have a communicable disease prevention strategy for our School District. This strategy is intended to ensure we understand the risk, implement measures to reduce the risk, communicate with employees and monitor our workplace. There is no official requirement for this to be a written plan under WSBC guidelines however, for the benefit of our staff we have created a simple Communicable Disease Prevention Plan that will guide and support the process when there is a risk of communicable diseases that may cause harm to students or staff. In addition, we has access to an Interior Health-Public Health team that specifically supports and guides communicable disease management. The same as to last year, we will quickly engage these



experts when a risk has been identified in our schools or office spaces and we will continue to follow their guidance.

CURRENT SITUATION

Along with the Provincial Covid-19 Communicable Disease Guidelines for K-12 Settings, Interior Health has added three additional measures that apply to school settings as of Sept 7, 2021.

1. Assemblies (staff and/or student) will be limited to 2 classes, or 50 people at one time in schools- (whichever is greater)
2. Visitor's access should be only to support students such as teacher candidates, meal programs, immunizers, etc.
3. Extra-Curricular activities, including sports, can have up to 50 spectators indoors and 10 100 spectators outdoors.

Interior Health may also add measures for the region, local area or to specific school(s) depending on the risk. If community spread is high, vaccination rates are low and there is or pending stress on the health care system it is likely additional control measures will be added throughout the school year.

All of our schools and offices are following the communicable disease guidelines. All school district staff including, education, operations and administration have received training in these updated safety measures.

POLITICAL IMPLICATIONS

Although proof of vaccine is not required to attend or work at a school, schools will need to follow all business's site safety plans and requirements set out by the new BC Vaccine card program. For that reason, at this time we are only allowing single day field trips, no overnight trips, and students must bring their own meals and snacks for the trip. Senior Leadership will reevaluate this direction in later this Fall.

We have had a few families that have expressed an unwillingness or hesitancy to follow some health and safety measures outlined in the K-12 guidelines. (I.e. mask wearing) In those cases, the Principal has engaged the family in a conversation to help create an understanding of the requirements and how to best support their child, other students and staff during this pandemic.

CONCLUSION

The District Health and Safety Officer will continue to monitor the risk and will advise Senior Leadership of any changes that the School District is required to make in order comply with the K-12 guidelines, Provincial Health Officer, Interior Health regional and local requirements and WorkSafeBC regulations. We will continue to communicate the risk and all safety required measures to our staff and the greater school community.





Provincial COVID-19 Communicable Disease Guidelines for K-12 Settings

Updated August 24, 2021



Summary of Key Updates

- Communicable Disease Plans (p.5) – new section on updated WorkSafe guidance, expectations of schools/districts, and the updated BCCDC COVID-19 School Communicable Disease Checklist.
- Regional Differences (p.5) – new section regarding authority of medical health officers to issue regional public health orders and recommendations for additional measures in schools.
- Vaccines (p.8) – new section, including expectations for schools/districts to work with their local health authority to increase vaccination uptake in the community.
- Physical Distancing and Space Arrangement (p.8) – updated to align with current BCCDC and WorkSafe guidance, including for staff only spaces, gatherings and events.
- Student Transportation (p.11) – additional guidance regarding carpooling and other methods of transportation.
- Cleaning and Disinfecting (p.12) – updated to align with current BCCDC guidance including frequency and frequently touched surfaces/items.
- Visitor Access/Community Use (p.14) – updated regarding communicating school protocols to visitors, maintaining visitor records and limiting access during school hours where possible.
- Personal Protective Equipment (p.19) – continued mask requirements in K-12 schools for all staff, students in grades 4 to 12, and visitors.
- General Ventilation and Air Circulation (p.21) – additional guidance regarding use of portable air conditioners and fans, and strategies to enhance ventilation.
- Curriculum, Programs and Activities (p.23) – updated guidance regarding field trips, Kindergarten program and entry, music programs, shared office space for staff, Physical and Health Education (PHE)/outdoor programs, school sports and theatre/dance.
- Extracurricular Activities (p.30) – updated to align with current BCCDC guidance.
- Communicable Disease Plan Orientation Checklist (p.32) – updated resource to support delivery of safety orientations to staff and students.



Provincial COVID-19 Communicable Disease Guidelines for K-12 Settings

Updated August 24, 2021



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Introduction

School supports students in developing their potential and acquiring the knowledge, skills and abilities they need for lifelong success. In-person learning, as a part of a student's education, **provides the opportunity for** peer engagement, which supports social and emotional development as well as overall wellness. It also provides many students access to programs and services that are integral to their overall health and well-being.

Based on guidance from the BC Centre for Disease Control and experience to date within B.C. and other jurisdictions showing schools as low-risk sites for COVID-19 transmission, even with increased risk of COVID-19 in some communities, K-12 students can participate in full-time, in-class instruction in accordance with current public health guidelines for schools.

To date, the Ministry of Education has allocated over \$331 million in provincial and federal funding for the 2020/21 and 2021/22 school years to support the implementation of enhanced health and safety measures and pandemic recovery efforts in public and independent schools. Schools and school districts have utilized these funds, as well as local reserves, to increase the number of hand-hygiene stations in schools, purchase cleaning supplies and personal protective equipment, improve ventilation, hire custodial staff and support remote learning, among other measures.

OBJECTIVES

This document was developed by the Ministry of Education in collaboration with the BC Centre for Disease Control, Indigenous rightsholders and education partners – including teachers, parents and school leaders – to outline the principles and requirements for maintaining safe learning environments. These comprehensive guidelines build on the [Public Health Communicable Disease Guidance for K-12 Schools](#) developed by the BC Centre for Disease Control (BCCDC) to ensure schools have effective measures in place to prevent the transmission of COVID-19.

These guidelines are intended to support K-12 education employees, students, parents, caregivers, administrators and school community members to:

- Be informed about communicable disease measures and how they support a safe school environment;
- Understand their roles and responsibilities in maintaining and promoting safe and healthy schools.

KEY PRINCIPLES

- All schools are to adhere to the standards, guidelines and protocols from the BC Centre for Disease Control and [WorkSafeBC](#).
- The communicable disease guidelines outlined in this document have been developed to complement guidance from the BC Centre for Disease Control ([Public Health Communicable Disease Guidance for K-12 Schools](#)) and WorkSafeBC.
- All boards of education and independent school authorities are required to have communicable disease plans in place that adhere to the guidelines outlined in this document.
 - In the case of any variance between the guidelines in this document and the guidance in **the BCCDC's [Public Health Communicable Disease Guidance for K-12 Schools](#)**, schools and school districts should follow the guidelines outlined in this document.

- Schools and school districts are expected to update their communicable disease plans in alignment with updates to the guidelines outlined in this document, and to post their updated plans on their school/school district website.
- Schools should implement psychological safety measures and trauma-informed practice alongside physical health and safety measures. See the [K-12 Education Recovery Plan](#) for more information.
- Effective and ongoing communication with school leaders, community partners, Indigenous rightsholders, parents, caregivers, students, unions and employees is an essential aspect of successfully implementing these guidelines.

COMMUNICABLE DISEASE PLANS

Further to the Provincial Health Officer's [statement](#) on June 17, 2021, employers are no longer required to maintain a COVID-19 Safety Plan but must instead transition to communicable disease prevention¹. Communicable disease prevention focuses on reducing the risk of workplace transmission of COVID-19 and other communicable diseases, and includes both ongoing measures (e.g. hand hygiene, cleaning) and additional measures to be implemented as advised by public health.

WorkSafeBC's [Communicable disease prevention: A guide for employers](#) outlines a four-step process to reduce the risk of communicable disease transmission in the workplace. Steps include understanding the level of risk, implementing appropriate measures, communicating policies and protocols, and updating measures and safeguards as required.

School and district administrators must regularly review their communicable disease plans, and should do so with their Site Committees and Joint Health and Safety Committees and address areas where there are identified gaps in implementation. BCCDC has developed a [COVID-19 School Communicable Disease Checklist](#) that can support these communicable disease plan reviews.

More information and resources on communicable disease prevention are available on the [WorkSafeBC website](#).

REGIONAL DIFFERENCES

Medical Health Officers continue to be able to place local Public Health Orders requiring additional health and safety measures beyond the guidance in this document at their own discretion, based on their authority under provincial legislation. These measures may be put in place during times of increased community transmission of COVID-19, and within communities with low vaccination uptake, based on local epidemiology and in proportion to the **Medical Health Officer's assessment of risk**.

Local Public Health Orders may be placed for entire regions or communities, including but not limited to schools (unless schools are specifically exempted), or for specific settings or activities within a health authority region. For schools, the local Medical Health Officer may issue a recommendation for an individual school, a grouping of schools, a school district, all schools within the health authority region, or some combination thereof, to implement specific additional health and safety measures during times of elevated risk.

Additional regional measures are likely to be similar to some of those in place during the 2020-21 school year, and may include:

¹ The Provincial Health Officer also recommended that employers maintain some of their existing COVID-19 Safety Plan protocols, specifically those that did not negatively impact business operations, during the transition to communicable disease plans during Step 3 of BC's Restart. These protocols may include barriers already erected in the workplace or directional signage to reduce points of congestion, as examples.

- limits on gatherings and events;
- reconfiguring room arrangements or incorporating more activities that maximize space between people and reduce face-to-face contact;
- limiting visitors;
- recommending increased mask use.

Learning groups are not expected to be an additional prevention measure for regional recommendations.

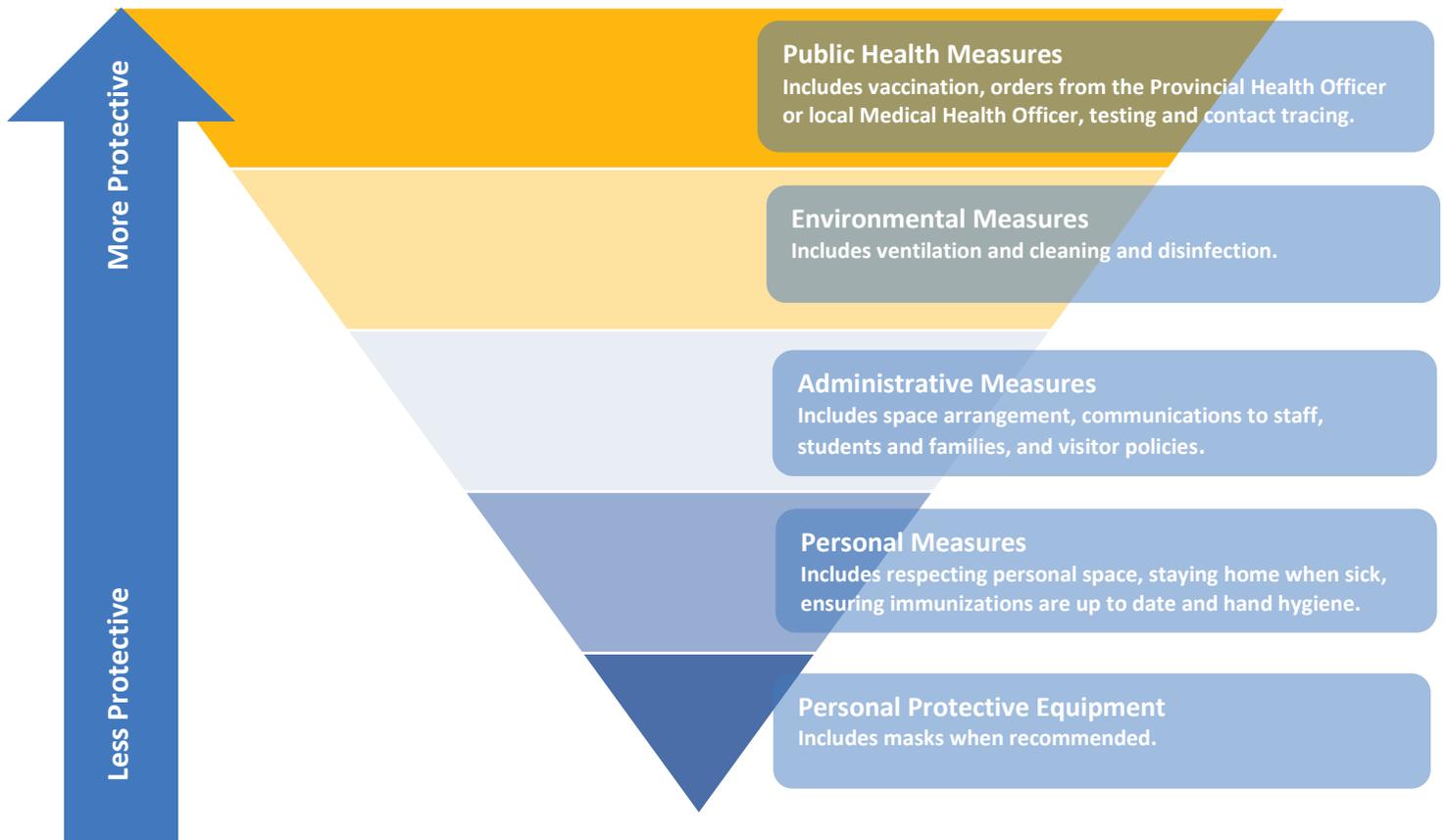
Infection Prevention & Exposure Control Measures

Infection prevention and exposure control measures (also called communicable disease measures or health and safety measures) help create safe environments by reducing the spread of communicable diseases like COVID-19. These are more effective in settings such as schools where there is a relatively consistent grouping of people and multiple measures of various effectiveness can be routinely implemented, including:

- Robust illness policies for students and staff.
- Reinforcement and adoption of effective personal practices (e.g. hand hygiene, respiratory etiquette).
- Various environmental measures (e.g., enhanced cleaning and disinfecting practices, ensuring HVAC systems are operating properly, etc.)

The Hierarchy for Infection Prevention and Exposure Control Measures for Communicable Disease describes measures that should be taken to reduce the transmission of COVID-19 in schools. Control measures at the top are more effective and protective than those at the bottom. By implementing a combination of measures at each level, the risk of COVID-19 is substantially reduced.

The Hierarchy for Infection Prevention and Exposure Control Measures for Communicable Disease



SUPPORTIVE SCHOOL ENVIRONMENTS

Schools can support students to practice personal preventive measures by:

- Having staff model these behaviours.
- Sharing reliable information, including from the BC Centre for Disease Control and the Office of the Provincial Health Officer, to parents, families and caregivers.
- Promoting safety measures in the school through the use of visual aids like floor markings and signage.

Staff should utilize positive and inclusive approaches to engage students in preventive practices and should not employ measures that are punitive or stigmatizing in nature².

Staff should also utilize a trauma-informed lens when planning school activities (e.g. gatherings and events) and interacting with other staff and students, including considerations around respecting others personal space³.

² This includes where a student, staff, or other adult (including visitors) cannot comply with a specific safety measure due to health or behavioural reasons. In these circumstances, schools/districts should work with these individuals (and their parents/caregivers, if applicable to a student) to explore other environmental and administrative measures to ensure their safety and the safety of others.

³ The distance from which a person feels comfortable being next to another person.

Students and staff may choose to wear masks, face shields or other personal protective equipment in schools beyond the required circumstances outlined in [this document](#), and those choices must be respected.

School administrators are encouraged to review the information in this section with their school community, to increase awareness and support from staff, students and families.

VACCINES

Vaccines are the most effective way to reduce the risk of COVID-19 in schools and communities. The vaccines used in B.C. remain highly effective against COVID-19, including among variants of concern. Vaccinated people aged 12 and older tend to have milder illness if they get infected and are also less likely to spread COVID-19 than unvaccinated people 12 and older.

Public health strongly encourages all eligible students and staff to be fully vaccinated (i.e., receive 2 doses) against COVID-19 to protect themselves and those around them – including those who are not eligible to be vaccinated. People over 12 who are not vaccinated are at higher risk of getting and spreading COVID-19, with age the greatest factor of individual risk of severe illness. Most COVID-19 cases, hospitalizations, and deaths are now among unvaccinated adults.

According to the BC Centre for Disease Control, children under 12 who are not currently eligible to be vaccinated continue to be less likely to get and spread COVID-19 and have a low risk of serious outcomes if they do get COVID-19. See Appendix A: Evidence Summary of the [Public Health Communicable Disease Guidance for K-12 Schools](#) for more information.

Schools and school districts are expected to work with their local health authority to:

- share evidence-based information (e.g. from [BCCDC](#) and [ImmunizeBC](#)), and details on how and where people can get vaccinated, with staff, students and families prior to the start of the school year; and
- explore opportunities to establish school-based COVID-19 vaccination clinics to help increase community uptake.⁴

While COVID-19 is present in our communities, there will continue to be COVID-19 exposures in schools involving students and staff. However the BC Centre Disease Control reports that, with the increasing proportion of people 12 and over being fully vaccinated and effective communicable disease measures continuing to be in place, exposures are unlikely to lead to further transmission.

Physical Distancing and Space Arrangement

Although public health no longer recommends learning groups and physical distancing of 2M as communicable disease measures for the K-12 setting, there are a number of strategies that schools can consider to help create space between people and to support students and staff in returning to school using a trauma-informed approach:

- Remind students and staff about respecting others personal space. Use visual supports, signage, prompts, video modelling, etc. as necessary.

⁴ The [Inter-Ministerial Protocols for the Provision of Support Services to Schools](#) (p.12-13) require boards of education and participating independent school authorities to provide a designated space in each school for public health nurses or other qualified health personnel to carry out their duties (including immunizations).

- Use available space to spread people out, both in learning environments and for gatherings and events, where possible.
- Implement strategies that prevent crowding at pick-up and drop-off times.
 - Focus on entry and exit areas, and other places where people may gather or crowd.
- Stagger recess/snack, lunch and class transition times to provide a greater amount of space for everyone.
- Take students outside more often, where and when possible.
- Manage flow of people in common areas, including hallways and around lockers, to minimize crowding and allow for ease of people passing through.
 - Use floor markings and posters to address traffic flow throughout the school. This may include one-way hallways and designated entrance and exit doors. It is important not to reduce the number of exits and ensure the fire code is adhered to.

