

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

Rocky Mountain School District No. 6 resides in the traditional unceded territory of the Ktunaxa and Secwépmeč Nations. We honour the cultures, languages, and First Nations people of these territories.

Location: Video Conference Meeting
Kimberley, Golden, Invermere District Offices

Date: March 12, 2024

Time: 7:00 p.m.

1. CALL TO ORDER

2. ACKNOWLEDGEMENT OF TERRITORY

3. APPROVAL OF AGENDA

4. APPROVAL OF THE MINUTES OF PRIOR MEETINGS

4.1 Regular Board meeting of February 13, 2024

4.2 Synopsis of in-camera meeting of February 13, 2024 (Alan Rice)

5. PRESENTATIONS/DELEGATIONS

5.1 Safe Sport Policy Recommendations for SD6 Coaches and Athletes (Christine Dubois)*

6. MATTERS ARISING FROM THE MINUTES

7. STRATEGIC AND POLICY ISSUES

7.1.1 Third Reading NIL

7.1.2 Second Reading (Steve Wyer)*

Policy 7000, Transportation of students on regular bus routes

District Practice 7000, Transportation of students on regular bus routes

7.1.3 First Reading NIL

8. OPERATIONAL ISSUES

- 8.1 School Calendars Report 2024-2025; DRAFT School Calendar 2025-2026; DRAFT School Calendar 2026-2027 (Steve Wyer) *
- 8.2 2024-25 Board of Education meeting and site visit calendar (Steve Wyer)*

9. REPORTS

- 9.1 Budget utilization report – February 29, 2024 (Alan Rice)*
- 9.2 Operational plan update (Steve Wyer)*
- 9.3 BC School Trustees Association (Jane Thurgood Sagal)
- 9.4 BC School Trustees Association, Kootenay Boundary Branch (Rhonda Smith)
- 9.5 BC Public Schools Employers Association (Scott King)

10. INFORMATION ITEMS

- 10.1 Correspondence NIL
- 10.2 March and April 2024 calendar*

11. FORTHCOMING EVENTS

- 2024.03.18 – Spring Break
- 2024.04.01
- 2024.04.02 Labour Relations Committee meeting, Virtual, 12:30 p.m.
- 2024.04.09 Board of Education Meeting, Martin Morigeau Elementary School
 - In-Camera, 6:00 p.m.
 - Regular Meeting, 7:00 p.m.
- 2024.04.24 Field Trip Committee, Virtual, 4:30 p.m.
- 2024.04.30 Policy Committee, Virtual, 4:30 p.m.
- 2024.05.14 Board of Education Meeting, Selkirk Secondary School
 - In-Camera, 6:00 p.m.
 - Regular Meeting, 7:00 p.m.

12. QUESTIONS FROM THE PUBLIC

13. ADJOURNMENT

* attachment

SAFE SPORT FOR SD6

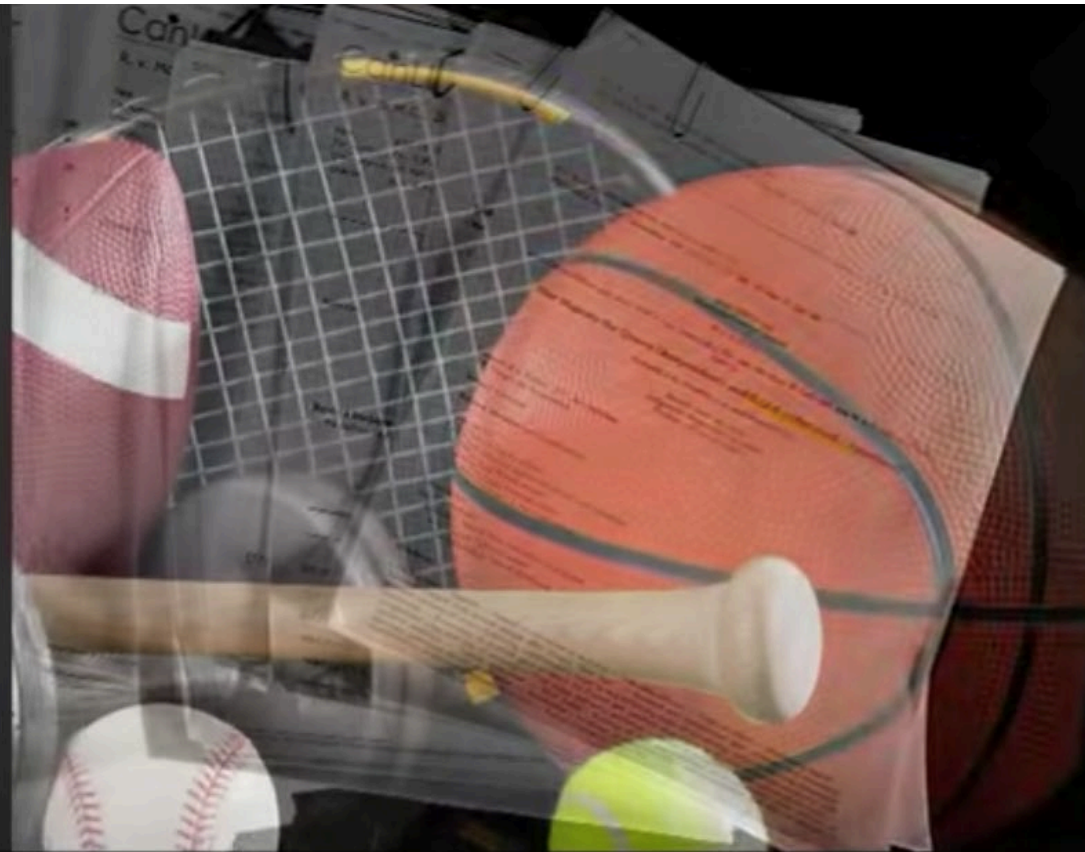


Presented by:
Christine DuBois and Chenoa Paccagnan
March 12, 2024

Why are we here?

Last 4 years
83 coaches
charged with a
sexual offence
against a minor

16 sports

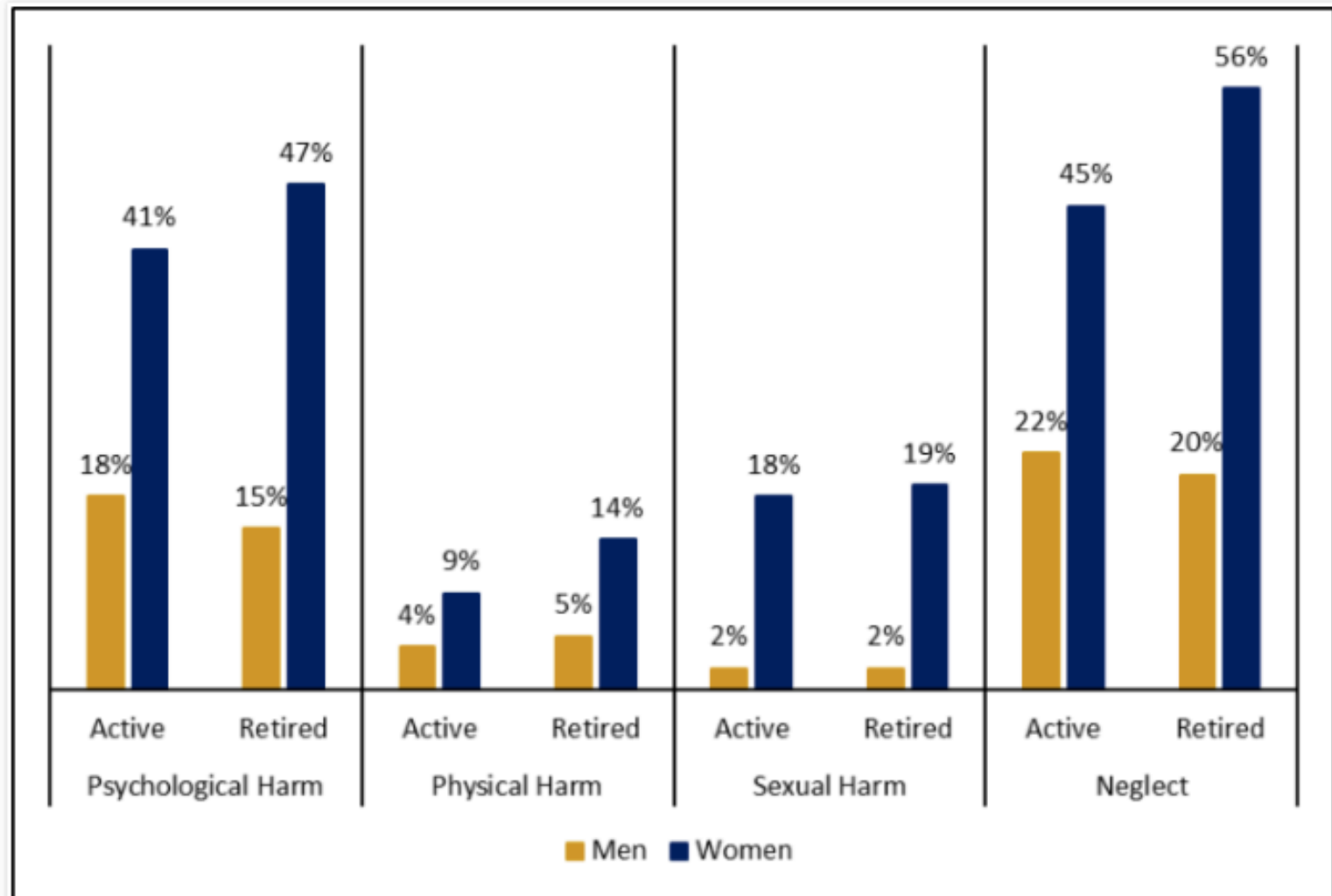


Former athletes call for national inquiry to address abuse in sports at all levels

Power & Politics ■ **Sports Abuse Crisis**

Reported Maltreatment by status and gender

2019 Study of Canadian National Team Athletes



Source: <https://hillnotes.ca/2022/11/21/harassment-and-abuse-in-canadian-sport-2/>



Coaching Association of Canada

CAC Vision

Inspire a nation through sport.

CAC Mission

Enhance the experiences of all athletes and participants in Canada through quality coaching.

CAC Values

We Seek to Understand. Endeavour to know our community. Listen with purpose.
We Cultivate Inclusion. Welcome diversity. Celebrate differences. Nurture a united sport family.
We Are Curious. Innovate for the future of coaching. Continue to learn and grow.
We Act with Courage. Embrace challenges. Take informed risks.
Adversity makes us stronger.
We Lead and Serve with Gratitude
Act with a gracious heart. Inspired by the opportunity to shape coaching in Canada.

Responsible Coaching Movement



Safe



Smart



Secure



DTSS Coaches Manual

- Refer to Appendix 1 for notes:
- Coaches and Athletes Code of Conduct per BCSS handbook
<https://www.bcschoolsports.ca/>
- Rule of 2
- Coaches Checklist

Recommendations

- In order to abide with the Canadian Responsible Coaching Guidelines we are requesting the following be added to the coaches checklist and policy created at the district level mandating all coaches to have at minimum of the following credentials:

Current:

- _____ Criminal Record Check,
- _____ Child Abuse Reporting Protocol
- _____ BCSS Mandatory Concussion awareness training
<https://catonline.com>

New additions: (completed by coaches and athletes)

- _____ Rule of Two Training www.coach.ca (20 min online)
- _____ Safe Sport Training www.coach.ca (90 min online)

Understanding the Rule of 2

- Have a solid understanding of the Rule of Two
- Improve their ability to assess and implement preventive measures
- Be aware of questions to ask to determine their sport organization's policies

Applying the Rule of Two in sport environments provides many benefits, including:

- Increasing the safety and security of all participants
- Reducing the risk of an incident of abuse
- Protecting everyone, including coaches and volunteers
- Reducing a sport organization's liability
- Providing additional help if there's an accident or emergency

Coaches certified through the National Coaching Certification Program (NCCP) can also earn 1



Safe, inclusive sport environments help make sport rewarding and enriching for all. By completing Safe Sport Training you will gain the knowledge and skills to create healthy and safe environments by recognizing, addressing and preventing maltreatment in sport.