STAFF ONLY SPACES

Experience to date underscores the importance of COVID-19 prevention among adults, as well as students, in the school setting. The guidelines in this document should be used to determine what measures should be in place within staff-only spaces within a school (e.g. break rooms, school office). [WorkSafeBC guidance for workplaces](#) should be used to determine what measures should be in place for non-school spaces operated by a school district or independent school authority (e.g. board/authority offices, maintenance facilities, etc.).

In addition, K-12 schools and other worksites should implement the following strategies:

- Utilize floor markings and signage to direct traffic flow and prevent crowding (e.g. in the break room, by the photocopier, etc.).
- For gatherings (e.g. meetings, pro-d, etc.), respect room occupancy limits, use available space to spread people out, and consider virtual options. Gatherings must also occur in line with those permitted as per relevant local, regional, provincial and federal public health recommendations and Orders and any related WorkSafe BC guidance.

See the [Personal Protective Equipment](#) section for more information on mask requirements for staff.

SCHOOL GATHERINGS AND EVENTS

School gatherings and events (including inter-school events) can occur in line with those permitted as per relevant local, regional, provincial and federal public health recommendations and Orders. Organizers should apply a trauma-informed lens to their planning, including consideration of:

- respecting student and staff comfort levels regarding personal space;
- using space available to spread people out as much as possible, respecting room occupancy limits, and ensuring enough space is available to prevent involuntarily physical contact between attendees (i.e. overcrowding); and
- gradual transitions to larger gatherings (e.g. school-wide assemblies), including starting with virtual or smaller in-person options, shorter in-person sessions, etc.

See the [Visitor Access/Community Use section](#) for more information on protocols for visitors.

Examinations or assessments are not considered school gatherings, however they must still be delivered in accordance with the health and safety guidelines outlined in this document.

PERSONAL ITEMS

Staff and students can continue to bring personal items to school, but they should be encouraged to not share items that come in contact with the mouth (e.g. food, drinks, unwashed utensils, cigarettes, vaping devices, wind instruments).

Students can continue to use their lockers, as it is better for personal items to be stored in a locker than to be stored in classrooms or carried throughout the school. Schools should implement strategies to manage the flow of students around lockers to minimize crowding and allow for ease of people passing through.

Supporting Students With Disabilities/Diverse Abilities

EXPECTATIONS FOR SCHOOL DISTRICTS AND SCHOOLS

School districts and independent schools are expected to implement health and safety measures that promote inclusion of students with disabilities/diverse abilities.

Most students with disabilities/diverse abilities or medical complexity are not considered at greater risk of experiencing severe illness from COVID-19. For guidelines specific to children with immune suppression (e.g. students who have had a recent organ transplant, who are receiving chemotherapy, those with an illness impacting their immune system), please refer to the [K-12 Education Recovery Plan](#) (p.5).

GUIDELINES FOR STAFF WORKING WITH STUDENTS WITH DISABILITIES/DIVERSE ABILITIES WHERE PHYSICAL CONTACT MAY BE REQUIRED

Supporting students with disabilities/diverse abilities may require staff providing support services to be in close physical proximity or in physical contact with a student.

When staff are working with a student indoors, and the service cannot be provided from behind a barrier, staff are required to wear a non-medical mask, a face covering or a face shield (in which case a non-medical mask should be worn in addition to the face shield). Additional personal protective equipment is not required beyond that used as part of the personal care routine normally encountered in their regular course of work (e.g., gloves for toileting).

When working with students where seeing facial expressions and/or lip movement is important, and the service cannot be provided from behind a barrier, options include having the staff member wear a mask with a transparent section to enable visualization of the mouth. More information on masks and face coverings is available on the [BCCDC website](#).

- Students in Grades 4 to 12 are also required to wear a non-medical mask or face covering when receiving services indoors and a barrier is not present.
- For students in Grades K to 3, the student or parent/caregiver should determine whether or not the student should also be wearing any PPE when receiving services in close physical proximity.

In addition to a non-medical mask, those providing health or education services that require being in close proximity to a student should follow their standard risk assessment methods to determine what PPE is needed for general communicable disease prevention in accordance with routine practices.

Schools will have non-medical masks and face shields available for staff.

For more information, including exceptions to mask requirements for staff and students, see the [Personal Protective Equipment](#) section.

Student Transportation

BUSES

The following strategies are recommended for student transportation on buses:

- Buses used for transporting students should be cleaned and disinfected according to the guidance provided in the [Cleaning and Disinfecting section](#) of this document.
- Bus drivers should clean their hands often, including before and after completing trips. Drivers are encouraged to regularly use alcohol-based hand sanitizer with at least 60% alcohol during trips.
- Bus drivers are required to wear a non-medical mask, a face covering or a face shield (in which case a non-medical mask should be worn in addition to the face shield) on school buses except while driving.
 - Schools will have non-medical masks and face shields available for staff.
 - See the [Supporting Students with Disabilities/Diverse Abilities](#) section for more information on safety measures when staff are required to be in physical contact with students.
- Students in Grades 4 to 12 are required to wear non-medical masks or face coverings when they are on the bus. Students in Grades K to 3 are encouraged to wear a non-medical mask or face covering on school buses but are not required to do so - mask wearing remains a personal or family/caregiver choice for these students, and their choices must be respected.
 - Non-medical masks or face coverings should be put on before loading.

For more information on exceptions to mask requirements for bus drivers and students, see the [Personal Protective Equipment](#) section.

- Parents and caregivers must assess their child daily for symptoms of common cold, influenza, COVID-19, or other infectious respiratory disease before sending them to school (see the [Daily Health Check](#) section for more information). If a child is sick, they must not take the bus or go to school.
- Students should clean their hands before and after taking the bus.
- Spread passengers out if empty seats are available.
- Open windows when the weather permits.
- Bus drivers and students should be encouraged to practice [respiratory etiquette](#) while on the bus.

See the [Field Trips](#) section for more guidance about safety measures for field trips.

CARPOOLING

Schools should share the following guidance with staff and families regarding carpooling arrangements (personal or school-related):

- Spread out vehicle occupants as much as possible.
- Travel with the same people whenever possible.
- **Set the vehicle's ventilation to bring in fresh outside air, and do not recirculate the air.**
- Open windows when the weather allows.
- Clean hands before and after trips.
- Clean frequently touched surfaces regularly.

For carpooling related to school activities, students, staff and other adults must follow the mask requirements outlined in the [Personal Protective Equipment section](#). For personal carpooling, as per public health recommendations, people 9 and older are encouraged to wear masks while carpooling (masks are not suggested if carpooling with members of the same household).

OTHER METHODS OF TRANSPORTATION

For students, staff and visitors taking mass transit (e.g. municipal buses, SkyTrain, ferries, etc.), hand hygiene should be practiced before and after trips. Riders should follow any other safety guidance (including mask guidance) issued by the relevant transit authority.

Schools should continue to encourage methods of active transportation (e.g. walking, biking, skateboarding, etc.) wherever possible due to the overall health benefits.

Cleaning and Disinfecting

Regular cleaning and disinfection are essential to prevent the transmission of COVID-19 from contaminated objects and surfaces. Schools should be cleaned and disinfected in accordance with the [BCCDC's Cleaning and Disinfectants for Public Settings document](#).

DEFINITIONS

Cleaning: the physical removal of visible soiling (e.g. dust, soil, blood, mucus). Cleaning removes, rather than kills, viruses and bacteria. It is done with water, detergents and steady friction from a cleaning cloth. All visibly soiled surfaces should be cleaned before being disinfected.

Disinfection: the killing of viruses and bacteria. A disinfectant is only applied to objects; never on the human body.

PRODUCTS & PROCEDURES

For cleaning, use water and detergent (e.g. liquid dishwashing soap), or common, commercially available cleaning wipes, along with good physical cleaning practices (i.e. using strong action on surfaces). For hard-to-reach areas, use a brush and rinse thoroughly prior to disinfecting.

For disinfection, use common, commercially available disinfectants such as ready-to-use disinfecting wipes and pre-made solutions (no dilution needed). Refer to the [Cleaning and Disinfectants for Public Settings Guidelines](#) for additional information.

Schools should use commercial disinfectant products listed on **Health Canada's** [hard-surface disinfectants for use against coronavirus \(COVID-19\)](#).

Follow the procedures outlined in the [BCCDC Cleaning and Disinfectants for Public Settings document](#) when cleaning and disinfecting.

- Always wash hands before and after handling shared objects.
- Items and surfaces that children have placed in their mouths or that have been in contact with bodily fluids should be cleaned as soon as possible and between uses by different children.
- Dishwasher-safe items can be cleaned and disinfected in a dishwasher with a hot rinse cycle.

CLEANING AND DISINFECTING FREQUENCY

The following frequency guidelines must be adhered to when cleaning and disinfecting:

- General cleaning of the premises, and cleaning and disinfecting of frequently touched surfaces, at least once in a 24-hour period. (See [Frequently Touched Surfaces](#) section below for examples of frequently touched surfaces.)
- Clean and disinfect any surface that is visibly dirty.
- Empty garbage containers daily.

The requirements for daily cleaning and disinfecting outlined above do not apply to spaces/equipment that are not being used by students, staff or visitors. Many schools and districts have implemented procedures such as sign-in sheets posted next to room entrances that help custodial staff focus cleaning/disinfecting activities on those spaces that have been utilized by staff or students.

The recommended cleaning and disinfecting frequency for K-12 schools and other community settings outlined above was determined by infection prevention and control experts at the BC Ministry of Health, BC Centre for Disease Control and the Provincial Health Services Authority.

FREQUENTLY TOUCHED SURFACES

Frequently touched surfaces include:

- Items used by larger numbers of students and staff, including doorknobs, light switches, hand railings, water fountains, faucet handles, toilet handles.
 - Limiting access to water fountains is no longer recommended. Hand hygiene should be practiced before and after use. Schools should ensure non-drinkable (non-potable) water sources are not used for drinking water, and that these sources are labelled as such ([Part 4 of OHS Regulation](#)).
 - School communicable disease plans should not include restricting access to water, washrooms or other spaces that support student learning and well-being (e.g. gymnasiums, libraries, support rooms, etc.). Schools should return to full operation of all spaces in alignment with the protocols outlined in this document.

- Shared equipment (e.g. computer keyboards and tablets, glassware and testing equipment for science labs, kitchen equipment for culinary programs, sewing machines and sewing equipment for home economic programs, PE/sports equipment, music equipment, etc.)
- Appliances (staff and students can share the use of appliances and other objects, but treat items like microwaves, refrigerators, coffee pots, photocopiers or laminators as frequently touched surfaces)
- Service counters (e.g., office service window, library circulation desk)

Frequently-touched items like toys or manipulatives that may not be able to be cleaned often (e.g. fabrics) or at all (e.g. sand, foam, playdough, etc.) can be used, if hand hygiene is practiced before and after use. Carpets and rugs (e.g. in Kindergarten and StrongStart classes) can also be used.

There is no evidence that the COVID-19 virus is transmitted via textbooks, paper or other paper-based products. Laminated or glossy paper-based products (e.g. children's books or magazines) and items with plastic covers (e.g. DVDs) can be contaminated if handled by a person with COVID-19; however, the risk is low. There is no need for these items to be cleaned and disinfected or quarantined for any period of time, or for hand hygiene to be practiced before or after use.

CLEANING AND DISINFECTING BODILY FLUIDS

Follow these procedures, in conjunction with school/district policies, when cleaning and disinfecting bodily fluids (e.g., runny nose, vomit, stool, urine):

- Wear disposable gloves when cleaning blood or body fluids.
- Wash hands before wearing and after removing gloves.
- Follow regular health and safety procedure and regularly used PPE (e.g., gloves, Kevlar sleeves) for blood and bodily fluids (e.g. toileting, spitting, biting).

LAUNDRY

Follow these procedures when doing laundry (Home Economics, Physical and Health Education, Life Skills Programs, etc.):

- Laundry should be placed in a laundry basket with a plastic liner.
- Do not shake dirty items
- Wearing gloves is optional. If choosing to wear gloves, ensure hand hygiene is performed before and after use. No other PPE is required.
- Clean hands with soap and water immediately after removing gloves.
 - Wash with regular laundry soap and hot water (60-90°C).

Visitor Access/Community Use

- Schools can leave front doors unlocked for visitor access, but may wish to encourage visitors to make appointments.

- Visitor access to schools may be restricted by local or provincial public health orders or recommendations from a medical health officer. See the [Regional Differences](#) section for more information.
- Schools are responsible for ensuring that visitors are aware of communicable disease protocols and requirements, and have completed a daily health check, prior to entering the school.
 - Information on communicable disease protocols and requirements for visitors should be posted by the entrance to the school, **on the school's website, and included** in communications to students and families.
- Schools must have a sign in/sign out process in place for all visitors and staff who are not typically onsite (e.g. TTOCs, itinerant teachers/specialists, maintenance or IT personnel, district/authority administrators).

Schools should keep a list of the date, names and contact information for all visitors and staff who are not typically onsite who entered the school over the past 45 days.

- All visitors must wear a non-medical mask when they are inside the school. See the [Personal Protective Equipment \(PPE\)](#) section for more information, including exceptions to mask requirements for visitors.
- Where possible, visitor access should be limited to those areas required for the purpose of the visit (e.g. school office for drop-off/pick-up of items, gymnasium for a sports event, etc.), and parents/caregivers should be encouraged to drop-off/pick-up students outside of the school.
- **Parents/caregivers and other visitors should respect others' personal space while** on school grounds, including outside.

After hours community use of facilities is allowed in alignment with other health and safety measures:

- Use must occur in line with those activities permitted as per relevant local, regional, provincial and federal public health recommendations and Orders
- Diligent hand hygiene
- Respiratory etiquette
- Ensuring participants stay home if they are feeling ill
- Where possible, limiting building access to only those areas required for the purpose of the activity

Community users are responsible for collecting names and contact information of participants to support contact tracing activities by the local health authority.

Student Attendance

To maximize student attendance, repeated and consistent messaging/communication is crucial to convey to parents and caregivers that schools are low risk and that health and safety measures continue to be in place in alignment with public health guidance. For more information, see the section on [Communications](#).

Additional guidance regarding students from First Nations communities, and students and parent/caregivers with immune compromise or medical complexity is available in the [K-12 Education Recovery Plan](#).

Illness & Self-Assessment Policies and Protocols

DAILY HEALTH CHECK

A daily health check is a tool to reduce the likelihood of a person with COVID-19 coming to school when they are infectious.

- Parents and caregivers should assess their children daily for illness before sending them to school.
 - Parents/caregivers and students can utilize the provincial [K-12 Health Check app](#) for daily assessment of symptoms.
- Staff and other adults should complete a daily health check prior to entering the school.
- If a student, staff or other adult is sick, they must not enter the school.

SCHOOL AND SCHOOL DISTRICT RESPONSIBILITIES

School districts and independent school authorities must develop local protocols for schools and adult-only worksites/offices that:

- Ensure staff and other adults (e.g. parents, caregivers, visitors) entering the school/worksites are aware of their responsibility to complete a daily health check prior to entering the school/worksites (e.g. emails/letters to parents and staff, orientation video, signage on doors) and to stay home if they are sick.
- Clearly communicate with parents/caregivers their responsibility to complete a daily health check with their child, and keep them home from school if they are sick.
- Establish procedures for students and staff who become sick while at school/work to be sent home as soon as possible.
 - Some students or staff may not be able to be picked up immediately. As such, schools should have a space available where the student or staff can wait comfortably and is separated from others (at least 2M), and provide the student or staff with a non-medical mask if **they don't have one** (unless they are experiencing gastrointestinal symptoms and are at risk of vomiting).
 - Schools must provide supervision for younger children. Supervising staff should wear a non-medical mask and face shield if they are unable to maintain physical distance, avoid touching bodily fluids as much as possible, and practice diligent hand hygiene.
 - Staff responsible for facility cleaning should clean and disinfect the surfaces/equipment which the **person's bodily fluids** may have been in contact with while they were ill (e.g., their desk in a classroom, the bathroom stall they used, etc.) prior to the surfaces/equipment being used by others. **Cleaning/disinfecting the entire room the person was in (a "terminal" clean) is not required** in these circumstances.
- Establish procedures that allow for students and staff to return to school/work in line with the guidance in the [Staying Home, Self-Isolation and Symptoms](#) section.
 - This is to ensure students and staff who are not sick are not kept out of school/away from work longer than necessary.

Schools and districts should not require a health-care provider note (i.e. a **doctor's note**) to confirm the health status of any individual, beyond those required to support medical accommodation as per usual practices.

STAYING HOME, SELF-ISOLATION AND SYMPTOMS

Stay Home When Required to Self-Isolate

Students, staff or other adults must stay home if they are required to self-isolate.

Additional information on self-isolation requirements and support is available from [BCCDC](#).

Symptoms of Illness and Return to School

Students, staff or other adults should stay at home when sick, as this is one of the most important ways to reduce the introduction to and the spread of COVID-19 in schools. The following resources provide guidance regarding specific symptoms of illness:

- Parents/caregivers and students can use the [K-12 Health Check app](#).
- Staff and other adults can refer to BCCDC's "[When to get tested for COVID-19](#)".
- Staff, students and parents/caregivers can also use the BCCDC online [Self-Assessment Tool](#), call 8-1-1 or their health care provider.

When a staff, student or other adult can return to school depends on the type of symptoms they experienced (as indicated in the [K-12 Health Check app](#) and BCCDC "[When to get tested for COVID-19](#)" resource), if a COVID-19 test is recommended, and the type of illness they had (e.g. COVID-19 or other illness). See [Appendix A – COVID-19 Symptoms, Testing & Return to School](#) for more information regarding what to do when experiencing COVID-19 symptoms.

Students and staff who experience symptoms consistent with a previously diagnosed health condition (e.g. seasonal allergies) can continue to attend school when they are experiencing these symptoms as normal. They do not require re-assessment by a health-care provider and should not be required to provide a health-care provider note. If they experience any new or unexplained symptoms, they should seek assessment by a health-care provider.

Students or staff may still attend school if a member of their household develops new symptoms of illness, provided the student/staff has no symptoms themselves. If the household member tests positive for COVID-19, public health will advise the asymptomatic student/staff on self-isolation and when they may return to school.

PROTOCOLS FOR MANAGING ILLNESS AND EXPOSURES AT SCHOOL

Refer to the [COVID-19 Protocols for School & District Administrators and Staff](#) for more information.

Hand Hygiene

Rigorous hand-washing with plain soap and water is the most effective way to reduce the spread of illness (antibacterial soap is not needed for COVID-19). Follow these guidelines to ensure effective hand hygiene in schools:

- Practice diligent hand hygiene by washing hands with plain soap and water for at least 20 seconds (temperature does not change the effectiveness of washing hands with plain soap and water).
- Facilitate regular opportunities for staff and students to practice hand hygiene:

- Use portable hand-washing sites and/or alcohol-based hand sanitizer dispensers containing at least 60% alcohol, where sinks are not available.
 - Schools should use [commercial hand sanitizer products that have met Health Canada’s requirements and are authorized for sale in Canada](#).
- Hand-washing should be encouraged upon school entry and before/after breaks and eating, using washroom and using [frequently touched](#) shared equipment.
- Promote the importance of diligent hand hygiene to staff and students regularly. For example, display this [hand hygiene poster](#) at handwashing sites.
- Ensure hand-washing supplies are always well stocked including soap, paper towels and where appropriate, alcohol-based hand rub with a minimum of 60% alcohol.
- Staff should assist younger students with hand hygiene as needed.
- Students may bring their own sanitizer or plain soap if they are on the list authorized by Health Canada or have a medical condition that requires specialized soaps. (See the [List of Hand Sanitizers Authorized by Health Canada for products that have met Health Canada’s requirements and are authorized for sale in Canada](#).)
- If hands are visibly soiled, alcohol-based hand rub may not be effective at eliminating microbes. Soap and water are preferred when hands are visibly dirty. If it is not available, use an alcohol-based hand wipe followed by alcohol-based hand rub.

When Student Should Perform Hand Hygiene:	When Staff Should Perform Hand Hygiene:
<ul style="list-style-type: none"> ▪ When they arrive at school. ▪ Before and after any breaks (e.g., recess, lunch). ▪ Before and after eating and drinking (excluding drinks kept at a student’s desk or locker). ▪ Before and after using an indoor learning space used by multiple classes with shared equipment. ▪ After using the toilet. ▪ After sneezing or coughing into hands. ▪ Whenever hands are visibly dirty. 	<ul style="list-style-type: none"> ▪ When they arrive at school. ▪ Before and after any breaks (e.g. recess, lunch). ▪ Before and after eating and drinking. ▪ Before and after handling food or assisting students with eating. ▪ Before and after giving medication to a student or self. ▪ After using the toilet. ▪ After contact with body fluids (i.e., runny noses, spit, vomit, blood). ▪ After cleaning tasks. ▪ After removing gloves. ▪ After handling garbage. ▪ Whenever hands are visibly dirty.

Respiratory Etiquette

Students and staff should:

- Cough and sneeze into their elbow, sleeve, or a tissue.
- Throw away used tissues and immediately perform hand hygiene.

Personal Protective Equipment (PPE)

Personal protective equipment (including masks) can provide an additional layer of protection. Non-medical masks and face coverings (**hereafter referred to collectively as “masks”**) have a role to play in preventing the spread of COVID-19. They provide some protection to the wearer and to those around them.

In the event a regional or provincial public health recommendation or Order requires stricter non-medical mask use than what is outlined in this document, that recommendation or Order should be followed.

Those wearing masks should still continue to respect others personal space.

Masks should not be used in place of the other safety measures detailed in this document. (refer to the [Hierarchy for Infection Prevention and Exposure Control Measures for Communicable Disease](#) graphic).

K-12 STAFF:

All K-12 staff are required to wear a mask or a face shield (in which case a mask should be worn in addition to the face shield) indoors in schools and on school buses.

Supporting students with complex behaviours, medical complexities or receiving delegated care may require staff providing health services or other health care providers to be in close physical proximity or in physical contact with a medically complex or immune suppressed student.

- People providing these services in schools must wear a mask (medical or non-medical) when providing services and the service cannot be provided from behind a physical barrier. Additional PPE over and above that needed for routine practices and the use of a medical or non-medical mask is not necessary.
- Those providing health services in schools may be receiving different guidance related to PPE from their regulatory college or employer. Health service providers are encouraged to work with their employer to confirm what PPE is recommended for the services they provide in school settings.
- Parents and caregivers of children who are considered at higher risk of severe illness due to COVID-19 are encouraged to consult with **their health care provider to determine their child’s level of risk.**

For information on PPE when working with students where seeing facial expressions and/or lip movement is important, see the [Guidelines for Staff Working with Students with Disabilities/Diverse Abilities where Physical Contact may be Required](#) section.

K-12 STUDENTS:

All students in Grades 4 to 12 are required to wear a mask or a face shield (in which case a non-medical mask should be worn in addition to the face shield) indoors in schools and on school buses.

Students in Grades K to 3 are encouraged to wear a mask indoors in schools and on school buses, but are not required to do so - mask wearing remains a personal or family/caregiver choice for these students, and their choices must be respected.

Staff should utilize positive and inclusive approaches to engage students in the use of masks, and should not employ measures that are punitive or stigmatizing in nature. See the [Supportive School Environments section](#) for more information.

The use of masks should not reduce or replace other more effective infection prevention and exposure control measures in schools, such as:

- ensuring students and staff are aware of their responsibility to perform a daily health check, and to stay home when they are sick or if required to self-isolate;
- daily cleaning and disinfection of frequently touched surfaces; and
- frequent hand hygiene.

These measures provide multiple layers of protection that reduce the risk of transmission.

Schools and school districts will have non-medical masks available for staff and students, including anyone who becomes sick while at school.

VISITORS:

All visitors must wear a non-medical mask when they are inside the school.

EXCEPTIONS FOR STAFF, STUDENTS AND VISITORS:

The guidance outlined above regarding mask requirements does not apply to staff, students and visitors in the following circumstances:

- to a person who cannot tolerate wearing a mask for health or behavioural reasons;
- to a person who is unable to put on or remove a mask without the assistance of another person;
- if the mask is removed temporarily for the purposes of identifying the person wearing it;
- if the mask is removed temporarily to engage in an educational activity that cannot be performed while wearing a mask (e.g. playing a wind instrument, engaging in high-intensity physical activity, etc.);
- if a person is eating or drinking;
- if a person is behind a barrier; or
- while providing a service to a person with a disability or diverse ability (including but not limited to a hearing impairment) where visual cues, facial expressions and/or lip reading/movements is important.

While the mask requirements outlined in this document specifically apply to K-12 schools, public health recommends that staff and visitors at non-school sites (e.g., administrative offices, maintenance facilities, etc.) wear masks in indoor common/shared spaces if they are not fully vaccinated. Staff and visitors at non-school sites must also adhere to any regional or provincial public health recommendations or orders for workplaces requiring increased mask use.

Schools must not require a health-care provider note (i.e. a doctor's note) to confirm if staff, students or visitors cannot wear a mask.

No student should be prevented from attending or fully participating at school if they do not wear a mask. See the [Supportive School Environments section](#) for more information.

Students and staff should be supported to know how to properly put on, wear, take off and store non-medical masks and other face coverings. Related information is available on the [BCCDC website](#) and the [Government of Canada website](#).

Medical-grade masks are not required within school settings for general use.

Face shields are a form of eye protection for the person wearing it. They may not prevent the spread of droplets from the wearer. Face shields should not be worn in place of non-medical masks.

General Ventilation and Air Circulation

At this time, there is no evidence that a **building's ventilation system, in good operating condition**, would contribute to the spread of the virus. Good indoor air ventilation alone cannot protect people from exposure to COVID-19; however, it may reduce risk when used in addition to other preventive measures.

School districts and independent school authorities are required to ensure that heating, ventilation and air conditioning (HVAC) systems are designed, operated, and maintained as per standards and specifications for ongoing comfort for workers ([Part 4 of the OHS Regulation](#)).

School districts and independent school authorities should regularly maintain HVAC systems for proper operation and ensure that:

- schools with recycled/recirculated air systems upgrade their current filters to a minimum MERV 13 filter or higher if possible; and
- schools with fresh air intake systems increase their average air exchanges as detailed on the [ASHRAE website](#) and the [Rocky Point Engineering Ltd website](#).

School district and site-**based safety plans should include provisions for when a school/worksite's ventilation system is temporarily compromised** (e.g. partial power outage, ventilation break down).

In order to enhance school ventilation, schools should consider:

- moving activities outdoors when possible (for example, lunch, classes, physical activity) and consider moving classrooms outside when space and weather permit
- increasing air exchanges by adjusting the HVAC system
- managing air distribution through building automation control systems
- where possible, opening windows if weather permits and HVAC system function will not be negatively impacted

When using air conditioners and fans in ventilated spaces, air should be moved from high places to lower places instead of **blowing air directly from one person's breathing zone to another's**. Avoid horizontal cross breezes.

Use of portable air conditioners and fans in unventilated spaces with doors and windows closed should be avoided, except when necessary during high or excessive heat events. Communicable disease prevention measures need to be balanced against the risk of excessive heat events in warmer months. Schools are encouraged to use BCCDC resources, including on [Heat Event Response Planning](#) and [Wildfire Smoke](#), in planning for excessive heat events.

See the [WorkSafeBC website](#) and [ASHRAE Reopening of Schools and Universities Guidance](#) for more information on ventilation and air exchange.

Emergency and Evacuation Drills

Schools should continue to practice various emergency procedures, including six school fire evacuation drills required annually by [BC Fire Code 2.8.3.2](#), lockdown drills, etc.

- Staff should be notified in advance of emergency/evacuation drills.
- **The BC Fire Code requires schools to conduct “total evacuation fire drills” involving all occupants in the building.** Partial building evacuations involving smaller groups of students would not comply with the fire drill requirements of [BC Fire Code 2.8.3.2](#).
- Schools must continue to review their fire safety plans on a minimum annual basis, as per the BC Fire Code, to **“ensure it takes account of the changes in use and other characteristics of the building”** (such as pandemic-related protocols). Changes to school fire safety plans, including fire drill procedures, should be developed in cooperation with the local fire department.
- Emergency procedures may require modification to adhere to communicable disease plans (e.g. designating additional muster locations to reduce crowding where required, making efforts to minimize involuntary physical contact between participants, etc.). Schools may also need to consult with their local medical health officer for guidance on current public health Orders, which may affect site specific emergency and evacuation procedures.
 - In the event of an actual emergency, procedure modifications may be suspended to ensure for a timely, efficient and safe response.

Communication and Training/Orientation

School districts and schools must clearly and consistently communicate guidance, recommendations and Orders from regional Medical Health Officers and the Provincial Health Officer (PHO), including COVID-19 resources. Ensure communication of communicable disease measures is relayed in multiple formats for ease of understanding (e.g., visual representation, videos using sign language, etc.).

School district and school communications should include evidence-based information, provided by the Provincial Health Officer and BC Centre for Disease Control, to build awareness that the risk of contracting COVID-19 from students is minimal and to help address inaccurate information that might be circulating in the school community.

As well, school districts and schools should consider providing early and ongoing health and safety orientation for staff (including newly hired staff and staff who change worksites), parents/caregivers, students and other

adults in the school (e.g. teacher candidates in practicums, volunteers) to ensure all members of the school community are well informed of their responsibilities and resources available. Examples include online information, distribution of orientation and training materials that are clear, concise and easily understood, interactive sessions with Q&A's, material in multiple languages to meet community needs, etc. See the [Communicable Disease Plan Orientation Checklist](#) for considerations to support school districts and

School districts and independent school authorities should provide COVID-19 safety orientation opportunities for staff prior to students arriving for the first day of school, and in consultation with their local unions and staff health & safety representatives.

independent school authorities in planning their health & safety orientation for staff and students.

As per WorkSafeBC guidance, employers need to involve frontline workers, joint health and safety committees, and supervisors in identifying protocols for their workplace. School districts and independent school authorities should ensure they have active Site Committees and Joint Health and Safety Committees that meet regularly, including prior to any transitions between stages, and are included in school district/school planning efforts.

WorkSafeBC recommends that employers ensure the following:

- Everyone entering the workplace, including workers from other employers, have received information about the workplace's measures, practices, and policies for managing communicable disease.
- All workers understand the measures in place at the workplace.
- Supervisors are knowledgeable about the measures, practices, and policies in place, and incorporate these into supervision practices at the workplace.
- Workers know how to raise health and safety concerns.

Site Committee and Joint Health and Safety Committee meetings should include discussion and review of resources available to staff through their local unions and/or Human Resource departments (e.g. Employee Assistance Program, Counselling Services, [BCTF Health and Wellness Program](#), CUPE Joint Early Intervention Program, etc).

Schools/districts can refer to the [BCCDC website](#), [B.C.'s COVID-19 Safe Schools website](#) and [Queen's Printer COVID-19 Signage Catalogue](#) for signage and posters.

Curriculum, Programs and Activities

All curriculum, programs and activities should operate in alignment with provincial K-12 health and safety guidelines, including school-led activities held off campus⁵ (e.g. sports academies, community-based programs/courses). Schools should continue to implement ongoing communicable disease prevention practices (e.g. cleaning and disinfecting, hand hygiene, respiratory etiquette) specific to the activity.

⁵ Students and staff are also required to follow the safety protocols required by the off-campus facility. Where there is a conflict, the safety protocols required by the off-campus facility should be followed.

Equipment should be cleaned and disinfected as per [Cleaning and Disinfecting guidelines](#) outlined in this document.

- Equipment that touches the mouth (e.g. water bottles, instrument mouth pieces) should not be shared unless cleaned and disinfected in between use.

Hand hygiene should be practiced before and after using [frequently touched pieces of equipment](#) and whenever hands are visibly dirty.

For guidelines specific to visitor access during school hours (e.g. guest speakers), see the [Visitor Access/Community Use section](#) in this document.

For information on mask requirements for K-12 staff, students and visitors, see the [Personal Protective Equipment](#) section.

DUAL CREDIT

Students may earn “dual credit” towards graduation by enrolling in and successfully completing courses at specific post-secondary institutions.

- For students taking dual credit courses taken in secondary schools, the guidelines outlined in this document apply.
- For students taking dual credit courses in post-secondary institutions, schools must ensure students are aware of and adhere to the communicable disease plans set out by post-secondary institutions. Information on COVID-19 measures in post-secondary institutions can be found on the [B.C. Government website](#) and on individual institution websites.

FIELD TRIPS

When planning field trips, staff should follow existing policies and procedures as well as the guidance in this document. Additional measures specific to field trips should be taken, including:

- For transportation, including school bus transportation, public transit and carpooling, see guidance in the [transportation section](#) in this document.
- Schools must ensure that volunteers providing supervision are trained in and strictly adhere to required health and safety guidelines.
- Alignment with relevant local, regional, provincial and federal public health recommendations and Orders, including for international travel.
- Schools should consider guidance provided for overnight camps from [BCCDC](#) and the [BC Camps Association](#) when planning overnight trips that include group accommodation.

FOOD / CULINARY PROGRAMS

Schools can continue to include food preparation as part of learning programs for students. The following guidelines should be applied:

Food Safety

- In the case of food and culinary programs, where food is prepared as part of learning and is consumed by the students who prepared it, the following health and safety measures should apply:

- Continue to follow normal food safety measures and requirements
- Implement the cleaning and disinfecting measures outlined in the [Cleaning and Disinfecting](#) section of this document
- [FOODSAFE](#) Level 1 covers important food safety and worker safety information including foodborne illness, receiving and storing food, preparing food, serving food, and cleaning and sanitizing. It is a helpful resource for those seeking education and training on food safety practices

Hand Hygiene and Cleaning Protocols

- Practice diligent hand hygiene by washing hands with plain soap and water for at least 20 seconds. (Antibacterial soap is not needed for COVID-19.) Students and staff should wash their hands in alignment with normal food safety measures and requirements.
- Refer to the [Cleaning and Disinfecting](#) section for cleaning/disinfecting protocols.
- For laundry, follow the instructions provided in the [Cleaning and Disinfecting](#) section of these guidelines.

FOOD SERVICES

Schools can continue to provide food services, including for sale.

Some schools offer food services that are regulated under the [Food Premises Regulation](#). These are typically cafeterias, though may include some meal programs.

- If food service is provided in schools that is regulated under the Food Premises Regulation, no additional measures beyond those articulated in this document and regular requirements as outlined in the regulation need to be implemented (e.g. a FOODSAFE trained staff member, a food safety plan, etc.).
- [Food Safety Legislation](#) and the [Guidelines for Food and Beverage Sales in B.C. Schools](#) continue to apply as relevant.

For food contact surfaces, schools should ensure any sanitizers or disinfectants used are approved for use in a food service application and are appropriate for use against COVID-19. These may be different than the products noted in this document for general cleaning and disinfection. Additional information is available on the [BCCDC website](#).

Schools can continue to accept food donations to support learning and the delivery of meal programs, breakfast clubs and other food access initiatives.

Schools should continue to emphasize that food and beverages should not be shared.

School meal programs should follow regular operating practices.

FUNDRAISERS

Schools can continue to offer fundraisers that can be implemented in line with the guidelines outlined in this document. If the fundraisers involve the sale of food items, they should also align with the [Guidelines for Food and Beverage Sales in B.C. Schools](#).

KINDERGARTEN PROGRAM AND ENTRY

- Include information about communicable disease prevention measures that will be in place as part of communications to students and their families prior to school start.
- Parents/caregivers must follow guidelines for [visitors](#).
- Provide opportunities for Kindergarten students to learn and practice respecting personal space, recognizing they are unlikely to be able to do this at all times.
- Gently remind students of the expectations throughout the day and encourage students to kindly support one another.
- Frequently-touched items like toys or manipulatives that may not be able to be cleaned often (e.g. fabrics) or at all (e.g. sand, foam, playdough, etc.) can be used, if hand hygiene is practiced before and after use. Carpets and rugs (e.g. for circle time activities) can also be used.