After completing Safe Sport Training you will be able to:

- Understand that everyone has a role to play in keeping sport safe, how the misuse of power leads to maltreatment, and the principles of the Universal Code of Conduct.
- Understand the various types of maltreatment, the conditions that enable them, and how to recognize signs that they may be happening.
- Know what to do if you suspect maltreatment, and how you can create a culture that protects all participants. As of April 1, 2020, all Sport Canada - funded organizations are required to have training in abuse and harassment available to everyone under their immediate authority. Please identify the role for which you've been requested to complete this training. Your selection will trigger the appropriate version of the training.

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Coach.ca: Free online training



The Locker

Login

NCCP# or email [Look up my NCCP#](#)

Password [Forgot password?](#)

Remember me

[Don't have an NCCP#? Create one now!](#)

[Login](#)

Welcome to The Locker

The Coaching Association of Canada welcomes you to the Locker, the central location to easily access, manage, and maintain your coach training and records.

The Locker maintains the records of a growing community of over 2 million coaches in Canada of coach training offered through the National Coaches Certification Program(NCCP) and its partners.

The Locker is also where your affiliated sport organization will confirm your completed training and coaching certifications, offer sport - specific eLearning, schedule events, and generate reports.

How to get started:

1. Log in to the Locker
2. Update your profile and email preferences.
3. View your coaching qualifications transcript under the Certifications tab.
4. Find available training events for your sport.
5. Take online eLearning modules through the eLearning tab.











Additional coach training information, resources, and tips are available on www.coach.ca.

[Contact us](#) if you need help.

More modules = better coaches

eLearning

 **Multi-sport**

-  **Alpine Ski**
-  **Artistic Swimming**
-  **AthletesCAN**
-  **Athletics**
-  **Basketball**
-  **Canadian Centre for Ethics in Sport**
-  **Climbing**
-  **Cross Country Skiing**
-  **Field Hockey**
-  **Football**

Available

- Anti-racism in Coaching
- Asthma Management in Sports
- Bystander Empowerment
- Canada Games Coaching
- Decision Making for Officials
- Gender-based Violence in Sport
- Leading a Return to Sport Participation
- Mental Health in Sport
- Modelling Healthy Relationships
- NCCP Coaching Athletes with a Disability
- NCCP Creating a Positive Sport Environment**
- NCCP Emergency Action Plan
- NCCP Leading Drug-free Sport

Christine, Welcome to eLearning | Multi-sport

- 1 Choose a sport from the list
- 2 Select an eLearning course from the menu
- 3 Read the instructions and begin!

For assistance contact

Coaching Association of Canada
(613) 235-5000
coach@coach.ca

Protecting Athletes is our #1 Priority

How do we protect them:

Prioritize SAFE SPORT Policy at the SD6 level!

Implement policies that define boundaries and start having the conversation with all involved in school sports including coaches, athletes, parents, sd6 staff and admin

Together we can make sport safe for everyone

Appendix 1: Sample from the DTSS Coaching Handbook

COACHES CODE OF CONDUCT

OVERVIEW

The athlete/coach relationship is a privileged one. Coaches play a critical role in the personal as well as athletic development of their athletes. They must understand and respect the inherent power imbalance that exists in this relationship and must be extremely careful not to abuse it. Coaches must also recognize that they are conduits through which the values and goals of a sport organization are channeled. Thus, how an athlete regards his/her sport is often dependent on the behavior of the coach. The following Code of Conduct has been developed by BC School Sports to aid coaches in achieving a level of behavior that will allow them to assist their athletes in becoming well-rounded, self-confident and productive human beings.

BCSS COACHES CODE OF CONDUCT

- 271.0 The coach/student-athlete relationship is a privileged one. Coaches play a critical role in the personal and athletic development of their student-athletes. Therefore, coaches are expected to model the fundamentally positive aspects of school sport. Coaches, including community coaches:

272.0 RULES OF CONDUCT

- 272.1 Shall recognize that school sport is an extension of the classroom, and shall conduct themselves accordingly when performing coaching duties;
- 272.2 Shall observe the Competitive Rules and Regulations of BCSS, and those of their local athletic association and applicable sport commission;
- 272.3 Shall observe the rules of the sport, the spirit of the rules of the sport, and shall encourage student-athletes to do the same;
- 272.4 Shall fulfil all competition, invitational, playoff and championship competitive and event obligations, in accordance with athletic association policy, sport commission policy and tournament-related agreements;
- 272.5 Shall treat all participants fairly and equitably, by refraining from discriminating against any student-athlete with respect to race, color, ancestry, place of origin, religion, family status, physical or mental disability, sex or sexual orientation;
- 272.6 Shall respect the rulings of officials without gesture or argument, and shall require student-athletes to do the same;
- 272.7 Shall not use foul, profane, harassing or offensive language or gestures in the conduct of coaching duties;

- 272.8 Shall not use physical force of any kind in the conduct of coaching duties;
- 272.9 Shall not, under any circumstances, endorse, recommend, or suggest the use of performance-enhancing drugs or supplements by any student-athlete;
- *272.10 Shall abstain from the use of tobacco products and alcohol while in the presence of student-athletes, and shall discourage their use by student-athletes;
- 272.11 Shall not, under any circumstances, require or imply that a student-athlete must be involved in any summer program or club program as part of his/her responsibilities as a school team member;
- 272.12 Shall not, under any circumstances, require or imply that a student-athlete cannot or should not participate in any BCSS-approved sport in the season preceding or following the coach's season of play; and
- 272.13 Shall not, under any circumstances, start pre-season tryouts or practices to the detriment of any in-season sport.

273.0 PROCEDURE FOR COMPLAINTS REGARDING RULES OF CONDUCT

- 273.1 Subject to 273.2, all complaints alleging a violation of the Rules of Conduct by a coach shall be processed in accordance with the Rules and Regulations of the local athletic association to which the coach's school belongs.

Communication with Athletes

The goal of the Rule of Two is to ensure all interactions and communications are in open, observable, and justifiable settings.

How the Rule of Two works:

- Work as a team
 - A coach should have another coach or screened adult (parent or volunteer) present when interacting with participants (especially in one-on-one conversations).
 - We recognize that some teams will have one adult present during practices, it is important that if one-on-one conversations happen another athlete, screen adult, or teacher sponsor is present.
- Remain open to the public.
 - Have a training environment that ensures all situations are open, observable, and justifiable.
- Transparent communication
 - Ensure that all communications are sent to the group and/or include parents or guardian, without one-to-one messaging.

Pre-Season Responsibilities

- All coaches must complete the following before they can be eligible to coach a team:
 - I. Criminal Record Check (within 5 years)
 - II. Child Abuse Report Protocol (every year)
 - III. Concussion Training (every 2 years). Completion of the BSCC mandatory concussion awareness training every 2 years per section 323.7 of the BCSS Handbook and provide their certificate of completion to their Athletic Director prior to engaging in any duties with student-athletes in a practice or game setting.

COACH AGREEMENT

You will detach this form and provide it to the Athletic Director.

This agreement outlined the responsibilities of a DTSS Coach. By reading and signing this agreement, you are hereby acknowledging the requirements and guidelines set out by DTSS, as a volunteer coach.

Please initial if you understand and agree to the:

- ___ DTSS Athletic Philosophy
- ___ Role of the Athletic Director
- ___ Communication Protocols
- ___ Coaches Code of Conduct
- ___ Athletic Code of Conduct
- ___ Home Tournament Responsibilities
- ___ Away Tournament Responsibilities
- ___ Season Checklist and Responsibilities
- ___ Parent Communication Expectations



POLICY 7000

TRANSPORTATION OF STUDENTS ON REGULAR SCHOOL BUS ROUTES

POLICY:

Although the *School Act* does not require Boards of Education (“Board”) to provide student transportation services, the Board, as permitted by Section 83 of the *School Act*, and in accordance with this policy and accompanying district practice may provide transportation services for some students to and from school.

Where there are sufficient students to justify the service and where road conditions are suitable for school buses, school bus transportation may be provided for students who reside within the School District No. 6 (Rocky Mountain) “School District” boundary and who live a considerable distance from the nearest school. If school bus transportation is not practical, the Board may consider providing “transportation assistance” to parents.

The School District will provide safe and efficient transportation in a caring manner.

VARIANCE IN POLICY

Circumstances not covered by this policy and accompanying district practice shall be referred to the Superintendent for consideration. Any exceptions to this policy or district practice must be approved by the Board.



DISTRICT PRACTICE 7000

TRANSPORTATION OF STUDENTS ON REGULAR SCHOOL BUS ROUTES

DISTRICT PRACTICE:

The Board of Education (“Board”) may provide transportation or transportation assistance for eligible students, and where possible, transportation for courtesy riders to travel between a designated bus stop and their designated age-appropriate and/or program-appropriate school.

The Board recognizes that in some situations it may be necessary for School District No. 6 (Rocky Mountain) “School District” to relocate students from one school to another. When relocation is directed by the School District, these students are eligible for School District transportation and/or transportation assistance if they qualify as an eligible rider to the new school location.

Transportation services are provided for School District No. 6 (Rocky Mountain) K-12 students only.

1. RIDER ELIGIBILITY

- 1.1 A student must be registered annually as an eligible or courtesy rider in order to ride a school bus.
- 1.2 A student is considered to be eligible if their home address is at least 4.0 km (Kindergarten to Gr. 3) or 4.8 km (Gr. 4 to Gr. 12) from the nearest bus stop or the nearest age-appropriate and/or program-appropriate school (measured as actual shortest driving distance from the recognized public road access of the student’s property to the nearest bus stop and/or nearest age-appropriate and/or program-appropriate school).
- 1.3 Transportation of a non-eligible student is the responsibility of the parent. Non-eligible students may be provided transportation as courtesy riders. To be approved, there must be space available on existing bus routes. The bus schedule and routes will not be adjusted for courtesy riders.
 - (a) Available space will be determined by September 30.
 - (b) Requests for transportation must be made in writing annually to the Operations Supervisor.
 - (c) Rides are only available for courtesy riders to travel between a designated bus stop and their designated age-appropriate and/or program-appropriate school.
 - (d) Courtesy ridership is subject to cancellation at any time, with five (5) days’ notice.



DISTRICT PRACTICE 7000

TRANSPORTATION OF STUDENTS ON REGULAR SCHOOL BUS ROUTES

1.4 The criteria for approving courtesy ride requests will be based on the following:

- (a) available space;
- (b) ill health or temporary disability;
- (c) age of student;
- (d) distance from school; and
- (e) safety.

1.4.1 In the event of ill health or temporary disability, authorization will be given by the Operations Supervisor upon receipt of a request from the parents, substantiated by a medical certificate, which should state the expected length of the ill health or temporary handicap, if required by staff.

1.5 Transportation for students not attending their age appropriate or program appropriate school shall be the responsibility of parents. Students may apply for a courtesy ride on regular school bus routes where space is available.

2. TRANSPORTATION ASSISTANCE

~~2.1~~ In accordance with Section 83 of the *School Act*, transportation assistance will be available to eligible students who reside further than 4.0 km (Kindergarten to Gr. 3) or 4.8 km (Gr. 4 to Gr. 12)

~~2.1~~ To and from the nearest bus stop or nearest age-appropriate and/or program-appropriate school. ~~The rate is determined by the Board and is currently set at \$.40 per km driven.~~

~~2.2~~ The Transportation Assistance rate is tied to the rate established in the collective agreement between the Rocky Mountain School District Board of Education and the Rocky Mountain Teachers' Association, described in District Practice 3800.

~~2.3~~ The rate for transportation assistance will be 75% of the rate described in District Practice 3800.

~~2.4~~ Transportation assistance is based only on days in attendance and is paid on a per-family basis.

3. STUDENTS WITH SPECIAL NEEDS

3.1 Students with special needs, as approved by the superintendent or designate, are eligible for transportation or transportation assistance regardless of eligibility as defined in the accompanying policy and this district practice.



DISTRICT PRACTICE 7000

TRANSPORTATION OF STUDENTS ON REGULAR SCHOOL BUS ROUTES

4. BUS ROUTES

4.1 Applications for new bus routes, stops or extensions to existing bus routes shall be submitted to the Operations Supervisor in writing. Applications shall be evaluated based on the following priorities:

- (a) safety of the students affected;
- (b) cost of providing the service should not exceed the cost of the corresponding transportation assistance allowance plus 30%, and the number of students directly affected must be more than four (4);
- (c) space limitations of the particular bus route;
- (d) implications for other students on the affected route;
- (e) road conditions of proposed route or extension; and,
- (f) younger students or students with health problems will be given preference over other students.

The Operations Supervisor is authorized to approve or decline applications based on the above criteria.

4.2 A school bus route may be changed during the current school year. Parents or guardians of students who would be affected by the change shall be notified in writing at least two (2) weeks prior to any such change taking effect.

4.3 All school bus routes will be reviewed annually by the Operations Supervisor to ensure the continued application of the conditions stipulated by the accompanying policy and this district practice. Routes or portions of routes will be discontinued if the cost of continuing the service would exceed the cost of the corresponding transportation assistance allowance plus 30%. In this circumstance, families affected by the change shall be notified in writing at least two (2) months prior to the change taking effect.

DATE: March 12, 2024
TO: Board of Trustees
FROM: Steve Wyer, Acting Superintendent
SUBJECT: Calendar 2024-2025, 2026-2027
ORIGINATOR: Steve Wyer, Acting Superintendent
REFERENCE: Calendars 2024-2025, 2025-2026, 2026-2027 in Board package. Calendar feedback



PUBLIC BOARD MEETING

ISSUE

The Board of Education will receive feedback from the 2024, 60 day calendar consultation in order to approve a district calendar for 2024-2025 and a calendar in principle for 2026-2027.

BACKGROUND

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

In December of 2020, the Board of Education carried a motion to each year, approve one calendar for the upcoming year and to carry calendars for the two years beyond, in principle. Each calendar requires a 60 day public consultation period in order to comply with School Act and District Bylaw requirements by March 31, 2024. Currently, the 2024-2025 and 2026 -2027 calendars have received feedback according to the 60 day public consultation period.

Feedback

The 60-day consultation window ran from the December 13, 2022 to February 11, 2024 and the district received 56 comments in response. It is important to note that the district received feedback for the 2025-2026 calendar year, even though it was already approved in principle last year and will not be moving out of “in principle” this year. Therefore, while that feedback is included in the Board Package, it is not relevant to the motions sought at this meeting. It will figure into changes to the 2025-2026 calendar in the process next school year. The following feedback was collected during the feedback cycle.



PUBLIC BOARD MEETING

1. A number of people like the late start in January. However, some people are also not in favour and would appreciate an early return in January and an earlier beginning to Winter Break in December.
2. A number of people mention their preference for alignment with Alberta breaks and breaks in School District No. 5. Rocky Mountain School District is aware of these breaks and this feedback. However, it has not in the past intentionally adjusted the District Calendar to achieve alignment.
3. There is feedback from staff to move the Non-Instructional Days from prior to Labour Day into the regular instructional year. The Non-Instructional dates are guided by Collective Agreement language in Section F. These days are set annually and in agreement with the Rocky Mountain Teachers' Association. The current agreement was to move one of these Non-Instructional Days into the instructional year. Despite staff providing feedback to move all these dates into the instructional bookends of the year, the executive of the Rocky Mountain Teachers' Association have not raised this in discussions.
4. It is important to note feedback and adjustments to the 2024-2025 and 2026-2027 calendars at the end of June. To avoid students coming back for one or two days in the last week, the calendar has been recommended with adjustments ending the school year in the last full week. The upshot of this change is that the instructional days are longer since the number of instructional days is fewer.
5. In relation to feedback about moving Non-Instructional Days into the instructional bookends of the year, it should also be noted that this move would compound the effect from #5. In the adjustments made to the end of June and in moving Non-Instructional Days within the instructional year, 4 days of instruction would need to be made up. These days would be made up by adding about 1400 minutes equally throughout the instructional days in the calendar.
6. Some feedback suggested that the September Non-Instructional day - which was a new agreement with the RMTA this year – caused too many interruptions at the beginning of the year. Others provided feedback that they really appreciated this day for learning in September. Again, these dates are set in consultation with the union executive team.
7. Generally speaking, people appreciated that the Non-Instructional Day in February gave an extension to the long weekend and some of these folks asked for the district to consider extending other long weekends by adding a Non-Instructional Day.
8. There was some feedback to put Non-Instructional Days on Fridays. Using Mondays for Non-Instructional Days was an agreement achieved with the union except for the October Non-Instructional Day set provincially.

FUTURE CONSIDERATIONS

1. The District will review considerations for Non-Instructional Days with the Rocky Mountain Teachers' Association in light of some of the feedback for upcoming calendars following 2024-2025.

FINANCIAL IMPLICATIONS

There are no significant financial implications associated with this calendar adjustment.



PUBLIC BOARD MEETING

CONCLUSION

The district calendar for 2024-2025 requires final approval. The district seeks approval in principle for the district calendar 2026-2027.

RECOMMENDATION

Motion:

The Board of Education for School District No. 6 (Rocky Mountain) approve the DRAFT 2024-2025 as the FINAL calendar for the 2024-2025 school year.

Motion:

The Board of Education for School District No. 6 (Rocky Mountain) approve the DRAFT calendar for 2026-2027 in principle.





SCHOOL DISTRICT NO. 6 (Rocky Mountain)

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

Corporate Board Office

P: (250) 342-9243

F: (250) 342-6966

2024-2025 SCHOOL CALENDAR

JULY

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

Canada Day - Jul 1 instructional days 0

AUGUST

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

Civic Holiday - Aug 5
Non-Instructional Days - Ministry Day, Pro-D
Aug 28 and 29 instructional days 0

SEPTEMBER

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

Labour Day - Sep 2 Back to School - Sep 3
Non-Instructional Day - Sep 23
Ntl. Day for Truth and Reconciliation - Sep 30
instructional days 18

OCTOBER

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

Thanksgiving - Oct 14
Non-Instructional Day (for Pro-D, PSA) - Oct 25
instructional days 21

NOVEMBER

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

Remembrance Day - Nov 11
instructional days 20

DECEMBER

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

Christmas/Boxing Day - Dec 25/26
Winter Break - Dec 23 - Jan 3
instructional days 15

JANUARY

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

New Year's Day - Jan 1 School Reopens - Jan 6
instructional days 20

FEBRUARY

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

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

MARCH

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

Spring Break - Mar 17 -28
School Reopens - Mar 31 instructional days 11

APRIL

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

Good Friday - April 18 Easter Monday - April 21
Non-Instructional Day (for Pro-D- RSA) - Apr 28
instructional days 19

MAY

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

Victoria Day - May 19 instructional days 21

JUNE

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

Last day of school for students - Jun 26
Administrative Day - Jun 27 instructional days 19

LEGEND:

- Instructional Days
- Non-Instructional Days
- Statutory Holidays

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

Days of Instruction: 182
Non-Instructional Days: 7



SCHOOL DISTRICT NO. 6 (Rocky Mountain)

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

Corporate Board Office

P: (250) 342-9243

F: (250) 342-6966

2025-2026 SCHOOL CALENDAR DRAFT

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

JULY

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

Canada Day - Jul 1 instructional days 0

AUGUST

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

Civic Holiday - Aug 4
Non-Instructional Days - Ministry Day, Pro-D
Aug 27, 28

SEPTEMBER

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

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

OCTOBER

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

Thanksgiving - Oct 13
Non-Instructional Day (for Pro-D, PSA) - Oct 17
instructional days 21

NOVEMBER

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

Remembrance Day - Nov 11
instructional days 19

DECEMBER

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

Christmas/Boxing Day - Dec 25/26
Winter Break - Dec 23 - Jan 3
instructional days 15

JANUARY

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

New Year's Day - Jan 1 School Reopens - Jan 5
instructional days 20

FEBRUARY

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

Non-Instructional Day (for Pro-D) - Feb 9
Family Day - Feb 16
instructional days 18

MARCH

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

Spring Break - Mar 16 -27
instructional days 12

APRIL

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

Good Friday - April 3
Easter Monday - April 6
Non-Instructional Day (for Pro-D- RSA) - Apr 20
instructional days 19

MAY

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

Victoria Day - May 18
instructional days 20

JUNE

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

Last day of school for students - Jun 25
Administrative Day - Jun 26
instructional days 19

LEGEND:

- Instructional Days
- Non-Instructional Days
- Statutory Holidays

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

Days of Instruction: 182
Non-Instructional Days: 7



SCHOOL DISTRICT NO. 6 (Rocky Mountain)

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

Corporate Board Office

P: (250) 342-9243

F: (250) 342-6966

2026-2027 SCHOOL CALENDAR

JULY

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

Canada Day - Jul 1 instructional days 0

AUGUST

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

Civic Holiday - Aug 3 instructional days 0

SEPTEMBER

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

Labour Day - Sep 7 Back to School - Sep 8
Non-Instructional Days - Sept 2, 3 and 21
Ntl. Day for Truth and Reconciliation - Sept 30
instructional days 15

OCTOBER

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

Thanksgiving - Oct 12
Non-Instructional Day (for Pro-D, PSA) - Oct 23
instructional days 20

NOVEMBER

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

Remembrance Day - Nov 11 instructional days 20

DECEMBER

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

Christmas/Boxing Day - Dec 25/26
Christmas Break - Dec 21 - Jan 1
instructional days 14

JANUARY

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

New Year's Day - Jan 1
School reopens - Jan 4 instructional days 20

FEBRUARY

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

Family Day Stat - Feb 15
Non-Instructional Day (for Pro-D) - Feb 16
instructional days 18

MARCH

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

Spring Break - Mar 15 - 25 Good Friday - Mar 26
Easter Monday - Mar 29 School Reopens - Mar 30
instructional days 12

APRIL

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

Non-Instructional Day (for Pro-D- RSA) - Apr 26
instructional days 19

MAY

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

Victoria Day - May 24 instructional days 20

JUNE

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

Last day of school for students - Jun 24
Administrative Day - Jun 25
instructional days 18

LEGEND:

- Instructional Days
- Non-Instructional Days
- Statutory Holidays

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

Days of Instruction: 176
Non-Instructional Days: 7

2024-2025, 2025-26, 2026-27 DRAFT School Calendars Feedback

The calendars were distributed on Wednesday, December 13, 2023

COMMENT	PARENT	TEACHER	CUPE	EXEMPT
<p>I think there are some typos in the following calendars:</p> <ul style="list-style-type: none"> • 2024-2025: Victoria Day is on May 19 not 20 • 2025-2026: Family Day - Feb 116 • 2026-2027: Spring Break - Mar 22 - Apr 1 School Reopens - Apr 6 				✓
<p>I see 2-week spring breaks, which I am happy to see. However, I still see front-loaded PD days, and this is an issue in that it's time that is so needed for classroom setup. I would like to see those 2 days be moved to within the bookends of the calendar. Plenty of school districts in BC have zero front-loaded days and 2 week spring breaks. We can do that too. Making this change would lead to increased employee wellness and potentially retention of staff. We can set up our classrooms or enjoy another full week of rest before we resume serving our community. Thank you</p>		✓		
<p>The 2026=2027 Calendar has March 15 – 25 in red for spring break, but below says March 22 – April 1 is spring break and that we reopen April 6, but neither the shading in March or April match that.</p>				✓
<p>The 2024-2025 Calendar looks pretty good. My only suggestion is to move the September Pro-D day into another month (Nov or January), this year it seemed like a lot of days off at the beginning of school - after the summer break, the indigenous day, Thanksgiving etc...</p> <p>2025-2026 -There are still three August days in this calendar? I think having the students come back after the weekend for ONE day - June 29th , and the teachers coming back for TWO days is a little bit ridiculous. Is there any way to make each day slightly longer so that those two days don't need to happen?</p> <p>My biggest concern is that SD5 and SD6's Christmas holidays and March break line up and are the SAME!</p> <p>Thanks for letting have a voice.</p>		✓		

COMMENT	PARENT	TEACHER	CUPE	EXEMPT
<p>I think Spring break should always be the last 2 weeks of March. In Golden we very seldom have bare ground at the spring break.</p> <p>In our community it is like having two winter breaks.</p> <p>2024 -2025 and</p> <p>2025 -2026.</p>				✓
<p>I believe the PSA day is October 25, 2024, not a week prior, as our draft calendar says. We should adjust our proposed calendar if this is the case.</p>				✓
<p>Do you have any feedback on the proposed 2024-25 school calendar? The 2024-2025 Calendar looks pretty good. My only suggestion is to move the September Pro-D day into another month (Nov or January), this year it seemed like a lot of days off at the beginning of school - after the summer break, the indigenous day, Thanksgiving etc...</p> <p>Do you have any feedback on the proposed 2025-26 school calendar? 2025-2026 -There are still three August days in this calendar? I think having the students come back after the weekend for ONE day - June 29th , and the teachers coming back for TWO days is a little bit ridiculous. Is there any way to make each day slightly longer so that those two days don't need to happen? My biggest concern is that SD5 and SD6's Christmas holidays and March break line up and are the SAME! Thanks for letting have a voice.</p> <p>Do you have any feedback on the proposed 2026-27 school calendar? No response</p>		✓		

COMMENT	PARENT	TEACHER	CUPE	EXEMPT
<p>Do you have any feedback on the proposed 2025-26 school calendar? I would like to see the front-loaded NI days moved into the school year to allow more time for teachers to learn and collaborate throughout the school year.</p>		✓		
<p>Do you have any feedback on the proposed 2024-25 school calendar? I would like to have the front-loaded August days moved to within the bookends of the school year.</p> <p>Do you have any feedback on the proposed 2025-26 school calendar? would like to have the front-loaded August days moved to within the bookends of the school year.</p> <p>Do you have any feedback on the proposed 2026-27 school calendar? I would like to have the front-loaded August days moved to within the bookends of the school year.</p>		✓		

COMMENT	PARENT	TEACHER	CUPE	EXEMPT
<p>Do you have any feedback on the proposed 2024-25 school calendar? No</p> <p>Do you have any feedback on the proposed 2025-26 school calendar? I notice that there are 3 pro d days in August, I thought we switched to 2. The other 2 calendars indicate only 2 ahead of the school year.</p> <p>Do you have any feedback on the proposed 2026-27 school calendar? no</p>		✓		
<p>Do you have any feedback on the proposed 2024-25 school calendar? Looks good! We really appreciate having the pro-d day embedded in the school year, in September.</p> <p>Do you have any feedback on the proposed 2025-26 school calendar? I'm curious why the non-instructional day (pro-d day) in August hasn't moved into September, as in the previous and subsequent calendars.</p> <p>Do you have any feedback on the proposed 2026-27 school calendar? The 1st & 2nd of April should be shaded gray. Otherwise, looks good!</p>				✓
<p>Do you have any feedback on the proposed 2024-25 school calendar? I will ask again that we propose adding 4 Non instructional days to the week of Nov 11 and add those days prior to the start of the year before Labour day weekend.</p> <p>Do you have any feedback on the proposed 2025-26 school calendar? Why are there 3 Pro D days in August, rather than 2 in August and 1 in Sept as per the other 2 calendars?</p> <p>Do you have any feedback on the proposed 2026-27 school calendar? looks good</p>		✓		
<p>Do you have any feedback on the proposed 2024-25 school calendar? No</p> <p>Do you have any feedback on the proposed 2025-26 school calendar? June finish will likely result in low attendance</p> <p>Do you have any feedback on the proposed 2026-27 school calendar? June finish will likely result in low attendance</p>			✓	

COMMENT	PARENT	TEACHER	CUPE	EXEMPT
<p>Do you have any feedback on the proposed 2026-27 school calendar? Good Friday and Easter Monday are squared for March 26th and 29th. However, the calendar notes in April state Good Friday is April 2 and Easter Monday is April 5th?</p>		✓		
<p>Do you have any feedback on the proposed 2024-25 school calendar? None</p> <p>Do you have any feedback on the proposed 2025-26 school calendar? Why are all 3 non-instructional pro-d days in August? I would prefer to have one non-instructional day moved to September like the other 2 proposed calendars.</p>		✓		
<p>Do you have any feedback on the proposed 2024-25 school calendar? Yes</p> <p>Do you have any feedback on the proposed 2025-26 school calendar? Yes</p> <p>Do you have any feedback on the proposed 2026-27 school calendar? Yes</p>		✓		
<p>Do you have any feedback on the proposed 2024-25 school calendar? August days should be wednesday Thursday friday</p> <p>Do you have any feedback on the proposed 2025-26 school calendar? August days should be wednesday Thursday friday</p> <p>Do you have any feedback on the proposed 2026-27 school calendar? August days should be wednesday Thursday friday</p>		✓		
<p>Do you have any feedback on the proposed 2024-25 school calendar? moving the october proD day to the week after</p> <p>Do you have any feedback on the proposed 2025-26 school calendar? moving the first proD day in August to end of September like the past years</p>		✓		
Feedback not submitted except group that best describes you.			✓	
Feedback not submitted except group that best describes you.	✓			

COMMENT	PARENT	TEACHER	CUPE	EXEMPT
<p>Do you have any feedback on the proposed 2025-26 school calendar? would rather have only 2 Pro D days in August 2025. Have 3rd day in autumn.</p>		✓		
<p>Do you have any feedback on the proposed 2024-25 school calendar? PD days are more useful during the school year instead of front loaded in August.</p> <p>Do you have any feedback on the proposed 2025-26 school calendar? PD days are more useful during the school year instead of front loaded in August.</p> <p>Do you have any feedback on the proposed 2026-27 school calendar? PD days are more useful during the school year instead of front loaded in August.</p>		✓		
<p>Do you have any feedback on the proposed 2024-25 school calendar? I am fairly new to SD6 and new to my current role. It would be great to see the August Non-Instructional Days (NID) spread out within the school year. Being new to the role and the district it would have been helpful to have more NID throughout the year to collaborate with other teachers and district specialists once the school year started. The first few days back in the building in August are so valuable for lesson planning and setting up classrooms. In my previous district, many of the NID lined up with other districts around the provinces so it was great to take advantage of workshops offered outside of my own district. I have been fortunate to have completed certifications during this time. I believe that this would be an opportunity for more staff collaboration and ongoing learning if we had the NID days spread out within the school year. The majority of districts in BC do not put NID in August. Coming from a rural school, parents would often schedule dental appointments etc. on those NID to avoid missing instructional hours. From a retention standpoint, having the NID days placed in the school calendar avoids reducing summer holidays. For staff whose family and/or friends are out of town or province this allows more time spent with loved ones. When considering mental health/wellness having the NID days throughout the school year allows educators a moment to “reset” and join colleagues for more collaboration and ongoing learning to support students.</p> <p>Do you have any feedback on the proposed 2025-26 school calendar? see feedback 2024-25</p> <p>Do you have any feedback on the proposed 2026-27 school calendar? see feedback 2024-25</p>		✓		

COMMENT	PARENT	TEACHER	CUPE	EXEMPT
<p>Do you have any feedback on the proposed 2024-25 school calendar? consider moving PD mid year, not August</p> <p>Do you have any feedback on the proposed 2025-26 school calendar? Please put one or two of the PD days into the school year, not in August. The days are much more valuable mid year for ongoing learning. Once teachers know their classes, they can better choose and use appropriate PD</p> <p>Do you have any feedback on the proposed 2026-27 school calendar? consider moving PD mid year, not August</p>		✓		
<p>Do you have any feedback on the proposed 2024-25 school calendar? none</p> <p>Do you have any feedback on the proposed 2025-26 school calendar? It would be more beneficial to place one of the august pro-d days into the timetable</p> <p>Do you have any feedback on the proposed 2026-27 school calendar? None</p>		✓		
<p>Do you have any feedback on the proposed 2024-25 school calendar? Dislike the Thanksgiving/PSA day week in October where students only attend 3 days!</p> <p>Do you have any feedback on the proposed 2025-26 school calendar? Dislike the Thanksgiving/PSA day week in October where students only attend 3 days!</p>		✓		
<p>Do you have any feedback on the proposed 2024-25 school calendar? Yes. Having just gone through this school year and experiencing three consecutive weeks of missing Monday in September/October, it was really disruptive to creating any sort of routine for the the students. I think we need to move our Septbember 23rd (Non-Instructional day) to the 27th. It minimizes the Monday distruptions and at least offers families a 4 day weekend should they wish to travel (or have some sporting tournament). Many families are very busy during the winter season and appreciate the extra time together in the fall.</p> <p>Do you have any feedback on the proposed 2025-26 school calendar? No</p> <p>Do you have any feedback on the proposed 2026-27 school calendar? No</p>		✓		

COMMENT	PARENT	TEACHER	CUPE	EXEMPT
<p>Do you have any feedback on the proposed 2024-25 school calendar? Instead of having so many consecutive long weekends/broken weeks in Sept, Oct, Apr, combine days off like in Feb.</p> <p>Do you have any feedback on the proposed 2025-26 school calendar? same as above</p> <p>Do you have any feedback on the proposed 2026-27 school calendar? same as above</p>	✓			
<p>Do you have any feedback on the proposed 2024-25 school calendar? No but I feel it should align with the Cranbrook calendar</p> <p>Do you have any feedback on the proposed 2025-26 school calendar? Yes. To add those last days in June where kids come back for one day and staff for one makes no sense that last week.</p> <p>Do you have any feedback on the proposed 2026-27 school calendar? Yes. I think we should go until the last Friday in June.</p>		✓		
<p>Do you have any feedback on the proposed 2024-25 school calendar? I prefer the three fall PD days in the week before school starts. The multiple short weeks in September are hard on families who require childcare.</p> <p>Do you have any feedback on the proposed 2025-26 school calendar? Having students come back to school for one day (Monday) at the end of June is tough.</p> <p>Do you have any feedback on the proposed 2026-27 school calendar? Again, I prefer the three PD days to be the week before school starts in September. This year with a late Labour day, I see now reason why September 1st couldn't also be a PD day. Those short weeks in September are hard for families trying to get into a routine of back-to-school - especially for kindergarteners who are trying to learn to be at school! And hard for families to find childcare on that infrequent basis.</p>	✓			