MUSIC PROGRAMS

- K-12 staff and students in Grades 4 to 12 must wear masks when indoors and a barrier is not present. Masks can be temporarily removed while engaging in an educational activity that cannot be performed while wearing a mask (e.g. playing a wind instrument), but must be worn while singing.
- Shared equipment should be cleaned and disinfected as per [Cleaning and Disinfecting guidelines](#) and students should be encouraged to practice proper hand hygiene before and after music equipment use.
 - Equipment that touches the mouth (e.g. instrument mouth pieces) should not be shared unless cleaned and disinfected in between uses.
- **The B.C. Music Educators' Association and the Coalition for Music Education in B.C have also developed [Guidance for Music Classes in BC During COVID-19](#).** In the case of any discrepancy in guidance, schools and school districts are expected to follow the Ministry of Education guidelines outlined in this document.

SHARED OFFICE SPACE FOR STAFF

- The guidelines in this document should be used to determine what measures should be in place within staff-only spaces within a school (e.g. break rooms, school office).
- [WorkSafeBC guidance for workplaces](#) should be used to determine what measures should be in place for non-school spaces operated by a school district or independent school authority (e.g. board/authority offices, maintenance facilities, etc.).
- See the [Personal Protective Equipment](#) section for more information on mask requirements for staff.

PHYSICAL AND HEALTH EDUCATION (PHE)/OUTDOOR PROGRAMS

- Spread out students and staff within available space, and encourage outdoor activities and programs, as much as possible.
- K-12 staff and students in Grades 4 to 12 are required to wear masks during PHE/outdoor program classes when they are indoors and a barrier is not present.

- Students are not required to wear masks during high-intensity physical activities⁶ (e.g. stationary bike, weightlifting, basketball, soccer); mask use during these activities is left to **students' personal choice**. Staff are encouraged to move high-intensity physical activities outdoors whenever possible.
- For low intensity activities (e.g. yoga, walking), students are required to wear masks when they are indoors and a barrier is not present.

Why are masks not required during high intensity physical activity?

During high intensity physical activity, respiration rates are increased (resulting in a wet mask) and the wearer is more likely to touch their face and adjust the mask frequently. These factors lessen the protective value a mask may offer. In addition, a wet mask is more difficult to breathe through; those wearing masks during high intensity activities should change them as soon as they become wet.

- Shared equipment can be used, provided it is cleaned and disinfected as per the guidelines in the [Cleaning and Disinfecting section](#) of this document.
 - Students should be encouraged to practice proper hand hygiene before and after using frequently touched pieces of equipment (e.g. before and after a sports game using a shared ball), as well as proper [respiratory etiquette](#).
 - Equipment that touches the mouth (e.g. water bottles) should not be shared unless cleaned and disinfected in between uses.

PLAYGROUNDS

There is no current evidence of COVID-19 transmission in playground environments. Playgrounds are a safe environment. The following measures should be taken when using playgrounds:

- Ensure appropriate hand hygiene practices before and after outdoor play
- Attempt to minimize unintentional physical contact between students
- Sand and water can be used for play if children wash their hands before and after play. COVID-19 does not survive well on surfaces, other than hard surfaces. There is no evidence showing that the virus survives on sand, in water or on playdough.

⁶ As a general rule, [high intensity physical activities](#) involve sustained heavier breathing and elevated heart rates - most people engaged in these activities cannot say more than a few words without having to catch their breath. In contrast, most people engaged in [low intensity physical activities](#) can carry on a conversation without having to catch their breath.

SCHOOL LIBRARIES / LEARNING COMMONS

At this time, there is no evidence that the COVID-19 virus is transmitted via textbooks, paper or other paper-based products. As such, there is no need to limit the distribution or sharing/return of books or paper-based educational resources to students because of COVID-19.

- Laminated or glossy paper-based products (e.g. books, magazines, worksheets, etc.) and items with plastic covers (e.g. DVDs) are low risk items. Regular book browsing and circulation processes can occur as normal. There is no need to clean, disinfect or quarantine these items for any period of time.
- For information on cleaning, including technological devices, see the guidelines in the [Cleaning and Disinfecting](#) section.
- The BC Teacher Librarians Association has developed [Recommendations for Access to Library Learning Commons Resources to Meet COVID-19 Requirements](#). In the case of any discrepancy in guidance, schools and school districts are expected to follow the Ministry of Education guidelines outlined in this document.

SCHOOL SPORTS

- Intra- and inter-school programs, activities (e.g. intramurals, sports team practices, games), sports academies and events can continue in alignment with the following guidance:
 - Requirements of relevant local, regional and provincial public health recommendations and Orders for community gatherings and events.
 - Masks are worn by K-12 staff, other adults and students in grades 4 to 12 when they are indoors and a barrier is not present.
 - Students are not required to wear masks during high-intensity sport activities⁷ (e.g. stationary bike, weightlifting, basketball, soccer); mask use during these activities is left to **students' personal choice**.⁸ Staff are encouraged to move high-intensity sport activities outdoors whenever possible.
 - For low intensity sport activities (e.g. stretching, golf), students are required to wear masks when they are indoors and a barrier is not present.
 - Use all available space to spread students and staff out as much as possible.
- Shared equipment can be used, provided it is cleaned and disinfected as per the guidelines in the [Cleaning and Disinfecting section](#) of this document.
 - Students should be encouraged to practice proper hand hygiene before and after using frequently touched pieces of equipment (e.g. before and after a sports game using a shared ball), as well as proper [respiratory etiquette](#).

⁷ As a general rule, [high intensity sport activities](#) involve sustained heavier breathing and elevated heart rates - most people engaged in these activities cannot say more than a few words without having to catch their breath. In contrast, most people engaged in [low intensity sport activities](#) can carry on a conversation without having to catch their breath.

⁸ See [Why are masks not required during high intensity physical activity?](#) for more information.

- Equipment that touches the mouth (e.g. water bottles) should not be shared unless cleaned and disinfected in between uses.
- Sport activities should be held outside whenever possible.
- See the [Visitor Access/Community Use section](#) for more information on protocols for spectators.
- See the [Return to School Sports Plan from BC School Sports](#) for additional information. In the case of any discrepancy in guidance, schools and school districts are expected to follow the Ministry of Education guidelines outlined in this document.

TRADES IN TRAINING PROGRAMS

- Ongoing collaboration and communication with post-secondary institutions for Trades in Training or other pre-trades apprenticeship programs is crucial.
 - Ensure that staff and students in the K-12 school and the post-secondary institution are aware of communicable disease prevention measures in place.
 - Diligent student self-assessment of health when transitioning between the secondary school and post-secondary institution.
- Given the unique structure of Trades Training Programs and oversight by the Industry Training Authority (ITA), new information on assessments and programming for these courses is available online.
 - Information for workers is available on the WorkSafeBC [Communicable Disease Prevention](#) webpage, including [COVID-19 and communicable disease information for workers](#).

THEATRE, FILM, AND DANCE PROGRAMS

- Spread out students and staff within available space, and encourage outdoor activities and programs, as much as possible.
- K-12 staff are required to wear masks during these programs when they are indoors, and a barrier is not present.
- Students in Grades 4 to 12 are required to wear masks during these programs when they are indoors and a barrier is not present, except during high-intensity physical activity.⁹
- Shared equipment such as set pieces, props, cameras etc. should be cleaned and disinfected as per [cleaning and disinfecting guidelines](#) in this document and students should be encouraged to practice proper hand hygiene before and after using frequently touched pieces of equipment.
- The Association of BC Drama Educators (ABCDE) is currently developing additional guidelines for teaching drama during COVID-19. Staff should refer to the [ABCDE website](#) for more information. In the case of any discrepancy in guidance, schools and school districts are expected to follow the Ministry of Education guidelines outlined in this document.

⁹ As a general rule, [high intensity physical activities](#) involve sustained heavier breathing and elevated heart rates - most people engaged in these activities cannot say more than a few words without having to catch their breath. In contrast, most people engaged in [low intensity physical activities](#) can carry on a conversation without having to catch their breath. See [Why are masks not required during high intensity physical activity?](#) for more information.

WORK EXPERIENCE

The work environment has changed due to the impacts of COVID-19 and employers will need to follow current guidelines from the [Provincial Health Officer](#) and [WorkSafeBC](#). Students can still engage in work placements in accordance with the following guidance:

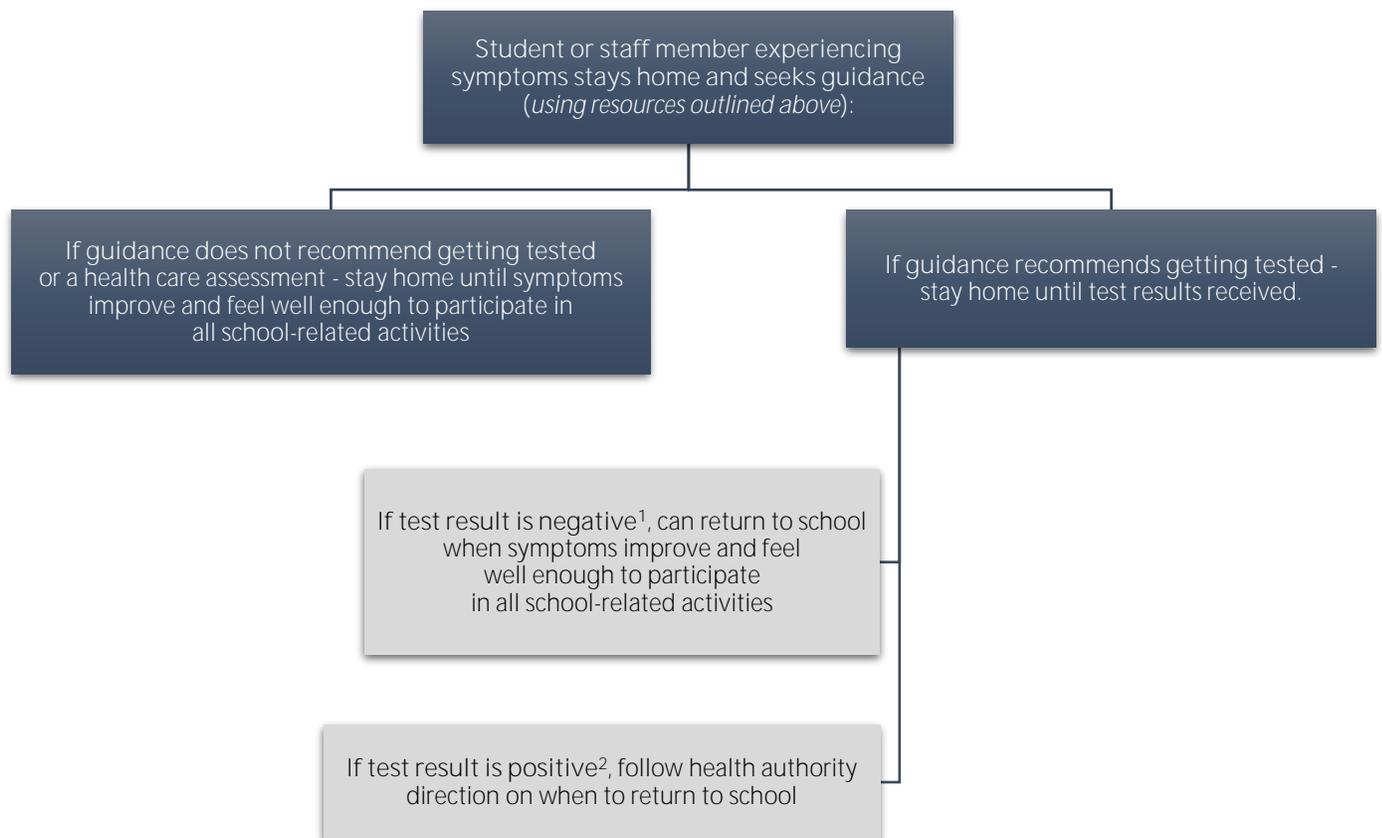
- Schools and school districts must ensure students are covered with the required, valid workplace insurance for placements at standard worksites and follow WorkSafeBC guidelines.
 - Information for workers is available on the WorkSafeBC [Communicable Disease Prevention](#) webpage, including [COVID-19 and communicable disease information for workers](#).
- For current and any new placements, standards in the ministry [Work Experience Program Guide](#) must be followed. (*Note: As part of setup and monitoring, worksite visits can now be conducted virtually if needed.*)
- Schools and school districts will assess and determine if it is safe for their students to continue with existing work placements or to begin new placements, considering [Provincial Health Officer](#) and [WorkSafeBC](#) guidance regarding COVID-19. To ensure awareness and support for placements under these conditions, it is recommended that school districts and schools obtain parent/guardian sign-off for all new and continuing placements during the COVID-19 pandemic.
- Students and support workers who accompany special needs students to work sites, life skills course and locations, etc., will adhere to the communicable disease prevention plan of the workplace including wearing PPE if required.

Extracurricular Activities

Intra- and inter-school extracurricular activities and special interest clubs can occur in alignment with the guidelines in this document and requirements of relevant local, regional and provincial public health recommendations and Orders for community gatherings and events.

Appendix A: COVID-19 Symptoms, Testing & Return to School

When a student, staff or other adult can return to school depends on the type of symptoms they experienced and if a COVID-19 test is recommended. See the [K-12 Health Check app](#) and BCCDC "[When to get tested for COVID-19](#)" resource for specific guidance. Staff, students and parents/caregivers can also use the BCCDC online [Self-Assessment Tool](#), or call 8-1-1 or their health care provider.



1. Symptoms of common respiratory illnesses can persist for a week or more. Re-testing is not needed unless the person develops a new illness. [BCCDC](#) has information on receiving negative test results.
2. Public health will contact everyone with a positive test. Visit the BCCDC website for more information on [positive test results](#).

Appendix B: Communicable Disease Plan Orientation Checklist

This checklist is intended to support school districts and independent school authorities in planning ongoing communicable disease orientation for staff (including newly hired staff and staff who changed worksites), other adults (including volunteers and teacher candidates in practicums) and students. Orientation sessions should provide a comprehensive overview of the key principles and guidelines outlined in the resources listed below, as well as information on how these principles and guidelines will be implemented at the school level:

- [Provincial COVID-19 Communicable Disease Guidelines for K-12 Settings](#)
- [Public Health Communicable Disease Guidance for K-12 Schools](#)
- [WorkSafeBC Communicable Disease Prevention: A Guide for Employers](#)
- School/district communicable disease plan

Schools and school districts should ensure their Joint Health and Safety Committee is established prior to the orientation session. At the beginning of the school year, schools/school districts are encouraged to hold Joint Health and Safety Committee meetings more frequently to help identify and address any safety concerns in a timely manner.

CONSIDERATIONS FOR STAFF AND STUDENTS

Adopt a trauma-informed approach:

- where possible, have an employee trained in trauma-informed practice deliver some of the orientation
- conduct needs-based assessments and regular 'check-ins' after the orientation session, and provide contact information to students/staff for requesting additional supports
- provide information on how to access counselling services during school start up
- for staff: consider sharing the [Building Compassionate Communities in a New Normal](#) webinar link. This free webinar developed by the Ministry of Education is intended to provide teachers, education assistants, and administrators with information, ideas and strategies that they can use to create compassionate spaces for students.

Highlight the process used to develop the school/district plan (e.g., alignment with provincial direction, engagement at the local level) and the provincial guidelines:

- Based on the current epidemiology of COVID-19 in B.C., the latest research, guidance from the Provincial Health Officer, and evidence that children are at a lower risk of developing and transmitting COVID-19, K-12 students can safely participate in full-time, in-class instruction in accordance with current public health guidelines for schools.
- The Provincial COVID-19 Communicable Disease Guidelines for K-12 Settings have been developed by the Ministry of Education in collaboration with the BC Centre for Disease Control, Indigenous rightsholders and education partners, including district/school leaders, teachers, support staff, and parents.
- These guidelines are based on the public health guidance developed by the Office of the Provincial Health Officer and the BC Centre for Disease Control.

- Discuss the importance of implementing communicable disease prevention measures that promote equity and inclusion, and outline how these principles are reflected in the school/district plan
- Review the provincial K-12 guidelines and school/district plan, and describe what a school day will look like with the new guidelines (e.g. interactions between peers and staff, traffic flow throughout the school, transition time, recess/lunch, etc.)
- Outline how prevention and exposure control measures are being implemented in schools to ensure student and staff safety (see the [Infection Prevention and Exposure Control Measures](#) section for more information)
- Discuss measures for gatherings and events; provide opportunities for staff and students to put forward alternatives to continue to support events in a different format if needed (e.g., virtual events)
- Discuss preparation for potential transitions (e.g. regional public health order)
- Review school emergency and evacuation procedures (e.g., fire drill) considering relevant guidelines (see the [Emergency and Evacuation Drills](#) section for more information)
- Outline individual responsibilities (e.g., daily health check, stay home if sick, etc.) and remind everyone to do their part (e.g., practice diligent hand hygiene on a regular basis)
- Outline measures in place to support students and staff who are immune compromised
- Implement strategies to ensure staff and students who cannot attend orientation are made aware of communicable disease protocols (e.g., provide a booklet/a video on communicable disease plans)
- Provide enough time and space for staff, students and families to review the school/district communicable disease plan, ask questions, and provide input; provide contact information for any future questions that may arise
- Describe the process to address concerns and suggestions regarding the communicable disease plan (e.g., suggestions to support continuous improvement)
- Outline the process in place to assess and revise the school/district safety plan on an ongoing basis as well as how staff, students and families will be made aware of any changes in the plan
- Communicate proactively and on an ongoing basis about the changes made to policies, practices, and procedures to ensure staff, students and families are informed in a timely manner
- Provide a list of resources and links for more information (e.g., [BCCDC resources](#), [resources from the Government of Canada](#), guidelines developed by provincial associations, [Ministry-developed trauma-informed practice resources](#) or other resources such as [videos from the BC Health Emergency Services](#))

CONSIDERATIONS SPECIFIC TO STAFF

- Walk staff (administrators, teachers, teachers teaching on call, support staff, itinerant staff, etc.) through what the first days of school will look like to welcome students back
 - If appropriate, consider involving school staff representatives in the delivery of information pertaining to specific area of expertise
- Ensure orientation includes specific communicable disease protocols for itinerant staff and specialists (e.g., teachers teaching on call, counsellors, education assistants, teacher candidates)
- Include itinerant staff as well as on call and auxiliary staff in orientation sessions

- Implement strategies to ensure staff who work at multiple sites are made aware of communicable disease protocols in each of the sites (e.g., provide a booklet/a video on communicable disease plans for different schools)
- Share procedures and contact information in case of emergencies
- Introduce members of the Joint Health and Safety Committee or any other safety representative (along with their contact **information**) **and outline the committee/representative's role in helping maintain a healthy and safe workplace**
- Outline existing processes to address requests, concerns or accommodations related to communicable disease prevention measures.