COMMENT	PARENT	TEACHER	CUPE	EXEMPT
<p>Do you have any feedback on the proposed 2024-25 school calendar? Looks good</p> <p>Do you have any feedback on the proposed 2025-26 school calendar? Looks good</p> <p>Do you have any feedback on the proposed 2026-27 school calendar? Looks good</p>			✓	
<p>Do you have any feedback on the proposed 2024-25 school calendar? dates are great</p> <p>Do you have any feedback on the proposed 2025-26 school calendar? dates are great</p> <p>Do you have any feedback on the proposed 2026-27 school calendar? dates are great</p>			✓	
<p>Do you have any feedback on the proposed 2025-26 school calendar? It is good having just two non-instructional days in August and having one in September, as in the 2023-24 and 2024-25 calendars.</p>				✓
<p>Do you have any feedback on the proposed 2024-25 school calendar? Adjust October Pro-D day with Thanksgiving weekend. Find it easier to take a day off, find childcare when it's attached to the long weekend; or make it a separate week rather than a 3 day week. Christmas Holiday: like having the 25th in the middle of the break and having kids return earlier in Jan. Appreciate Feb Pro-D attached to Family Day long weekend.</p> <p>Do you have any feedback on the proposed 2025-26 school calendar? Adjust October Pro-D day with Thanksgiving weekend. Find it easier to take a day off, find childcare when it's attached to the long weekend; or make it a separate week rather than a 3 day week. Spring Break: Preference to align it with Easter holidays (eg: March 23-April 3).</p> <p>Do you have any feedback on the proposed 2026-27 school calendar? October: Appreciate the Thanksgiving holiday and Pro-D day on different weeks. Spring break: appreciate alignment with Easter holiday. Christmas Holiday: like having the 25th in the middle of the break and having kids return earlier in Jan.</p>	✓			

COMMENT	PARENT	TEACHER	CUPE	EXEMPT
<p>Do you have any feedback on the proposed 2025-26 school calendar? Last day of school for students June 25 Administration day June 26</p> <p>Do you have any feedback on the proposed 2026-27 school calendar? Last day of school for students June 24 Administration day June 25</p>		✓		
<p>Do you have any feedback on the proposed 2024-25 school calendar? No</p> <p>Do you have any feedback on the proposed 2025-26 school calendar? Yes. Wondering why the 2025-2026 calendar has three Pro-D days in August where the others have two. Consistency in this would be nice.</p> <p>Do you have any feedback on the proposed 2026-27 school calendar? No</p>		✓		
<p>Do you have any feedback on the proposed 2024-25 school calendar? March break would be better starting 1 week later</p> <p>Do you have any feedback on the proposed 2025-26 school calendar? March break would be better starting 1 week later</p> <p>Do you have any feedback on the proposed 2026-27 school calendar? March break would be better starting 1 week later</p>			✓	
<p>Do you have any feedback on the proposed 2024-25 school calendar? August Pro D should be thursday friday. NOT Wednesday Thursday</p> <p>Do you have any feedback on the proposed 2025-26 school calendar? August Pro D should be thursday friday. NOT Wednesday Thursday</p> <p>Do you have any feedback on the proposed 2026-27 school calendar? September Pro D should be September 3, 4 not 2, 3</p>		✓		

COMMENT	PARENT	TEACHER	CUPE	EXEMPT
<p>Do you have any feedback on the proposed 2024-25 school calendar? I wished the Spring Break started a little later so Term 2 and 3 were more equal in length.</p> <p>Do you have any feedback on the proposed 2025-26 school calendar? I wished the Spring Break started a little later so Term 2 and 3 were more equal in length.</p> <p>Do you have any feedback on the proposed 2026-27 school calendar? I wished Winter Break could start on the Wednesday and return on the Wednesday, I like having school go until the 22/23 of December, I also like having Spring Break start a week later!</p>	✓			
<p>Do you have any feedback on the proposed 2024-25 school calendar? No looks good</p> <p>Do you have any feedback on the proposed 2025-26 school calendar? No looks good</p> <p>Do you have any feedback on the proposed 2026-27 school calendar? No looks good</p>	✓			
<p>Do you have any feedback on the proposed 2024-25 school calendar? Looks good</p> <p>Do you have any feedback on the proposed 2025-26 school calendar? Finish on June 26 as admin day- still need to meet instructional minutes required. Like the three PD days in August rather than day in Sept.</p> <p>Do you have any feedback on the proposed 2026-27 school calendar? Add a PD day on Sept. 1 so three upfront days instead of PD day on Sept. 21</p>				✓
<p>Do you have any feedback on the proposed 2024-25 school calendar? Looks good</p> <p>Do you have any feedback on the proposed 2025-26 school calendar? Looks good</p> <p>Do you have any feedback on the proposed 2026-27 school calendar? Looks good</p>		✓		

COMMENT	PARENT	TEACHER	CUPE	EXEMPT
<p>Do you have any feedback on the proposed 2024-25 school calendar? Is it possible to add the PD days onto the long weekends instead of separate weekends? I would rather have a four day weekend than two three day weekends. I would also love to see a shorter spring break and a longer possible break in February or something - more like what Alberta does. Two weeks in March feels like a long time off. Thanks!</p> <p>Do you have any feedback on the proposed 2025-26 school calendar? Is it possible to add the PD days onto the long weekends instead of separate weekends? I would rather have a four day weekend than two three day weekends. I would also love to see a shorter spring break and a longer possible break in February or something - more like what Alberta does. Two weeks in March feels like a long time off. Thanks!</p> <p>Do you have any feedback on the proposed 2026-27 school calendar? Is it possible to add the PD days onto the long weekends instead of separate weekends? I would rather have a four day weekend than two three day weekends. I would also love to see a shorter spring break and a longer possible break in February or something - more like what Alberta does. Two weeks in March feels like a long time off. Thanks!</p>	✓			
<p>Do you have any feedback on the proposed 2024-25 school calendar? No</p> <p>Do you have any feedback on the proposed 2025-26 school calendar? No</p> <p>Do you have any feedback on the proposed 2026-27 school calendar? No</p>	✓			
<p>Do you have any feedback on the proposed 2024-25 school calendar? No</p> <p>Do you have any feedback on the proposed 2025-26 school calendar? winter break dates highlighted on the calendar do not match written dates</p> <p>Do you have any feedback on the proposed 2026-27 school calendar? spring break dates highlighted on the calendar do no match written dates</p>		✓		

COMMENT	PARENT	TEACHER	CUPE	EXEMPT
<p>Do you have any feedback on the proposed 2024-25 school calendar? Please schedule more NI days on Fridays rather than the Monday's. This allows more travel for sport team. Also alot of parents have a Friday off as opposed to the Mondays so this helps with the daycare shortage we are seeing.</p> <p>Do you have any feedback on the proposed 2025-26 school calendar? Please schedule more NI days on Fridays rather than the Monday's. This allows more travel for sport team. Also alot of parents have a Friday off as opposed to the Mondays so this helps with the daycare shortage we are seeing.</p> <p>Do you have any feedback on the proposed 2026-27 school calendar? Please schedule more NI days on Fridays rather than the Monday's. This allows more travel for sport team. Also alot of parents have a Friday off as opposed to the Mondays so this helps with the daycare shortage we are seeing.</p>	✓			
<p>Do you have any feedback on the proposed 2024-25 school calendar? Why do we now go to the bitter end of June? Can't it end the week before?</p> <p>Do you have any feedback on the proposed 2025-26 school calendar? Why do we now go to the bitter end of June? Can't it end the week before?</p> <p>Do you have any feedback on the proposed 2026-27 school calendar? Why do we now go to the bitter end of June? Can't it end the week before?</p>	✓			
<p>Do you have any feedback on the proposed 2024-25 school calendar? No response</p> <p>Do you have any feedback on the proposed 2025-26 school calendar? No response</p> <p>Do you have any feedback on the proposed 2026-27 school calendar? No response</p>	✓			

COMMENT	PARENT	TEACHER	CUPE	EXEMPT
<p>Do you have any feedback on the proposed 2024-25 school calendar? Move the October 18 or the February non-instructional day to late November, December or January.</p> <p>Do you have any feedback on the proposed 2025-26 school calendar? Move the October or the February non-instructional day to late November, December or January. Why the return to 3 August days?</p> <p>Do you have any feedback on the proposed 2026-27 school calendar? Move the September, October or the February non-instructional day to late November, December or January.?</p>		✓		
<p>Do you have any feedback on the proposed 2024-25 school calendar? I like it</p> <p>Do you have any feedback on the proposed 2025-26 school calendar? I like it</p> <p>Do you have any feedback on the proposed 2026-27 school calendar? Would prefer Xmas break to be later.</p>		✓		
<p>Do you have any feedback on the proposed 2024-25 school calendar? I like it</p> <p>Do you have any feedback on the proposed 2025-26 school calendar? I like it</p> <p>Do you have any feedback on the proposed 2026-27 school calendar? It would be better if Xmas break was later. Stay in school until the 24th</p>	✓			

COMMENT	PARENT	TEACHER	CUPE	EXEMPT
<p>Do you have any feedback on the proposed 2024-25 school calendar? In October, can the PSA day be rescheduled to Oct 11 or 25? The BCTF hasn't published the 2024 date. In January 2025, schedule 1-3 "incomplete" days at the end of the semester at the high schools, or alternatively, a Semester Turn Around Day to support students submitting late work and writing final exams, as well as provide teachers valuable time to prepare for the following semester while simultaneously grading said assignments and exams and writing report cards. Extend the report card deadline by a week as well. In February 2025, reschedule the Non-instructional/Pro-D day to Feb 18 or 24 - providing two 4-day weeks is more conducive to student learning and staff stress than a 3-day week in between two 5-day weeks. In June 2025, continue scheduling 2 Incomplete days for students to submit late assignments and/or write final exams.</p> <p>Do you have any feedback on the proposed 2025-26 school calendar? In October, can the PSA day be rescheduled to Oct 10 or 20? The BCTF hasn't published the 2025 date. In January 2026, schedule 1-3 "incomplete" days at the end of the semester at the high schools, or alternatively, a Semester Turn Around Day to support students submitting late work and writing final exams, as well as provide teachers valuable time to prepare for the following semester while simultaneously grading said assignments and exams and writing report cards. Extend the report card deadline by a week as well. In June 2026, continue scheduling 2 Incomplete days for students to submit late assignments and/or write final exams.</p> <p>Do you have any feedback on the proposed 2026-27 school calendar? In January 2027, schedule 1-3 "incomplete" days at the end of the semester at the high schools, or alternatively, a Semester Turn Around Day to support students submitting late work and writing final exams, as well as provide teachers valuable time to prepare for the following semester while simultaneously grading said assignments and exams and writing report cards. Extend the report card deadline by a week as well. In February 2027, reschedule the Non-instructional/Pro-D day to Feb 12 or 22 - providing two 4-day weeks is more conducive to student learning and staff stress than a 3-day week in between two 5-day weeks. In June 2027, continue scheduling 2 Incomplete days for students to submit late assignments and/or write final exams.</p>		✓		

COMMENT	PARENT	TEACHER	CUPE	EXEMPT
<p>Do you have any feedback on the proposed 2024-25 school calendar? Christmas break Dec 24-Jan 6 mental well being for staff</p> <p>Do you have any feedback on the proposed 2025-26 school calendar? Christmas Break Dec 24-Jan 8 mental well being for staff</p> <p>Do you have any feedback on the proposed 2026-27 school calendar? Christmas Break Dec 23-Jan 7 Leaving and coming back mid week is beneficial for mental heath. March break Mar 22-April 4</p>			✓	
<p>Do you have any feedback on the proposed 2024-25 school calendar? The first 7 weeks of school have 4 weeks interrupted. The beginning of the school year is a time to create routines and expectations and get to know the students. From what we witnessed this year, the holidays and PRO-D days make it hard to have any consistency. My recommendation is to move Sept 23rd PD to the 27th (at least creating a long weekend for some families and also recognizing that all breaks happening on Mondays could be having a huge impact on some families or school schedules). I would also consider the same thing for the PD day after Thanksgiving. So many families travel, why not give them a long weekend by putting the PD day on the Friday prior to Thanksgiving.</p> <p>Do you have any feedback on the proposed 2025-26 school calendar? Similiar to above!</p> <p>Do you have any feedback on the proposed 2026-27 school calendar? Similiar to above!</p>		✓		

DATE: March 12, 2024
TO: Board of Trustees
FROM: Steve Wyer, Acting Superintendent
SUBJECT: Schedule of Board of Education meetings for the 2024-25 school year



ORIGINATOR: Stacey Ursulescu

REFERENCE:

ISSUE

The Board of Education be provided a draft schedule of meetings and a draft schedule of site visits for the 2024-25 school year

BACKGROUND

Each year the Board of Education sets meeting dates and locations for the upcoming school year. The Board meets on the second Tuesday of every month, except in July and August, in various locations throughout School District No. 6 (Rocky Mountain). The Board holds their meetings at various schools throughout the school district in an effort to visit each school site several times during the 4-year tenure of each Board.

CURRENT SITUATION

Attached are two calendars, the schedule of Board of Education meetings and the schedule of school site visits. The Board of Education is required to adopt their schedule of Board of Education meetings and publicize their meeting dates.

FINANCIAL IMPLICATIONS

Board of Education meetings are accounted for annually through the budget planning cycle and process.

CONCLUSION

The Board of Education review and adopt their 2024-25 schedule of meetings and site visits.

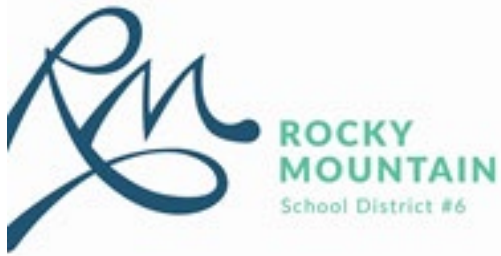
RECOMMENDATION

Proposed Motion

THAT, the Board of Education of School District No. 6 (Rocky Mountain) approve the Board of Education, Schedule of Meetings and site visits for the 2024-25 school year as presented at this meeting.

PUBLIC BOARD MEETING





School District No. 6 (Rocky Mountain) Board of Education – Schedule of Meetings 2024-2025

Board of Education meetings are held on a rotational basis at different schools located throughout School District No. 6 (Rocky Mountain) to provide Trustees with the opportunity to visit each school site. Meetings held during the winter months are conducted virtually from each zone office.

Tuesday, September 10, 2024	7:00 p.m.	Kimberley Zone , Marysville Elementary School
Tuesday, October 8, 2024	7:00 p.m.	Golden Zone , Alexander Park Elementary School
Tuesday, November 12, 2024	7:00 p.m.	Windermere Zone , Eileen Madson Primary School
Tuesday, December 10, 2024	7:00 p.m.	Virtual, Zone Offices
Tuesday, January 14, 2025	7:00 p.m.	Virtual, Zone Offices
Tuesday, February 11, 2025	7:00 p.m.	Virtual, Zone Offices
Tuesday, March 11, 2025	7:00 p.m.	Virtual, Zone Offices
Tuesday, April 8, 2025	7:00 p.m.	Windermere Zone , Windermere Elementary School
Tuesday, May 13, 2025	7:00 p.m.	Kimberley Zone , Lindsay Park Elementary School
Tuesday, June 10, 2025	7:00 p.m.	Golden Zone , Nicholson Elementary School





**School District No. 6 (Rocky Mountain)
Board of Education – Schedule of Meetings
2024-2025**

Board of Education meetings are held on a rotational basis at different schools located throughout School District No. 6 (Rocky Mountain) to provide Trustees with the opportunity to visit each school site. Meetings held during the winter months are conducted virtually from each zone office.

Tuesday, September 10, 2024	7:00 p.m.	Kimberley Zone , Marysville Elementary School 10:30 – 11:30 McKim Middle School 11:45 – 12:45 Rocky Mountain Alternate Learning (Kimberley campus) (Lunch) 1:15 – 2:25 Marysville Elementary School 5:15 Dinner 6:00 In camera meeting 7:00 Regular meeting
Tuesday, October 8, 2024	7:00 p.m.	Golden Zone , Alexander Park Elementary School 10:30 – 1:00 Lady Grey Elementary School (Lunch) 1:15 – 3:00 Alexander Park Elementary School 5:15 Dinner 6:00 In camera meeting 7:00 Regular meeting
Tuesday, November 12, 2024	7:00 p.m.	Windermere Zone , Eileen Madson Primary School 8:30 – 9:30 Martin Morigeau Elementary School 10:15 – 12:45 J. Alfred Laird Elementary School (Lunch) 1:00 – 3:30 Eileen Madson Primary School 5:15 Dinner 6:00 In camera meeting 7:00 Regular meeting
Tuesday, December 10, 2024	7:00 p.m.	Virtual, Zone Offices
Tuesday, January 14, 2025	7:00 p.m.	Virtual, Zone Offices
Tuesday, February 11, 2025	7:00 p.m.	Virtual, Zone Offices
Tuesday, March 11, 2025	7:00 p.m.	Virtual, Zone Offices



Tuesday, April 8, 2025	7:00 p.m.	<p>Windermere Zone, Windermere Elementary School</p> <p>8:30 –9:30 Edgewater Elementary School</p> <p>10:00 – 11:00 Rocky Mountain Alternate Learning (Invermere campus)</p> <p>11:15 – 1:00 David Thompson Secondary School (Lunch)</p> <p>1:30 – 3:00 Windermere Elementary School</p> <p>5:15 Dinner</p> <p>6:00 In camera meeting</p> <p>7:00 Regular meeting</p>
Tuesday, May 13, 2025	7:00 p.m.	<p>Kimberley Zone, Lindsay Park Elementary School</p> <p>10:30 – 12:30 Selkirk Secondary School (Lunch)</p> <p>12:45 – 3:00 Lindsay Park Elementary School</p> <p>5:15 Dinner</p> <p>6:00 In camera meeting</p> <p>7:00 Regular meeting</p>
Tuesday, June 10, 2025	7:00 p.m.	<p>Golden Zone, Nicholson Elementary School</p> <p>10:15 – 12:30 Golden Secondary School (LUNCH)</p> <p>12:45 – 1:15 Golden Alternate School</p> <p>1:30 – 3:15 Nicholson Elementary School</p> <p>5:15 Dinner</p> <p>6:00 In camera meeting</p> <p>7:00 Regular meeting</p>



REGULAR MEETING: INFORMATION

DATE: March 12, 2024
TO: Board of Trustees
FROM: Alan Rice, Secretary Treasurer
SUBJECT: Budget Utilization – February 29, 2024
ORIGINATOR: Alan Rice
REFERENCE: Budget Utilization Summary – February 29, 2024



PUBLIC BOARD MEETING

ISSUE

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

BACKGROUND

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

CURRENT SITUATION

Instruction: increase of approximately \$1,812,000 from prior year attributable to increase in salaries and benefits. Actual amounts are in line with budget with a variance of 0.77% above estimated for the current year. During winter months there are greater replacements costs due to cold and flu seasons.

Administration: increase of approximately \$137,000 from prior year which is attributable to increases to salaries and benefits. Actual amounts are greater than budgeted with a variance of 6.14% above estimated. The majority of the Districts licenses, due and fees are due on July 1 of each year. In addition, the majority of the Well at Work Survey costs have been incurred. Therefore, the variance is anticipated to fall in line with budgeted as the year progresses.

Operations and Maintenance: increase of approximately \$620,000 from prior year. Primarily attributable to increases in salaries and benefits. Actual amounts are in line with budget with a variance of 0.07% above estimated.

Transportation and Housing: increase of approximately \$67,000 from prior year. Primarily attributable to salaries and benefits. Actual amounts are in line with budget at 3.86% below estimated.



PUBLIC BOARD MEETING

CONCLUSION

Expenditures to date are above budget by 0.71% and greater than the prior year by \$2,636,000 for the same timeframe. The operating variance of actual to budget for year-to-date is considered reasonable.

RECOMMENDATION

Continue to monitor on a monthly basis.