SCHOOL DISTRICT NO. 06

Communicable Disease Prevention

Purpose

SD6 is committed to providing a safe and healthy workplace for all staff and students. A combination of measures will be used to minimize exposure to communicable diseases. Procedures will protect staff and students within the district. It is important that all staff follow the procedures outlined to reduce exposure to communicable diseases.

What type of prevention and continuity planning is SD6 doing?

There may be large numbers of students and staff absent due to illness during a communicable disease. The school district is working on the following plan emphasizing its most important element - prevention. The plan includes:

- Educating staff and students in hand washing frequency and technique and cough/sneeze etiquette
- Ensuring adequate soap in dispensers in classrooms that have a sink, and all washrooms
- Conducting routine cleaning of schools and district sites
- Reminding staff of the 10% over what is typical illness reporting protocol and monitoring absence rates as they approach that rate.
- Advising staff and students who are ill, particularly if they have any communicable disease symptoms to stay home until they are able to fully participate as they usually would in work/school activities.
- Regular maintenance of HVAC systems

Additional Measures

- During periods of elevated risk, Interior Health, Provincial Health authority and the Ministry of Education will provide guidance about the risk and how it can be reduced. In order to minimize the impact of such events. As a school district we must:
- Follow the direction by the afore mentioned Medical Health Authorities and the Ministry of Education.

Plan Overview

Organization and Structure of the Plan

The main body of this plan is organized in three sections, which outline the key roles and responsibilities of personnel in SD6 in each of the three planning phases.

Roles and Responsibilities

Superintendent of Schools

1. District Team lead.
2. Maintain and distribute electronic communication.
3. Direct school closures as required.

Principals and Supervisors

1. Educate all staff and students about proper hand washing practices.
2. Educate all staff and students about cough/sneeze etiquette.
3. Advise staff and students not attend work or school when exhibiting flulike symptoms (fever, cough, difficulty breathing).
4. Discuss communicable disease at safety committee meeting.
5. If greater than 10% over what is typical of the school population is absent due to illness, or if more than 10% over what is typical of students in a classroom are reporting ill with similar symptoms, report to the Superintendent.
6. Monitor routine cleaning and infection control practices are happening in the schools and district sites. If concerns arise, contact the Operations Supervisor.
7. Ensure that parents/guardians have provided up to date emergency contact information to the school.

Director of Operations

1. Continuation of core building functions.
2. Transportation plan for rural students and students with special needs.

District Health & Safety Officer

1. Provide districtwide support, advice and expertise to schools and district sites on communicable disease initiatives and events.
2. Maintain liaisons with other school districts, Health Authorities, Ministry and City officials.
3. Advise and report to the District Joint Health and Safety committee on plans and preparedness.

Operations Supervisor

1. Ensure custodial staff are trained in the use of cleaning chemicals provided any special contact disinfection techniques for communicable diseases.
2. Ensure custodial staff has appropriate personal protective equipment, training on use and care of equipment and cleaning supplies during all three phases of the plan.
3. Ensure adequate supply of soap and paper towels for increased hand washing vigilance during all three pandemic/epidemic phases.
4. Monitor infection control program in conjunction with the District Health & Safety Officer.

Staff

Staff will need to follow communicable disease reduction strategies including staying home if they are not well enough to fully participate in regular school activities due to illness, practice good hand hygiene by washing their hands with soap and water regularly and coughing or sneezing into their elbow or a tissue.

School staff must report classroom illnesses in excess of 10% over what is typical to their Principal who must report that to the Superintendent.

School Closure Decision Making Process

1. The Provincial Health Officer will direct the province when it is time to take additional measures. The Medical Health Officer for Interior Health Authority will direct the District if closure of specific district site(s) is/are required. If, to minimize the spread of infection, activation of these plans is to include school closures, the Medical Health Officer will advise the Superintendent of Schools.

Or

2. The Ministry of Education can direct that school closures occur to reduce the spread of infection in the school population or for other public health reasons.

EXAMPLE: Communicable disease outbreak

1. BCCDC informs: → Provincial Health Officer and Medical Health Officer (MHO)
2. MHO Informs: → Superintendent of Schools
3. Superintendent of Schools informs: → Ministry of Education
4. The Superintendent of Schools, in consultation with the Medical Health Officer, the Ministry of Education and the school principal, will direct school closure as necessary, based on criteria established by the Ministry of Education.

Education and Training

If advised by Public Health, the Superintendent through the Principal will inform Site Based Staff. Staff will receive information about:

- the risk of the communicable disease in schools and the community,
- the procedures to be followed to minimize risk of contracting the specific communicable disease,
- how to report illness rates in excess of 10% over what is typical in either a classroom at the elementary level or as a whole school for all district sites
- how to find more information from public health on the pathogen in the community.

Hand Washing Education

Washing hands with soap and water is always preferred to any other method of hand sanitization. Washing your hands properly consists of the following steps;

1. Remove jewelry and watches from fingers and wrists.
2. Wet hands under running water.
3. Apply soap and vigorously rub hands together for 10 seconds to produce lather.
4. Wash all surfaces thoroughly, including wrists, palms, backs of hands, between fingers and thumbs, and under finger nails, for 20-30 seconds.
5. Rinse hands one at a time with fingers pointing downward.
6. Dry hands with a disposable towel.
7. Turn off the water with the same towel used to dry your hands. Do not turn off taps with solely your hands as this will only re-contaminate them.
8. Dispose of the towel in the nearest waste basket.

In the event that no running water and soap are available, and hands are not contaminated with visible dirt, hands may be sanitized with an alcohol based sanitizer (≥60% ethanol). Sanitizing your hands with waterless hand sanitizer consists of the following steps:

1. Remove jewelry and watches from your fingers and wrists.
2. Apply an alcohol-based hand sanitizer to your hands.
3. Rub all surfaces thoroughly, including wrists, palms, backs of hands, between fingers.
4. Do not touch eyes, nose or mouth until after product has evaporated.

A poster illustrating demonstration of proper hand washing is available in the schools throughout the district.

Health Monitoring

Schools and district sites must report illness rates of 10% over what is typical and include symptoms when known to the Superintendent. The information will be passed on to the Interior Health Authority if warranted.

In an effort to minimize spread of infection, elementary classrooms with absences in excess of 10% over what is typical due to similar symptoms should report the class to the Superintendent. The custodial manager will coordinate targeted cleaning of affected rooms.

Record Keeping

The Superintendent will maintain records with information received from all district sites regarding rates of illness at schools during communicable disease outbreak.

In addition, first aid records will be maintained.

Annual Review

The communicable disease prevention plan will be reviewed annually and updated as required or as new information becomes available.



Covid-19 Communicable Disease Guidelines

2021-2022 school year- Recovery Phase



What we know....

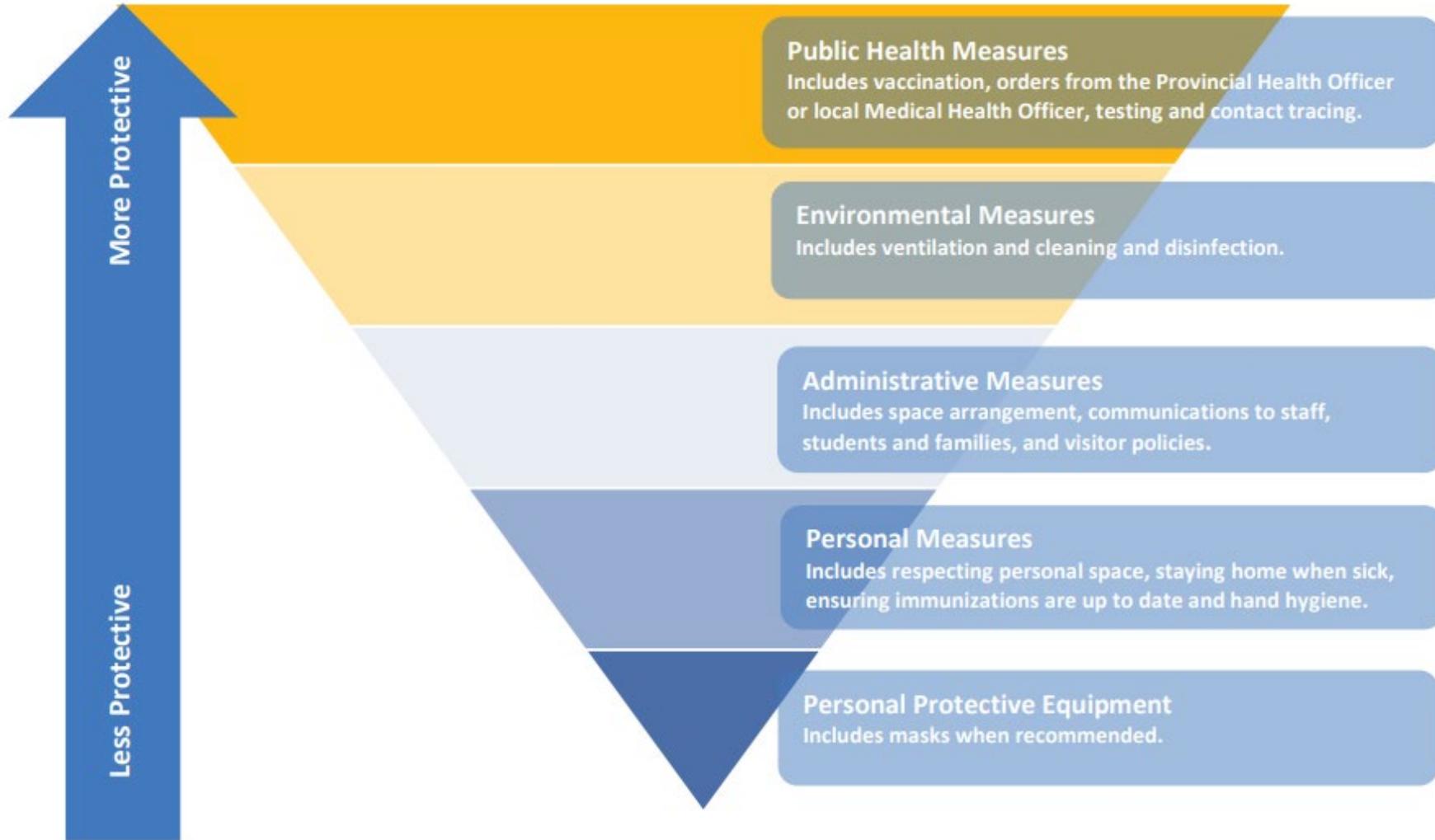
- Schools remain a safe space for students and staff
- Surveys have shown that school-aged children have been negatively impacted by the pandemic and returning to a near-normal school year is an important action to support the well-being of students (Summary Report of surveys can be found at BCCDC-Public Health Communicable Disease Guidance for k-12 Schools)
- BC Children's Hospital completed a with school staff shows a 2.5% infection rate which is no greater than the general population. ([Microsoft PowerPoint - Newsletter Draft v8 - Final \(bcchr.ca\)](#))
- Another study showed for Vancouver Coastal, 92% of school-associated cases were acquired from outside the school environment : 87% in Fraser Health ([Recovery Plan investment supports safe K-12 return | BC Gov News](#))



What is staying....

- Daily Health Check for staff and students
- Do not come to school or work if you are feeling unwell or required to self isolate
- Good hand hygiene practices (same as last year)
- Wearing a mask in schools and on buses. All SD6 staff and 4-12 students
- Respiratory etiquette
- Spreading out...avoid crowding

The Hierarchy for Infection Prevention and Exposure Control Measures for Communicable Disease





Public Health Measures

- Vaccinations
- Local, Regional and Provincial Medical Health Orders
 - Currently Interior health has a “ Gatherings and Events” Order in place
- School will need to follow all local, regional, provincial and federal orders for non-educational activities for students.

Current regional and PHO Events and Gatherings restrictions do not apply to educational and workplace activities. They do apply for social and non-educational activities (i.e. parents night, dances, performances etc.) Contact DHSO for more information



Interior Health- Gathering and Events Orders

***Do not apply to educational and workplace activities

- Masks are mandatory in all indoor public spaces for people 12 years and older.
- Low-intensity indoor group exercise is permitted to a maximum 10 people per class. High intensity indoor group exercise is not permitted.
- Outdoor group exercise is permitted up to 50 people per class.
- Gatherings in vacation rentals are limited to five guests or one additional household.
- Indoor personal gatherings are limited to five guests or one other household.
- Outdoor personal gatherings (e.g. birthday parties, backyard BBQs, block parties) are limited to no more than 50 people.
- Organized indoor gatherings (e.g. weddings, funerals, seated events) are limited to 50 people, and outdoor gatherings are limited to 100 people, both requiring a COVID-19 safety plan.



Interior Health –School Specific Guidelines (Sept 1, 2021) **Applies to all school settings**

- Assemblies will be limited to 2 classes, or 50 people at one time in school – (whichever is greater)
- Visitor access should be only to support students such as teacher candidates, meal programs, immunizers etc..
- Extra Curricular activities can have up to 50 spectators indoor and up to 100 spectators outdoors. Schools will need to decide how to manage this restriction.

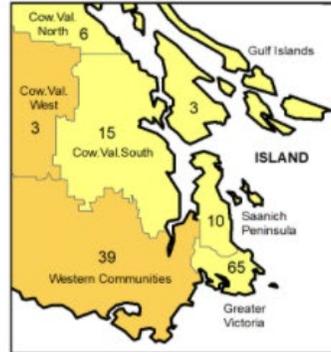


Vaccinations

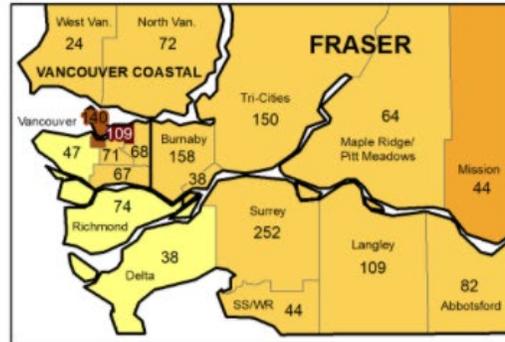
- Vaccinations are NOT required to attend school or work
- Are considered the most effective way to reduce the risk of Covid-19 in schools. (BCCDC- Aug 24, 2021)
 - Vaccinated people have milder symptoms and less likely to spread Covid-19 than unvaccinated people. (BCCDC- Aug 24, 2021)

**Epi-Week 33 Cases
August 15 to 21, 2021**

South Vancouver Island Inset



Greater Vancouver Inset



Additional cases with missing address information:
17 - Interior Health
15 - Vancouver Coastal Health
3 - Island Health
5 - Northern Health

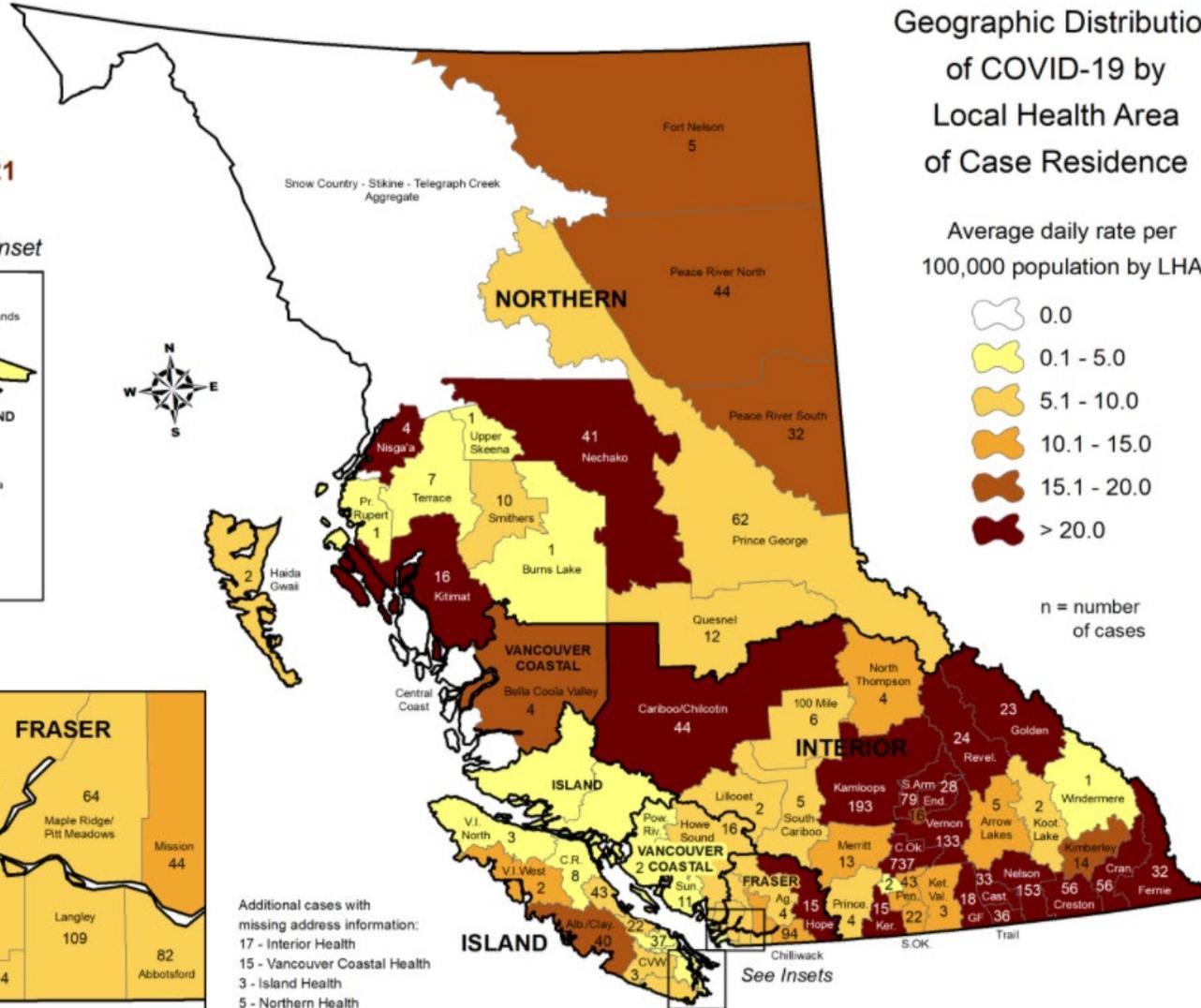


**Geographic Distribution
of COVID-19 by
Local Health Area
of Case Residence**

Average daily rate per
100,000 population by LHA

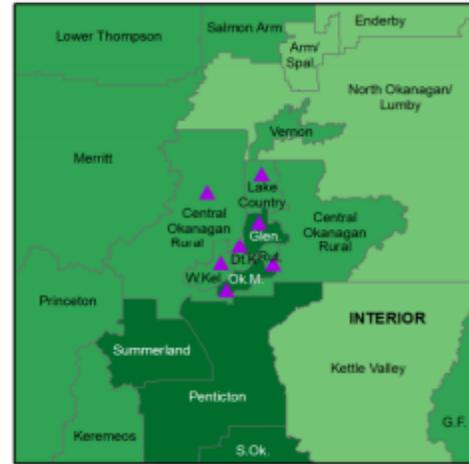


n = number
of cases

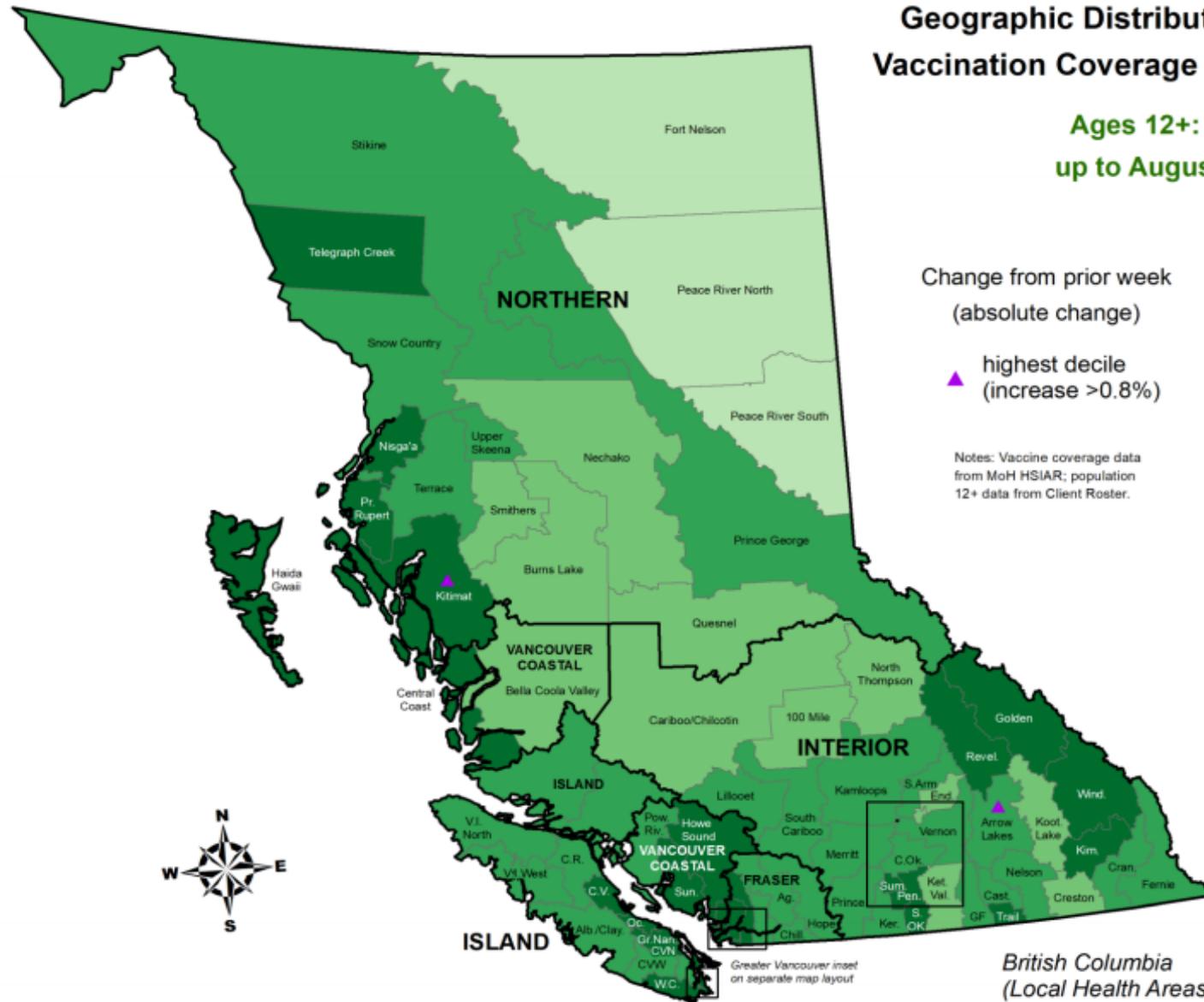


Notes: Cases are mapped by location of residence; cases with unknown residence and from out of province are not mapped. Data source: Public Health Reporting Data Warehouse (PHRDW) integrated COVID dataset; we operate in a live database environment and case information from the health authorities are updated as it becomes available. How to interpret the maps: The map illustrates the geographic distribution of reported cases for the most recent epidemiological week (from Sunday to Saturday). Local Health Areas (LHA) with higher rates are illustrated in darker colour shading. The number of reported cases appears in each LHA. Note that the number of cases in the LHA may not represent the location of exposure (e.g. people who acquired disease while traveling or working elsewhere), and that not all COVID-19 infected individuals are tested and reported; the virus may be circulating undetected in the community, including in areas where no cases have been identified by public health. Map created August 25, 2021 by BCCDC for public release.

Okanagan Inset
(Community Health Service Areas)



Greater Victoria Inset
(Community Health Service Areas)



Geographic Distribution of COVID-19 Vaccination Coverage by LHA and CHSA

Ages 12+: 1st Dose up to August 16, 2021

Change from prior week (absolute change)

▲ highest decile (increase >0.8%)

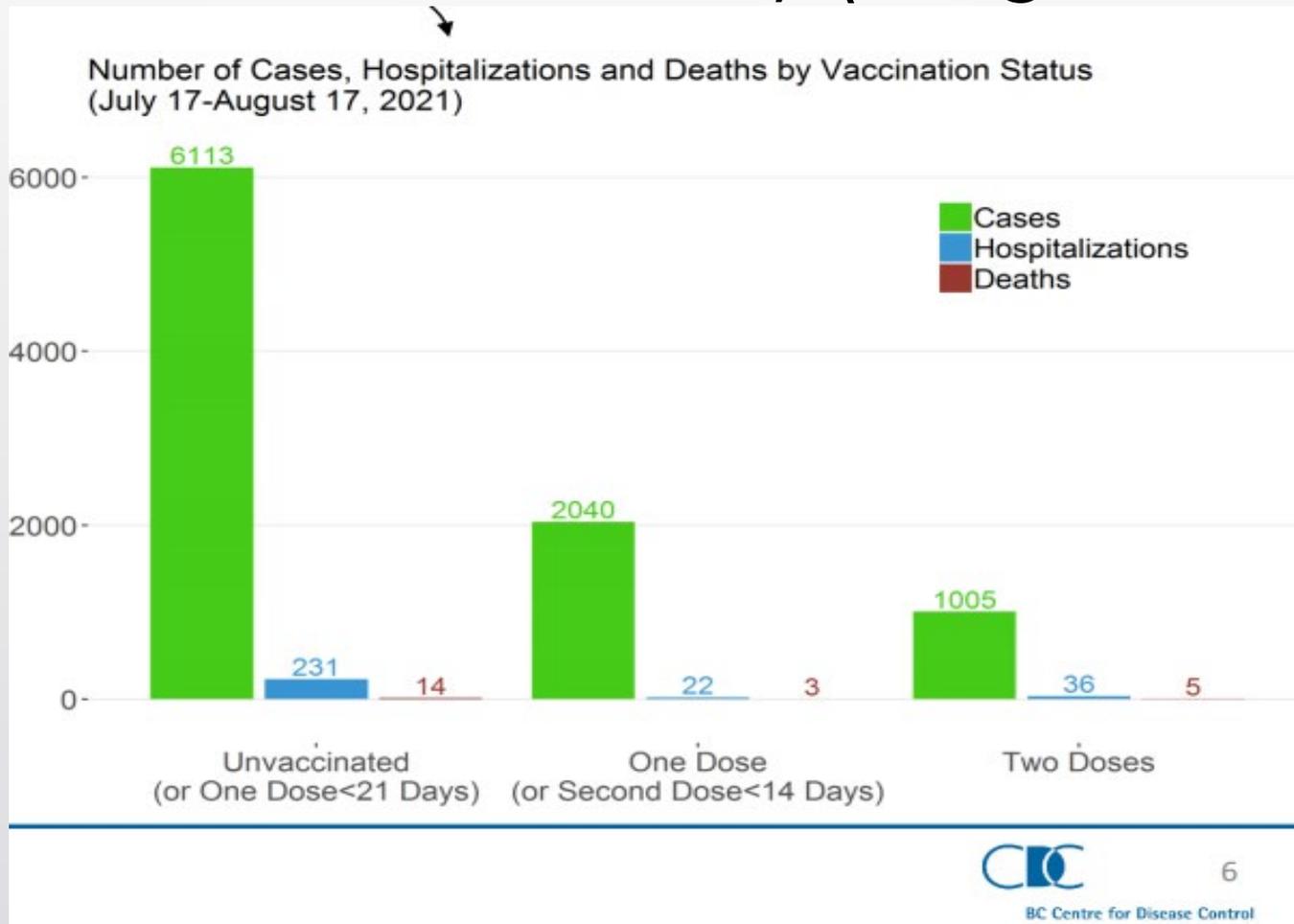
Notes: Vaccine coverage data from MoH HSIAR; population 12+ data from Client Roster.

Vaccination coverage rate (%) of persons 12+

- ≤ 50 %
- 51 - 60 %
- 61 - 70 %
- 71 - 80 %
- > 80 %

British Columbia
(Local Health Areas)

BCCDC Data Summary (Aug 17, 2021)





Physical Distance and Space Arrangements

- No Cohorts or 2M distance requirement.
- Use the space available and spread out as much as possible.
- Implement strategies to prevent crowding.
- Take students outside more.
- Manage the flow of people in common areas.



Staff only spaces in schools

- Prevent crowding in rooms. Max 50 people in an indoor space.
- Respect occupancy limits -do not use reduces occupancy limits that were required last year.
- Space out.
- Non-school offices (Board, zone, operations) must follow WSBC guidance for office spaces.

Staff only social gatherings (on or off school property) must follow all local, regional, provincial and federal public health recommendations



School Gatherings and Event

- Educational and workplace activities can occur as normal.
- Able to have assemblies and gatherings in schools for educational activities.
**** **Current IH guidelines-MAX 50 people for indoor spaces or two classes, 100 for outdoor spaces**
- If public is invited (plays, Christmas concerts etc.) Stage 3 requirements and all other restrictions apply
- Respect students and staff comfort levels.
- Use the space, spread out. Avoid over-crowding.
- **School gatherings and events that are not considered educational or workplace activities (including inter-school events) must follow all local, regional, provincial and federal public health recommendations**



Cleaning and Disinfecting

- Schools will be cleaned and disinfected 1X/day. (done in after school hours)
- Operations will continue the same practice as last year for cleaning and disinfecting.
- If there is an item that is hard to clean (i.e. sand, playdough, cloth) perform hand hygiene before and after use.

The recommended cleaning and disinfecting frequency for K-12 schools and other community settings was determined by infection prevention and control experts at the BC Ministry of Health, BCCDC, and PHA



Visitors, Community Use and staff use of facilities

- Visitors, for the purpose of supporting educational activities only, are welcome in the schools.
- All visitors, casual staff and people not normally in the school will need to use the QR sign. (regular staff to that facility will not need to sign-in)
 - Visitors must be informed and follow of the SD6 Communicable Disease Guidelines
- At this time, we are suspending both Community Use and Use of District Facilities and Equipment by Staff policies. (Same as last year)
 - This will be reviewed in late fall



Use of Non-Medical Mask

- All grades 4-12, visitors and all SD6 staff are required to wear mask at all times and in all spaces when indoors or on a bus. This includes at your desk or work areas.
- Medical proof is not required for people are not able to tolerate wearing a mask.
- Offices spaces (board, zone and operations) follow the WSBC guidance for workspaces.



EXCEPTIONS FOR STAFF, STUDENTS AND VISITORS

- to a person who cannot tolerate wearing a mask for health or behavioural reasons;
- to a person who is unable to put on or remove a mask without the assistance of another person;
 - if the mask is removed temporarily for the purposes of identifying the person wearing it;
 - if the mask is removed temporarily to engage in an educational activity that cannot be performed while wearing a mask (e.g. playing a wind instrument, engaging in high-intensity physical activity, etc.);
- if a person is eating or drinking;
- if a person is behind a barrier; or
- while providing a service to a person with a disability or diverse ability (including but not limited to a hearing impairment) where visual cues, facial expressions and/or lip reading/movements is important. (contact District Learning Services for more support)



Ventilation and Air Circulation

- SD6 will continue to maintain all ventilation systems to ensure they remain in good working condition. Including timely replacement of filters that meet or exceed the manufactures recommendation.
- SD6 will continue to draw a higher percentage of outside air in through the ventilation system. This will diluted the indoor air with outside fresh air.
- Do not bring in additional fans, air filtration units or heaters. Contact Operations Supervisor for more information.
- Staff can open windows and doors-where able and weather permitting.
- We encourage going outside.



Student Transportation

- Buses will be cleaned and disinfected 1x/day.
- Bus drivers, staff and students should wash/sanitize hands before entering the bus.
- 4-12, volunteers and all staff will need to wear a mask. Drivers when people are loading/unloading but NOT when driving.
- Parents/caregiver and staff will need to do a Daily Health Check. If unwell, stay home.
- Spread passengers out on the bus. No seating assignment required. However, operations may continue this practice for other reasons.
- **Staff transporting students will be assessed on a case-by-case situation.** Talk to your PVP.



Curriculum, Programs and Activities

- All on and off campus programs and activities should align with the K-12 H&S guidelines.
- *****All staff and students must follow the safety protocols required by the off-campus facility.**



Field trips

- Walking and bus field trips can be planned for outdoor venues. No indoor field trips permitted. Will be reviewed by Senior Leadership Team mid-fall.
- Volunteers are welcomed to join but must be trained in and strictly adhere to required H&S guidelines.
- Trips including over night camps or group accommodation must align with the BCCCD and BC Camps Association

Field trips must follow all local, regional, provincial and federal public health recommendations. Including International travel.



Food/Music/PHE & Outdoor

- Can provide food services, including sales - follow normal practices.
- Music programs- singing must wear a mask, can remove for activities that cannot perform with a mask
 - Refer to the BC Music Educator's Association document
- PHE/Outdoor Education:
 - Spread students out in space available
 - Wear a mask for low intensity sports, not required for high intensity
 - Shared equipment must be cleaned 1Xday. Practice good hand hygiene
 - Can use lockers
 - Outdoors for high intensity sport is encouraged
- Play grounds....no spacing required. Wash hands before and after use.



School Sports and Extra Activities (including interest clubs)

- Max 50 people or two classes for indoor gatherings
- Follow PHE guidelines.
- Spread out using space available.
- Good hand hygiene.
- Equipment must be cleaned 1Xday.
- Sport activity should be held outside whenever possible.
- See Return to School Plan from BC School Sports. (if a discrepancy schools must follow the MoE H&S guidelines)
- **School sports and extra activities must follow all local, regional, provincial and federal public health recommendations. Including International travel**



When can a staff or student return to school or work after illness?

- Stay home if sick and use:
 - Use the K-12 Health Check app (students) or
 - Refer to BCCCD's "When to get tested for Covid-19" or
 - The BCCDC Self-Assessment Tool
- If testing is recommended, stay home until test results are received
 - If positive, follow the health authority's direction on when to return to school or work.
 - If negative, stay home until symptoms improve and you feel well enough to participate in all school and work activities.
- If no test recommended, , stay home until symptoms improve and you feel well enough to participate in all school and work activities.
- No medical note required.



Compensation for leave from work: Covid-19

- If you are sick and/or asked to self-isolate, time away from work will come from your paid sick leave in accordance with your collective agreement.
- Paid sick time will be used until depleted and then the employee will be moved to unpaid time.
- CUPE members- may use Compulsory Quarantine (as per collective agreement-Article 10.1.10) Must be directed by a Medical Officer. (IH Public Health) Will not apply for quarantining from international travel.
- If you feel you contracted Covid-19 from work staff are able to submit a claim to WSBC.



Student becomes sick at school....

- Isolation rooms not require.
- Will ne a space to place a sick student, until a parent arrives, that is at least 2m away from others. Provide a mask, if they do not have one, unless there is a risk the student may vomiting.
- Schools must provide supervision for younger children. Provide a mask and face shield for staff. Practice good hand hygiene.
- The area the sick person touched multiply times (desk, bathroom stall etc.) will need to be disinfected. Use Vital Ox spray or fogger Complete cleaning of a room is not required



Emergency Evacuation Drills

- BC Fire Code requires schools to conduct total evacuation drills; Partial drills or smaller groups of students would not comply with the BC fire code: 2.8.3.2.
- Emergency procedures may require modification to adhere to communicable disease plans (e.g. designating additional muster locations to reduce crowding where required, making efforts to minimize involuntary physical contact between participants, etc.)