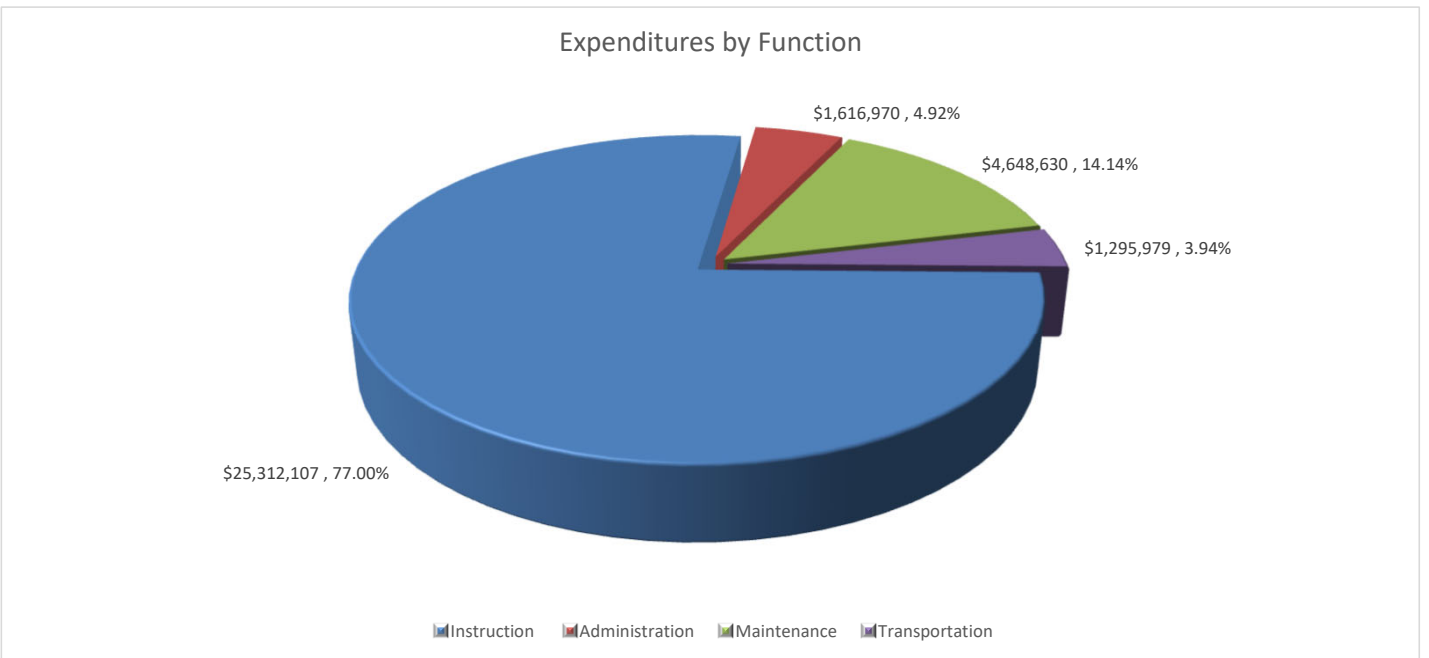
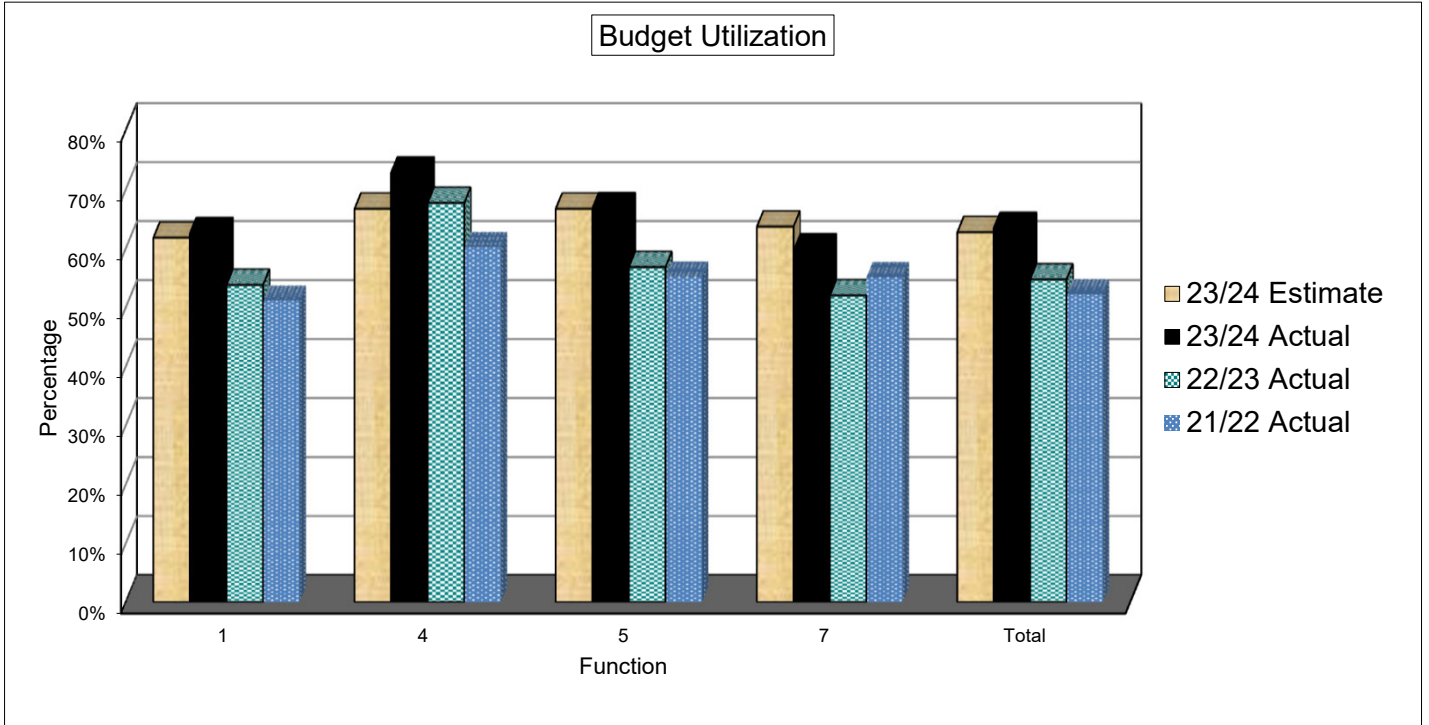
STRATEGIC ALIGNMENT

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

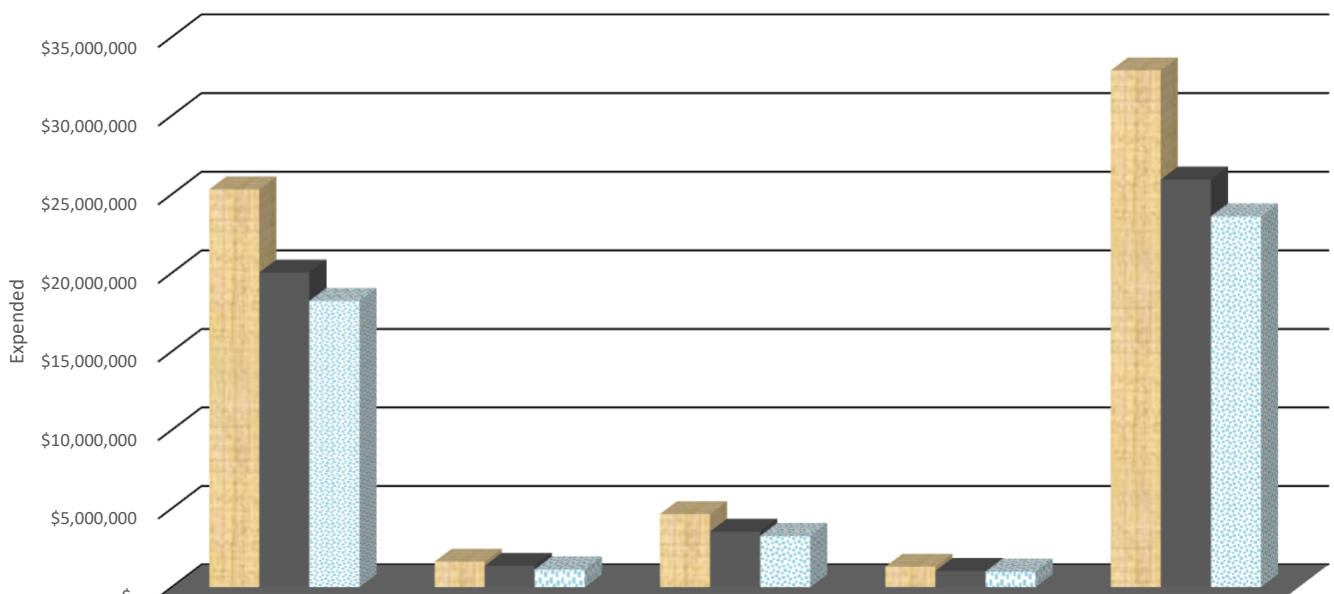


**ROCKY MOUNTAIN SCHOOL DISTRICT
BUDGET UTILIZATION SUMMARY
2/29/2024**

<u>FUNCTION</u>	<u>#</u>	<u>MONTHS</u>	<u>BUDGET</u>	<u>2023/24 EXPENDED</u>	<u>ACTUAL</u>	<u>ESTIMATE</u>	<u>2022/23 ACTUAL</u>
Instruction	1	10	\$ 40,488,377	\$ 25,312,107	62.52%	61.75%	53.77%
Administration	4	12	\$ 2,220,945	\$ 1,616,970	72.81%	66.67%	67.67%
Maintenance	5	12	\$ 6,964,784	\$ 4,648,630	66.74%	66.67%	56.78%
Transportation	7	11	\$ 2,167,853	\$ 1,295,979	59.78%	63.64%	51.98%
Total			\$ 51,841,959	\$ 32,873,686	63.41%	62.70%	54.68%



3 Year Actual Expenditure Comparison



	1	4	5	7	Total
2023/24 Actual	\$25,312,107	\$1,616,970	\$4,648,630	\$1,295,979	\$32,873,686
2022/23 Actual	\$20,029,779	\$1,354,941	\$3,534,557	\$1,026,307	\$25,945,584
2021/22 Actual	\$18,229,407	\$1,126,019	\$3,256,850	\$991,007	\$23,603,283

DATE: March 12, 2024
TO: Board of Trustees
FROM: Steve Wyer, Acting Superintendent
SUBJECT: March Operational Plan Update
ORIGINATOR: Steve Wyer, Acting Superintendent
REFERENCE: [Rocky Mountain: Operational Plan 2023-2024](#)



PUBLIC BOARD MEETING

ISSUE

The Board of Education will receive an update on the progress of the 2023-2024 Operational Plan

BACKGROUND

In the Fall of 2023 Rocky Mountain School District embarked on a new four year strategic cycle. The four priorities of this cycle are advanced by the specific actions outlined in the Operational Plan each year.

To keep the Board informed, the district will share updates to the operational plan when new evidence and data is available. Monitoring the progress of the Operational Plan allows district teams to adjust and refine objectives in order to have a better chance of meeting the expected outcomes of the plan.

The Operational Plan is broken down into four main priority areas. Under each priority area are listed specific strategies with outcomes and measures. In the section below, progress will be broken down for strategies in all areas. Of note, all strategies are in progress and some have been adjusted as the district learns about how they are proceeding.



CURRENT SITUATION

Priority 1 – Equity, Diversity, and Inclusion

Access to Early Years Programming

Members of the district early years team, district partners, and school principals have been working to improve and enhance transitions for families into the system at kindergarten. Some of the accomplishments related to the objectives of the operational plan are:

- Expansion of Ready, Set, Learn to children from birth to 5 years old. Resulted in attendance of over 175 families across the district at all events.
- Events are planned for this year in all communities with interagency partners at each event.
- Site based principals and district staff are using data gathered from the Childhood Experiences Questionnaire to design better access to community services and programs for pre-kindergarten children. Programs such as StrongStart are a focus for increased participation.

March Update:

The Early Years team held two Ready, Set, Learn Events in January. The event in Golden had 36 families (100 people - 42 adults and 58 children), with 10 community services represented. The event in Kimberley included 27 families (75 people – 36 adults and 39 children) with nine community services represented.

In February, the Early Years team was invited by the Human Early Learning Partnership (HELP) to speak at the UBC Early Years Conference in Vancouver. As part of the Data in Action panel, the team was asked to share how the annual Childhood Experiences Questionnaire (CHEQ) data is collected (Rocky Mountain’s 92% is the highest completion rate in the province) and the team provided specific actions that have been taken at the school and community level driven by these results.

Racial Equity Planning

With respect to designing and implementing a District Racial Equity Plan, the district has begun the first steps to grow knowledge and appreciation for the concept of racial equity with site based principals. Through working with a consultant from UBC, district principals participated in two sessions related to racial equity awareness. The objective of the work, so far, has been for district leaders to explore how their personal values align with the values of racial equity so they are most able to lead this work in the organization.

March Update:

This operational objective has been put on pause. Staffing issues among the district team and a greater focus on Equity in Action work are the root cause. The Equity in Action work was a prior commitment for the district team, and it includes many aspects of anti-racism. Nevertheless, the objective is alive in the essence of other objectives and district practices.



PUBLIC BOARD MEETING

Interagency Relationships

District student support services staff have had the first of two meetings between student care agencies: Ktunaxa Kinbasket Family Services and the Ministry of Children and Families. The intent of the meetings so far has been to establish partnerships that will lead to enhanced care for students. Agencies have been designing terms to share important information between each other to better support urgent student need.

March Update:

District staff and Windermere Zone principals have received training and are now active participants in the Columbia Valley Situation Table. This weekly collaboration of community and social service partners supports students and families in acute need or distress.

Interagency collaboration meetings will be held in the communities of Kimberley and Golden.