In the event of an actual emergency, procedure modifications may be suspended to ensure for a timely, efficient and safe response.



PVP responsibilities

- Please review this information with all staff and reminding everyone where they can find additional information (District Webpage) Keep an attendance record.
- Remind staff to report all hazards to the principal.
- H&SC and staff must review this information and be able to offer feedback. This process must be completed by Sept 30, 2021
- PVP need to communicate with parents about the safety measures. No site-specific plans are required.



Communicable Disease Plan Updates/Review

- The Communicable Disease plan will be made available on the SD6 website along with the following links:
- [Interior health Order](#)
- [BCCDC Communicable Disease Guidance for K-12](#)
- [BC Education-Training K-12 Safe Schools](#)
- [Provincial Covid19 Communicable disease Guidelines for K-12 Schools](#)
- [k-12 Health Check App](#)
- [When to get tested for Covid 19](#)



Questions?



DATE: September 14, 2021

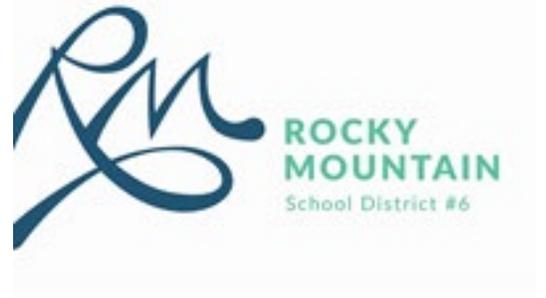
TO: Board of Trustees

FROM: Karen Shipka, Superintendent of Schools

SUBJECT: COVID 19 Immunization Clinics in Schools

ORIGINATOR: Karen Shipka, Superintendent of Schools

REFERENCE: Interior Health



ISSUE

That the Board of Education receive an update on COVID 19 Vaccination Clinics in SD6 school beginning in September as information.

BACKGROUND

On September 3, 2021, Interior Health (IH), in partnership with the Ministry of Education (MOE) announced that they would be hosting COVID 19 Immunization Clinics in BC Schools (Attachment 1).

CURRENT SITUATION

On September 9, 2021, schools received and distributed a letter (Attachment 2) from IH that indicated the dates and times the clinics will be held. The intent of the clinics is to provide community members and students age 12 and up with easy access to vaccine. This is not a mass immunization clinic and students will in no way be forced to receive vaccine.

FINANCIAL IMPLICATIONS

none

CONCLUSION

IH is working with school directly to ensure that clinics can run with minimal disruption to the school operations.



For Immediate Release | September 3, 2021

Interior Health hosts school-based COVID-19 vaccine clinics

IH WIDE – Interior Health, in partnership with School Districts throughout the Interior, is providing at-school COVID-19 immunization clinics for returning students, staff, and teachers.

“Keeping schools open and safe is vital for the social and emotional well-being of students,” said Jennifer Whiteside, Education Minister. “We must all come together to keep students and school staff safe and the best way to do that is to get vaccinated. If you have yet to get your first or second dose of the vaccine, your time is now.”

All age-eligible students, teachers and staff can walk-up, register and receive their first or second dose of the COVID-19 vaccine. People are eligible for their second dose 28 days after receiving their first dose. These clinics will occur throughout September as students get back to school.

Schools will promote their clinics locally and Interior Health will regularly update the immunization clinic page as new clinics are confirmed: <https://news.interiorhealth.ca/news/covid-19-immunization-clinics/>

Ongoing immunization clinics

People can also get their first or second dose of a COVID-19 vaccine by dropping in to an immunization clinic or making an appointment.

To make an appointment, register online by visiting the provincial website at www.getvaccinated.gov.bc.ca/, call 1-833-838-2323, or visit a Service BC office listed [here](#), and then book an appointment.

For a list of all Interior Health COVID-19 immunization clinics and other resources visit: <https://news.interiorhealth.ca/news/covid-19-immunization-clinics/>

-30-

PUBLIC SERVICE ANNOUNCEMENT



Dear Parents/Guardians:

Interior Health is working closely with *[Insert school district/school name]* to ensure the safety and health of students and staff. We are working to ensure measures are in place to support a safe return to class this fall, including access to COVID-19 vaccine for eligible students 12 years and older, teachers, and staff.

A COVID-19 vaccine clinic is scheduled for ***[Insert dates and times]*** at ***[Insert school name]***

Clinics are open to eligible students, staff and school community family members for first or second vaccine doses. Please remember to bring BC Care Cards to the clinic.

Additional COVID-19 vaccine clinics at ***[Insert school name]*** and throughout the community are regularly updated here: <https://news.interiorhealth.ca/news/covid-19-immunization-clinics/>

Mature Minor Consent:

Interior Health recommends that parents/guardians should make every effort to discuss vaccination with their families and to involve their children as much as possible in immunization decisions.

A helpful link to help with those conversations is located here:

<https://www.healthlinkbc.ca/healthlinkbc-files/covid-19-vaccines>

As you may know, students 12 years and older can provide “mature minor consent” to Interior Health by demonstrating they understand the benefits of, and possible reactions to, the vaccine, and the risk of not getting immunized.

To learn more about mature minor consent visit: <http://www.bccdc.ca/health-professionals/clinical-resources/informed-consent-for-immunization>

As a parent/guardian, you’re welcome to accompany your child at the time of vaccination.

About the COVID-19 Vaccines:

Getting vaccinated is the best way to protect yourself, your family, and your community from the virus that causes COVID-19. The Health Canada authorized COVID-19 vaccines are safe and highly effective at preventing severe illness, hospitalization, and death.

For the strongest protection against COVID-19, you need to be fully vaccinated. The Pfizer and Moderna vaccines require two doses, and a person is considered fully vaccinated seven days after getting the second dose.

We recognize and acknowledge that we are collectively gathered on the traditional, ancestral, and unceded territories of the seven Interior Region First Nations, where we live, learn, collaborate, and work together. This region is also home to 15 Chartered Métis Communities. It is with humility that we continue to strengthen our relationships with First Nation, Métis, and Inuit peoples across the Interior.

DATE: September 14, 2021
TO: Board of Trustees
FROM: Karen Shipka, Superintendent of Schools
SUBJECT: Budget Utilization Summary – June 30, 2021
ORIGINATOR: Alan Rice, Secretary Treasurer
REFERENCE: Budget Utilization Summary – June 30, 2021



ISSUE

That the Board of Education receive a monthly 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 variance analysis for operating expenditures on a monthly basis.

CURRENT SITUATION

Instruction:

- Over budget by approximately \$217,400 or .68%.
 - Above budget for salaries and benefits by approximately \$572,477 or 1.95%.
 - Below budget for services by approximately \$223,600 or 14.79% primarily due to professional and contracted services, bus trips, and travel.
 - Below budget for supplies by approximately \$131,400 or 12.08%.
- Overall increase in spending of approximately \$133,000 or .42% compared to prior year for the same timeframe.
 - Increase of approximately \$1,412,600 or 4.96% from prior year for salaries and benefits primarily for teaching and support staff and partially offset by a reduction in substitute costs.
 - Reduction of approximately \$1,241,400 or 49.07% from prior year for services primarily for travel and dues and fees.
 - Reduction of approximately \$38,000 or 3.82% from prior year for supplies.



Administration:

- Above budget by approximately \$56,500 or 3.24%.
 - Above budget by approximately \$91,700 or 6.39% for salaries and benefits.
 - Below budget by approximately \$33,300 or 10.59% for services primarily attributable to a reduction in travel but partially offset by an increase in professional and contracted services, and dues and fees.
 - Below budget by approximately \$1,800 or 5.52% for supplies.
- Overall increase in spending of approximately \$171,500 or 10.29% compared to prior year for the same timeframe.
 - Increase of approximately \$191,600 or 14.35% from prior year for salaries and benefits primarily for exempt staff spread across all administration departments.
 - Reduction of approximately \$32,100 or 10.25% from prior year for services primarily for travel and consulting services.
 - Reduction of approximately \$12,100 or 64.35% from prior year for supplies.

Operations and Maintenance:

- Below budget by approximately \$43,200 or 0.25%.
 - Above budget by approximately \$10,300 or 0.30% for salaries and benefits primarily for support and casual staff.
 - Below budget by approximately \$106,200 or 11.38% for services primarily attributable to professional and contracted services, and travel.
 - Above budget by approximately \$52,600 or 3.78% for supplies primarily attributed to an increase in custodial supplies and a reduction in utilities.
- Overall reduction in spending of approximately \$136,600 or 2.33% compared to the prior year for the same timeframe.
 - Reduction of approximately \$14,000 or 0.40% from prior year for salaries and benefits.
 - Increase of approximately \$27,500 or 3.45% from prior year for services primarily attributable to the tech department for deferred projects.
 - Reduction of approximately \$150,100 or 9.4% from prior year for supplies primarily attributable to reallocation of costs to the COVID special purpose funds, and a reduction in utilities.

Transportation and Housing:

- Above budget by approximately \$140,700 or 7.92%.
 - Above budget by approximately \$62,300 or 5.32% for salaries and benefits primarily for support staff.
 - Below budget by approximately \$6,700 or 4.37% for services primarily attributable to professional and contracted services, and insurance; partially offset by savings from a reduction in extracurricular bus trips due to COVID.
 - Above budget by approximately \$71,600 or 15.95% for supplies primarily attributed to engine repairs for buses.



- Overall increase in spending of approximately \$264,900 or 16.03% compared to the prior year for the same timeframe.
 - Increase of approximately \$49,600 or 4.19% from prior year for salaries and benefits.
 - Increase of approximately \$21,800 or 15.58% from prior year for services primarily attributable to professional and contracted services, and insurance; partially offset by a decrease in travel, and extracurricular bus trips.
 - Increase of approximately \$193,500 or 59.15% from prior year for supplies primarily attributable to engine repairs for buses.

CONCLUSION

Overall, the district is projecting an operating surplus of approximately \$371,400 or 0.90% and a spending increase of approximately \$458,500 or 1.11% compared to the prior year for the same timeframe.

RECOMMENDATION

Continue to monitor and report to the board on a monthly basis.

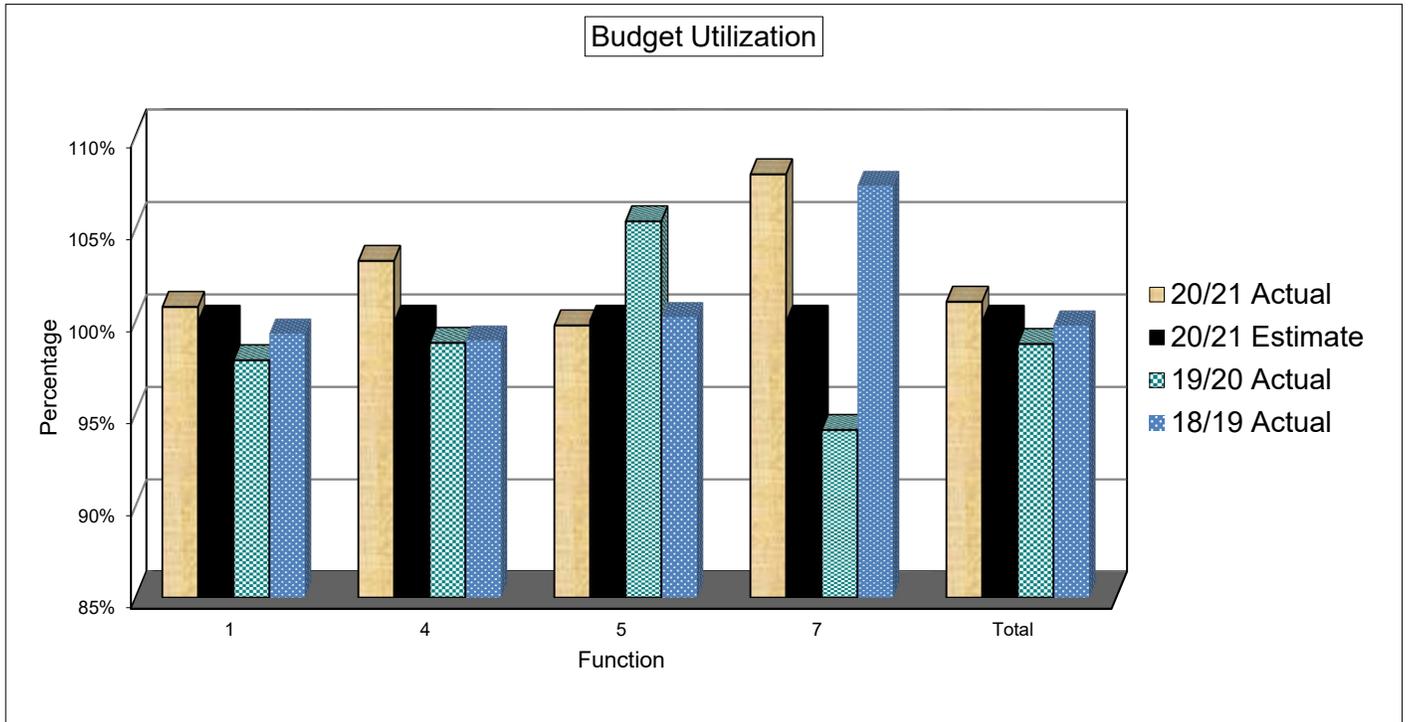
PROPOSED MOTION

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



ROCKY MOUNTAIN SCHOOL DISTRICT No. 6
BUDGET UTILIZATION SUMMARY
June 30, 2021

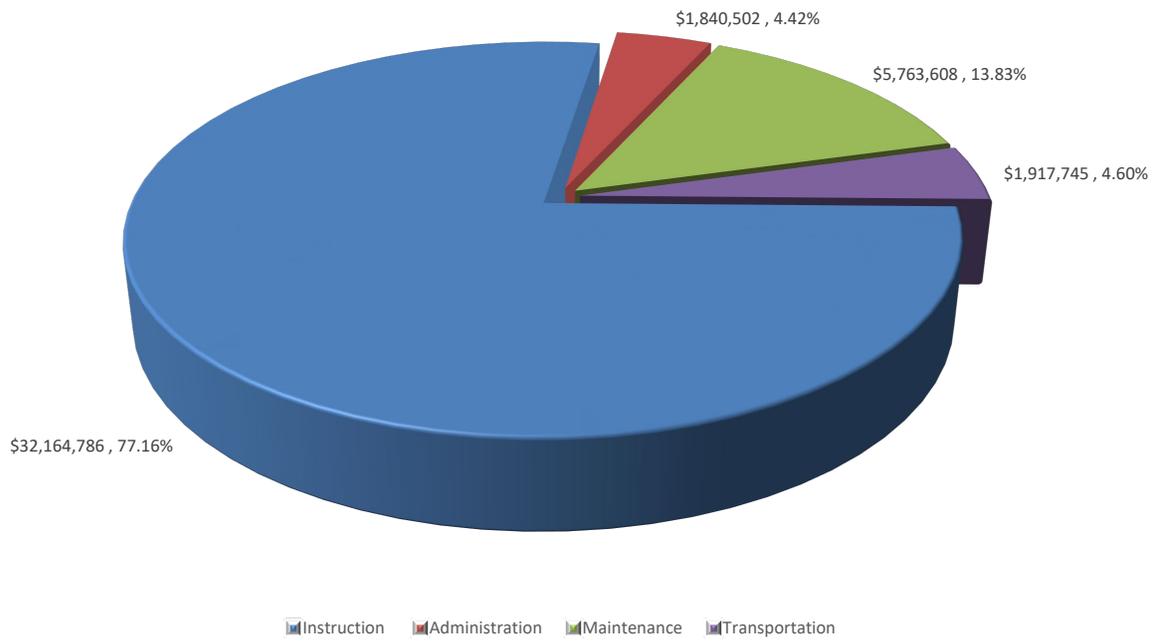
<u>FUNCTION</u>	<u>#</u>	<u>MONTHS</u>	<u>BUDGET</u>	<u>EXPENDED</u>	<u>ACTUAL</u>	<u>ESTIMATE</u>	<u>2019/20</u> <u>ACTUAL</u>
Instruction	1	10	\$ 31,924,452	\$ 32,164,786	100.75%	100.00%	97.87%
Administration	4	12	\$ 1,782,800	\$ 1,840,502	103.24%	100.00%	98.81%
Maintenance	5	12	\$ 5,778,000	\$ 5,763,608	99.75%	100.00%	105.38%
Transportation	7	11	\$ 1,777,000	\$ 1,917,745	107.92%	100.00%	94.10%
Total			\$ 41,262,252	\$ 41,686,641	101.03%	100.00%	98.75%



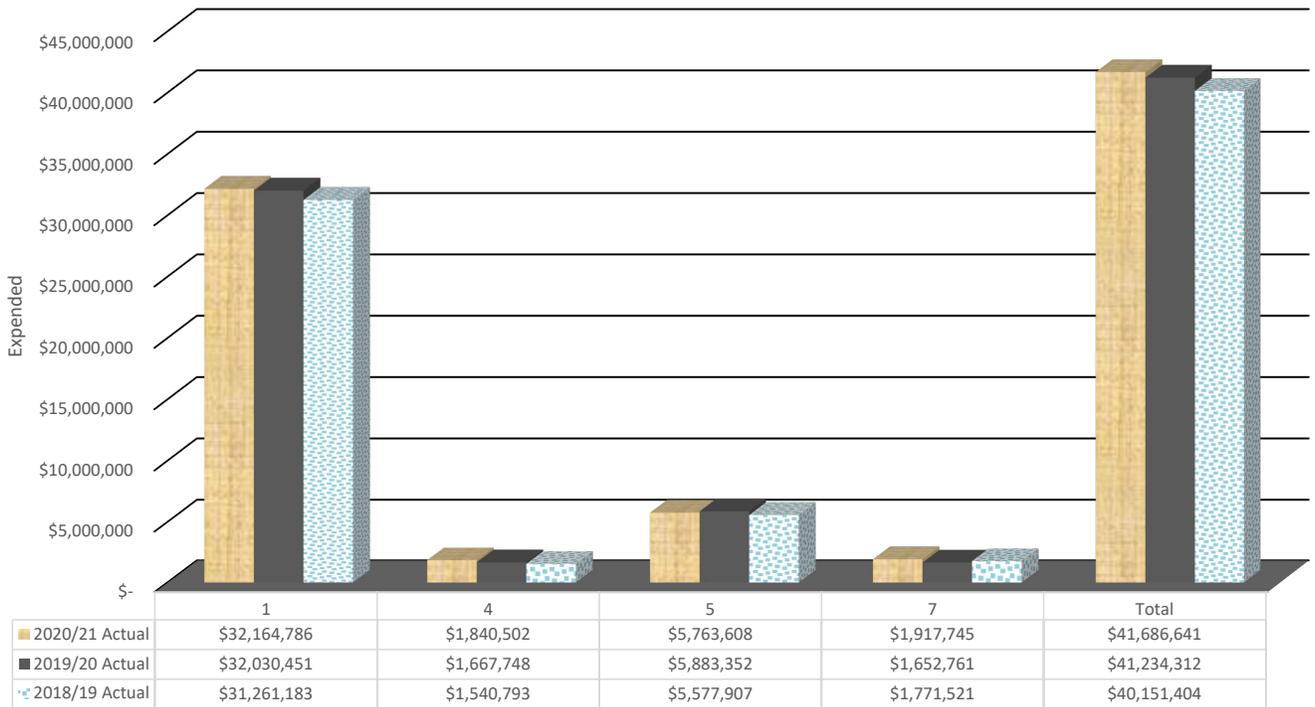
BUDGET ADJUSTMENTS:

	<u>APPROVED</u>	<u>AMENDED</u>	<u>EXISTING</u>	<u>DIFFERENCE</u>
Function 1	\$ 33,649,375	\$ 31,906,979	\$ 31,924,452	\$ 17,473
Function 4	\$ 1,762,801	\$ 1,782,800	\$ 1,782,800	\$ -
Function 5	\$ 5,609,070	\$ 5,778,000	\$ 5,778,000	\$ -
Function 7	\$ 1,780,849	\$ 1,777,000	\$ 1,777,000	\$ -
Local Cap.	\$ 2,340,044	\$ 3,666,240	\$ 4,696,708	\$ 1,030,468
TOTAL	\$ 45,142,139	\$ 44,911,019	\$ 45,958,960	\$ 1,047,941

Expenditures by Function



3 Year Actual Expenditure Comparison



Function	Object_Level_2	2020-21 YTD Exp	2020-21 Budget	2020-21 RemBal	2020-21 % Spent	2019-20 YTD Exp	2019-20 Budget	2019-20 RemBal	2019-20 % Spent
1 Instruction									
	10 P. & V.P. Salaries	2,718,573.01	2,970,620.00	252,046.99	91.52%	2,746,930.77	3,378,993.00	632,062.23	81.29%
	11 Teacher Salaries	14,002,401.39	13,218,310.00	(784,091.39)	105.93%	13,746,521.54	12,886,716.00	(859,805.54)	106.67%
	12 Support Staff Salaries	4,521,244.12	4,557,987.00	36,742.88	99.19%	3,887,663.79	4,068,589.00	180,925.21	95.55%
	13 Exempt Staff Salaries	1,791,887.17	1,834,057.00	42,169.83	97.70%	1,614,151.22	1,665,882.00	51,730.78	96.89%
	14 Substitute Salaries	1,150,994.54	1,139,465.00	(11,529.54)	101.01%	1,091,069.64	1,118,230.00	27,160.36	97.57%
	21 Statutory Benefits	2,064,900.20	1,958,471.00	(106,429.20)	105.43%	1,914,976.97	1,762,762.00	(152,214.97)	108.64%
	22 Pension Plans	2,495,171.88	2,511,155.00	15,983.12	99.36%	2,369,071.53	2,397,867.00	28,795.47	98.80%
	23 Medical & Life Benefits	1,130,306.57	1,113,406.00	(16,900.57)	101.52%	1,103,433.31	1,146,888.00	43,454.69	96.21%
	25 Employee Allowances	21,169.41	20,700.00	(469.41)	102.27%	10,191.35	13,625.00	3,433.65	74.80%
	Salaries Subtotal	29,896,648.29	29,324,171.00	(572,477.29)	101.95%	28,484,010.12	28,439,552.00	(44,458.12)	100.16%
	31 Prof. & Technical Service	280,458.36	371,420.00	90,961.64	75.51%	339,376.66	437,500.00	98,123.34	77.57%
	33 Transportation	6,626.61	55,850.00	49,223.39	11.87%	284,706.06	454,570.00	169,863.94	62.63%
	34 Travel	385,282.63	543,537.00	158,254.37	70.88%	459,801.33	601,539.00	141,737.67	76.44%
	36 Rental Of Facilities	-	1,200.00	1,200.00	0.00%	507.41	1,000.00	492.59	50.74%
	37 Dues And Fees	614,367.13	537,016.00	(77,351.13)	114.40%	1,443,437.33	1,711,061.00	267,623.67	84.36%
	39 Insurance	1,646.50	3,000.00	1,353.50	54.88%	1,975.00	3,000.00	1,025.00	65.83%
	Services Subtotal	1,288,381.23	1,512,023.00	223,641.77	85.21%	2,529,803.79	3,208,670.00	678,866.21	78.84%
	51 Supplies	788,418.06	894,510.00	106,091.94	88.14%	807,679.50	901,356.00	93,676.50	89.61%
	52 Books And Guides	9,883.69	36,700.00	26,816.31	26.93%	30,024.21	36,700.00	6,675.79	81.81%
	58 Equipment	150,323.66	140,073.00	(10,250.66)	107.32%	146,017.75	114,765.00	(31,252.75)	127.23%
	59 Computer Technology	8,198.27	16,975.00	8,776.73	48.30%	11,091.05	26,175.00	15,083.95	42.37%
	Supplies Subtotal	956,823.68	1,088,258.00	131,434.32	87.92%	994,812.51	1,078,996.00	84,183.49	92.20%
Instruction Subtotal		32,141,853.20	31,924,452.00	(217,401.20)	100.68%	32,008,626.42	32,727,218.00	718,591.58	97.80%

Function	Object_Level_2	2020-21 YTD Exp	2020-21 Budget	2020-21 RemBal	2020-21 % Spent	2019-20 YTD Exp	2019-20 Budget	2019-20 RemBal	2019-20 % Spent
4 District Administration									
	13 Exempt Staff Salaries	1,255,049.82	1,183,508.00	(71,541.82)	106.04%	1,110,715.54	1,098,735.00	(11,980.54)	101.09%
	14 Substitute Salaries	1,268.67	-	(1,268.67)	0.00%	1,300.69	-	(1,300.69)	0.00%
	21 Statutory Benefits	95,173.39	81,252.00	(13,921.39)	117.13%	74,160.98	69,237.00	(4,923.98)	107.11%
	22 Pension Plans	112,007.00	106,763.00	(5,244.00)	104.91%	97,139.07	98,562.00	1,422.93	98.56%
	23 Medical & Life Benefits	43,224.92	41,964.00	(1,260.92)	103.00%	39,641.40	41,787.00	2,145.60	94.87%
	25 Employee Allowances	20,034.66	21,565.00	1,530.34	92.90%	12,182.75	16,465.00	4,282.25	73.99%
	Salaries Subtotal	1,526,758.46	1,435,052.00	(91,706.46)	106.39%	1,335,140.43	1,324,786.00	(10,354.43)	100.78%
	31 Prof. & Technical Service	212,478.44	197,050.00	(15,428.44)	107.83%	210,442.31	221,715.00	11,272.69	94.92%
	34 Travel	27,568.35	78,900.00	51,331.65	34.94%	64,796.21	78,900.00	14,103.79	82.12%
	37 Dues And Fees	41,539.22	39,000.00	(2,539.22)	106.51%	38,514.23	37,950.00	(564.23)	101.49%
	Services Subtotal	281,586.01	314,950.00	33,363.99	89.41%	313,752.75	338,565.00	24,812.25	92.67%
	51 Supplies	24,415.14	29,798.00	5,382.86	81.94%	16,452.26	20,948.00	4,495.74	78.54%
	58 Equipment	6,571.97	3,000.00	(3,571.97)	219.07%	2,402.58	3,500.00	1,097.42	68.65%
	59 Computer Technology	-	-	-	0.00%	-	-	-	0.00%
	Supplies Subtotal	30,987.11	32,798.00	1,810.89	94.48%	18,854.84	24,448.00	5,593.16	77.12%
District Administration Subtotal		1,839,331.58	1,782,800.00	(56,531.58)	103.17%	1,667,748.02	1,687,799.00	20,050.98	98.81%

Function	Object_Level_2	2020-21 YTD Exp	2020-21 Budget	2020-21 RemBal	2020-21 % Spent	2019-20 YTD Exp	2019-20 Budget	2019-20 RemBal	2019-20 % Spent
5 Operations & Maintenance									
	10 P. & V.P. Salaries	2,857.24	-	(2,857.24)	0.00%	67,099.49	67,100.00	0.51	100.00%
	12 Support Staff Salaries	2,191,526.98	2,162,494.00	(29,032.98)	101.34%	2,235,392.08	2,231,795.00	(3,597.08)	100.16%
	13 Exempt Staff Salaries	489,782.34	464,679.00	(25,103.34)	105.40%	376,683.91	369,028.00	(7,655.91)	102.07%
	14 Substitute Salaries	142,039.11	127,500.00	(14,539.11)	111.40%	160,817.92	127,500.00	(33,317.92)	126.13%
	21 Statutory Benefits	259,645.59	264,921.00	5,275.41	98.01%	253,347.05	252,794.00	(553.05)	100.22%
	22 Pension Plans	229,368.64	266,113.00	36,744.36	86.19%	233,378.76	270,601.00	37,222.24	86.24%
	23 Medical & Life Benefits	140,571.80	157,754.00	17,182.20	89.11%	142,013.05	132,707.00	(9,306.05)	107.01%
	25 Employee Allowances	5,187.90	7,215.00	2,027.10	71.90%	6,268.32	7,215.00	946.68	86.88%
	Salaries Subtotal	3,460,979.60	3,450,676.00	(10,303.60)	100.30%	3,475,000.58	3,458,740.00	(16,260.58)	100.47%
	31 Prof. & Technical Service	431,325.13	522,526.00	91,200.87	82.55%	417,848.39	332,106.00	(85,742.39)	125.82%
	32 Data Processing Services	-	-	-	0.00%	106.30	5,000.00	4,893.70	2.13%
	34 Travel	22,991.61	48,000.00	25,008.39	47.90%	39,511.45	58,000.00	18,488.55	68.12%
	36 Rental Of Facilities	4,142.31	7,400.00	3,257.69	55.98%	17,643.49	5,900.00	(11,743.49)	299.04%
	37 Dues And Fees	263,375.99	246,800.00	(16,575.99)	106.72%	223,850.02	209,400.00	(14,450.02)	106.90%
	39 Insurance	105,169.58	108,500.00	3,330.42	96.93%	100,490.45	108,500.00	8,009.55	92.62%
	Services Subtotal	827,004.62	933,226.00	106,221.38	88.62%	799,450.10	718,906.00	(80,544.10)	111.20%
	51 Supplies	491,928.60	419,148.00	(72,780.60)	117.36%	629,753.68	421,295.00	(208,458.68)	149.48%
	54 Electricity	875,399.75	900,000.00	24,600.25	97.27%	922,989.91	900,000.00	(22,989.91)	102.55%
	58 Equipment	79,410.36	74,950.00	(4,460.36)	105.95%	44,108.13	84,000.00	39,891.87	52.51%
	Supplies Subtotal	1,446,738.71	1,394,098.00	(52,640.71)	103.78%	1,596,851.72	1,405,295.00	(191,556.72)	113.63%
	Operations & Maintenance Subtotal	5,734,722.93	5,778,000.00	43,277.07	99.25%	5,871,302.40	5,582,941.00	(288,361.40)	105.17%

Function	Object_Level_2	2020-21 YTD Exp	2020-21 Budget	2020-21 RemBal	2020-21 % Spent	2019-20 YTD Exp	2019-20 Budget	2019-20 RemBal	2019-20 % Spent
7 Transportation & Housing									
	12 Support Staff Salaries	752,223.55	693,298.00	(58,925.55)	108.50%	718,948.41	694,156.00	(24,792.41)	103.57%
	13 Exempt Staff Salaries	189,958.91	186,332.00	(3,626.91)	101.95%	181,109.16	177,360.00	(3,749.16)	102.11%
	14 Substitute Salaries	54,677.01	59,500.00	4,822.99	91.89%	57,200.20	59,500.00	2,299.80	96.13%
	21 Statutory Benefits	88,015.53	87,166.00	(849.53)	100.97%	83,440.13	82,147.00	(1,293.13)	101.57%
	22 Pension Plans	78,369.53	86,629.00	8,259.47	90.47%	81,179.64	85,753.00	4,573.36	94.67%
	23 Medical & Life Benefits	70,107.66	58,080.00	(12,027.66)	120.71%	61,840.84	47,862.00	(13,978.84)	129.21%
	25 Employee Allowances	1,785.00	1,785.00	-	100.00%	1,785.00	1,785.00	-	100.00%
	Salaries Subtotal	1,235,137.19	1,172,790.00	(62,347.19)	105.32%	1,185,503.38	1,148,563.00	(36,940.38)	103.22%
	31 Prof. & Technical Service	25,767.96	21,675.00	(4,092.96)	118.88%	12,618.04	21,675.00	9,056.96	58.21%
	33 Transportation	82,619.08	84,400.00	1,780.92	97.89%	62,103.33	84,400.00	22,296.67	73.58%
	34 Travel	4,738.10	7,000.00	2,261.90	67.69%	12,785.57	7,000.00	(5,785.57)	182.65%
	37 Dues And Fees	1,471.17	1,000.00	(471.17)	147.12%	7,947.15	1,000.00	(6,947.15)	794.72%
	39 Insurance	47,261.71	41,000.00	(6,261.71)	115.27%	44,586.14	41,000.00	(3,586.14)	108.75%
	Services Subtotal	161,858.02	155,075.00	(6,783.02)	104.37%	140,040.23	155,075.00	15,034.77	90.30%
	51 Supplies	498,232.08	441,635.00	(56,597.08)	112.82%	316,515.59	445,214.00	128,698.41	71.09%
	58 Equipment	22,517.96	7,500.00	(15,017.96)	300.24%	10,701.46	7,500.00	(3,201.46)	142.69%
	Supplies Subtotal	520,750.04	449,135.00	(71,615.04)	115.95%	327,217.05	452,714.00	125,496.95	72.28%
	Transportation & Housing Subtotal	1,917,745.25	1,777,000.00	(140,745.25)	107.92%	1,652,760.66	1,756,352.00	103,591.34	94.10%
Total		41,633,652.96	41,262,252.00	(371,400.96)	100.90%	41,200,437.50	41,754,310.00	553,872.50	98.67%

DATE: September 14, 2021
TO: Board of Trustees
FROM: Karen Shipka, Superintendent of Schools
SUBJECT: Correspondence – Peaks Gymnastics Society
ORIGINATOR: Karen Shipka, Superintendent of Schools
REFERENCE: INSERT TEXT



ISSUE

That the Board of Education receive correspondence from the Peaks Gymnastics Society.

BACKGROUND

On June 9, 2021, the Board of Education received correspondence from Peaks Gymnastics Society requesting a letter of support from the Board of Education. The Society will be building a new facility on land leased from the Lake Windermere Lions Club so that they can better serve the increased interest for gymnastics programming in the community.

CURRENT SITUATION

Peaks Gymnastics Society serves children from 1.5 years of age and up and serves the Windermere community. Consistently each year the club has a long waitlist and capacity issues. The club provides children and families with access to both competitive and recreational gymnastic programs.

FINANCIAL IMPLICATIONS

None at this time

CONCLUSION

There is currently no financial implication for this request and the club does fill an important role in providing specialized programming to school age children in the community.

RECOMMENDATION

That the Board of Education support the request from Peaks Gymnastics Society and prepare a letter of support.





PEAKS GYMNASTICS SOCIETY

9458 Westside Rd, Invermere, BC V0A 1K0 | 250.409.9209 | bridgetatterbury@hotmail.com

May 12th 2021

School District 6
c/o Karen Shipka
620 4th St. Invermere BC V0A 1K0

Dear School District 6
c/o Karen Shipka
620 4th St. Invermere BC V0A 1K0

Peaks Gymnastics Society is excited to be reaching out to our community, requesting letters of support for our building development. The demand for gymnastics within Invermere and the surrounding area has always been high, as gymnastics provides the building blocks for all sport. We are able to attract children at 1 ½ years of age and up with minimal upstart cost. As the club consistently has waiting lists and capacity issues for both the competitive and recreational programs, it is time to reach our maximum potential and provide the Columbia Valley with the gymnastics and cross sport opportunities that they deserve.

With a two phased approach, Peaks looks forward to building on the land leased from the Lake Windermere Lions Club and erecting the 3600 sq. ft Sprung structure generously donated by W. Brett Wilson. This strategic direction will create more sustainability for Peaks through reduced facility costs while simultaneously providing Peaks the opportunity to further develop and retain athletes, provide the community with increased gymnastics and cross sport programs and drawing others into our community for competitions.

Peaks will make a larger impact on the community with its bigger building. We look forward to collaborating with community partners and extending the benefits of dedicated space to other user groups and your letter of support will strengthen our ability to secure funding to do so.

Sincerely,

Bridget Atterbury
Peaks Gymnastics Director

September 2021

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14 Board of Education Meeting, McKim Middle School, 7:00 p.m.	15	16	17	18
19	20	21	22	23	24 BCSTA KBB AGM, Virtual	25 BCSTA KBB AGM, Virtual
26 BCSTA KBB AGM, Virtual	27	28 Policy Committee meeting teleconference, 5:00 p.m.	29	30 National Day for Truth and Reconciliation		

October 2021

	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5 Labour Relations Committee teleconference 8:30 am	6	7	8	9
10	11 Thanksgiving Day 	12 Board of Education Meeting, Edgewater Elementary School, 7:00 p.m.	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						