District staff have successfully completed supportive learning plans for all students living as children in care. A review of academic progress will occur at the end of the March reporting period.

RMSD will host a one-day Behavioural Digital Threat Assessment Training on April 25, 2024 in Invermere, supported by the Ministry of Education and Child Care. Community partners, committed to the current Community Risk Threat Assessment Protocol, will be invited to attend and collaborate with school counsellors, principals and district staff on how to effectively assess risk and support school and community safety.

Communication Strategy

The district has adopted a communication strategy to improve overall transparency of process and enhance engagement opportunities. A number of actions have been completed towards the communication strategy.

- In person and on line engagement on district strategic planning and school planning

March Update:

- Three dates for on line engagement are planned for April 30, May 1, May 10.
- Expanding invitation to radio media with ads and a Superintendent interview spot to highlight the importance of engagement.
- Raise awareness of student and school achievement through Social Media presence

March Update:

- Facebook and LinkedIn following continues to grow
- All district events promoted on the website and also through social media outlets



PUBLIC BOARD MEETING

- Enhance policy engagement by creating an online input space for public to provide feedback for policies under consideration.

March Update:

- Increase in the amount of feedback on policies for review using the web form
- Expand policy distribution to all partners
- Distribution of a “what we heard” report to summarize public feedback to school communities.

Administrative Fairness

The district committed to developing policy and practices related to administrative fairness in the operation of the organization. Within the last year, the Board of Education has considered and adopted many policies related to overall transparency of process and procedural fairness and clarity. Some of these policies are:

- 2350 – decisions related to conducting research and gathering information from students
- 2800 – processes and protection for reporting financial wrongdoing within the organization
- 2900 – process and decision model for naming and renaming schools
- 2850 – relates to all public disclosures within the school district aligned with the *Public Interest Disclosure Act*. Ensures the public of transparent process and routine reporting of all public disclosures.

To build ongoing fair decision-making practices, the district leadership team has made it a requirement for all members to review an adopt a decision-making model and share this model with their educational community. Currently, some have done this. All are engaging in this work.

March Update:

In recent growth reviews with members of district leadership, all people have completed documenting their decision-making models based on the values of the school and the community.

Well At Work

The 2023-2024 operational plan describes efforts by the district to learn more about employee wellness with the objective being to develop a future employee wellness plan. To date the district has formed a District Wellness Committee comprised of trustees, teachers, site principals, CUPE members, and business staff. The district has also hired the services of an advisor from Well at Work. Well at Work is an organization partnered with the Education Canada Network – of which Rocky Mountain is a member. The advisor met with the committee on December 7. In the new calendar year, the committee will launch an employee wellness survey to all staff. The expected timeline should allow for a meaningful wellness plan in place for September 2024.



March Update

This work is on track. The Guarding Minds Survey was completed by 463 district staff members. The Senior Team and Trustees did not complete the survey. The District Wellness Committee has been created and met once. The next meeting is set for March 11, 2024. The results of the survey and a review of the Terms of Reference are on the agenda. An action plan is expected as part of the 2024-2025 Operational Plan.

Priority 2 – Success For Each Learner

Kindergarten Transition

A timelines document for successful Kindergarten Transitions is currently in DRAFT form. This document will achieve a level of consistency for kindergarten transition activities throughout the district. Dinner meetings are scheduled in January in Kimberley, Invermere, Golden to meet with child care providers, K-principals, DPVPs, district-level support staff, and other early years partners to discuss, gather feedback and input. We will trial run the process this year and tweak as needed based on reflection and feedback for the following year.

March Update:

The January dinner meetings held in Kimberley, Invermere, and Golden with small working groups to gather input and feedback on the draft K-Transition Timeline were all well received and well attended. Upon completing the dinner meetings, the document was updated and on February 12 it was shared with schools, early years providers, and it can be found on the Early Learning page of the school district website on the [Kindergarten tile](#). Since February 12, we have already seen district-level staff connecting and planning visits to child care facilities, early years’ program providers facilitating meetings between families and schools, invitations from daycares to school principals to visit centres, and one daycare has asked for a parent information session around transition to be held at their centre.

The school district’s positive, proactive approach to easing kindergarten transition was acknowledged in a comment by the Kimberley/Cranbrook Inclusive Child Development support worker who said, *“What I like about this document and process is that it is inclusive. It isn’t just focused on the ease of transition for children with diverse needs, it is about easing the transition for all children.”*



Supporting Dimensions of Student Success

1. Physical a. Outdoor and Indigenous

All schools are committing to increasing the frequency of learning on the land. For most schools this means cultivating learning opportunities connected to curricular concepts but also happening in physically relevant spaces. For example, one school learning about the science concepts of migration, this year, learned this concept in the wetlands and while viewing the wildlife. This same group was able to reflect on ways the First Nations of the land also learned from the animals in the same setting. The district continues to add new outdoor learning spaces to schools. Edgewater will complete a sheltered outdoor learning space this Spring or early next Fall.

Many schools have adopted a focus of building out Indigenous education resource libraries to support place conscious learning. Participating teachers in the DPVP learning series have experienced the Indigenous ceremony of smudging and more employees each year are experiencing the blanket exercise.

March Update:

Ktunaxa resources have been purchased and distributed to each school. We are continuing to work with Indigenous Partners to identify additional resources for use in schools. We have also ordered resources from FNEC to support the implementation of the Indigenous Focused Graduation Requirement courses/curriculum.

The District Principal/Vice Principal Team has, to date, presented seven sessions across the three zones on a theme of *Connecting Literacy, Numeracy, and the Land*. These sessions, occurring after school, have been grounded in Indigenous story – from *Braiding Sweetgrass for Young Adults* adapted by Monique Gray Smith from the original *Braiding Sweetgrass* by Robin Wall Kimmerer, to *The Three Sisters* by Michelle Corneau, and *What's the Most Beautiful Thing You Know About Horses* by Richard Van Camp. Through story, we have collectively made connections to our own values and pedagogical practice, with an eye towards inclusive, engaging, numerate activity.

Attendance by teachers continues to be a challenge, but support from school leadership has been strong. Their feedback supports finding ways to expand this opportunity to educators.

"I am blown away by the work you and your colleagues have put into the district learning sessions. I so appreciate the supportive and inclusive way that you are speaking about numeracy and math education, that it's not an untouchable body of knowledge that we are mandated to learn, but as a way of understanding and walking through the world that is supportive of and can co-exist with our identities and values."

"I found this workshop very valuable."

"Inspired ideas for teaching and learning."

"I liked the information on using Indigenous knowledge for secondary numeracy."



As more schools participate in learning through food production and the “honest harvest”, physical student connections to the land are enhanced. Schools, such as J A Larid are centering sustainability education in their local food gardens. This practice is expanding to other sites. One of the focus areas for secondary schools was to increase the outdoor learning opportunities for their students. Golden Secondary School is also adopting learning from their food gardens into multi-subject curricular planning.

2. Mental

a. Numeracy and Literacy

All schools have been supporting local strategic plans with respect to growth in literacy and numeracy. Additionally, the district has completed fall learning assessments in the areas of literacy and numeracy for all students grades 1-9. This data creates a learning baseline allowing schools to see their growth throughout the school year. The baseline results for fall do not expect mastery in the subject area since it is early in the learning. However, the data for the 2023 baseline is very similar to the data from other years. This information also helps schools identify areas of learning that are strengths in their schools as well as identify the most significant opportunities for growth. The district provided all principals with an analytics summary for their school. During the months of November and December principals and school leaders will be talking about what they are noticing about student learning at their schools. They will be using evidence from our district assessments, classroom data such as report cards, and provincial measures like the Foundation Skills Assessment to compare information from multiple sources. Based on these conversations, schools will know how to adjust their planning and delivery of learning.

The Ministry of Education and Child Care released the BC Pathways to Learning this past summer. This model is a collection of resources that use descriptive language to describe what proficiency looks like in numeracy and literacy K-12. This document is the backbone of language that is required to further educate parents and set measurable learning objectives with staff and students. In Rocky Mountain, school principals have begun to explore the languages of proficiency through District Leadership Team Meeting activities. Teachers are being offered an introduction to the proficiencies language through the supports of the District Principals and Vice Principals.

March Update:

The District Principals and Vice Principals have planned and completed community meetings in Kimberley, Windermere, and Golden. The 4 learning sessions in each community are open to all educators. These meetings are emphasizing and supporting the integration of the BC Pathways competency language into classroom practice.

Numeracy

The Grades 4 to 7 Numeracy Leaders Group has met twice so far. These leaders have planned for, and are in the process of facilitating, collaborative groups either in their zone, or in their schools with their teacher colleagues. These sessions are linked to their school success plans, and the BC learning pathways language. One leader, from the session shared:

“People had lots of questions about the new Pathways document...Our next steps we briefly discussed moving towards methods for implementation and assessment. For example, we want to discuss how the pathways can be used to design assessments and used as a tool for reporting. I would be happy if future sessions went as positive and well received as this one did.”



PUBLIC BOARD MEETING

Generally, this group continues to be rich space for dialogue and growth. Feedback received from the participants at the end of each meeting reinforces the value of the time together:

“Collaborate with leaders across the zones to strengthen numeracy in our schools. Looking about shifting the culture in our buildings regarding math instruction and design.”

“This is helping me to consider how I can be a more effective leader but also acknowledge that I can only control so much.”

“It introduces you to meeting other strong and passionate educators to hold meaningful conversations about mathematics and learning. This group gave me direction to explore more about delivering the highest quality math education I can.”

Connections to schools have provided the opportunity to engage with teachers on a variety of projects, including the development of a Primary Numeracy Assessment (as a potential replacement for the SNAP, to be piloted in a small number of classrooms this spring), as well as embedding Indigenous Ways of Knowing and Indigenous story into mathematics. One such project is a collaborative activity between an SD6 classroom and an SD62 classroom, linking Indigenous story, and the ways in which we describe our place on the land using mathematical language.

“I appreciate you checking in and your ongoing interest in local classroom action.”

Another milestone for the district in this area is the full implementation of a numeracy and literacy assessment framework that is aligned with the BC Learning Pathways. With the introduction of the pathways, all districts must revisit the language and processes they use to assess learning. Rocky Mountain is ahead provincially in this work.

March Update:

Literacy

The operational plan of the District Principal for Literacy (DPL) placed a significant focus upon supporting both the administration of district and provincial assessments, as well as the analysis, interpretation, and application of the resulting data. In relation, the DPL coordinated supports for implementation of the Reporting Policy with a focus upon assessment practices to align with district/provincial data and school plans. To address these objectives, The DPL presented at school staff meetings (on repeat occasions) to share assessment results and support interpretation and action planning for each school. Flowing from these occasions have been focused sessions with classroom teachers to examine practice and plan for instruction, always with consideration for assessment and gathering of evidence. Of particular focus have been strategies for capturing student proficiency in *communicating ideas and information*.

There is a growing understanding of how larger system assessments can reap meaningful information to inform practice and how they can supplement classroom-based evidence of learning.



PUBLIC BOARD MEETING

Preceding school presentations, the DPL worked with each principal to explore their school's data, growing their own capacity to foster evidence-based planning. In concert with the District Vice-Principals of Numeracy and Student Learning Services, the DPL developed data literacy learning sessions for school-based Principals and Vice-Principals. This learning will continue into the spring. The DPL is currently leading preparation for the spring assessment window, which includes review of feedback from the field and a considered response.

"He shows compassion for all levels of people in the school and connects with the necessary staff groups to drive initiatives."

"Darren worked collaboratively with staff. He had time to build relationships with staff and guide work in aligning assessment practices between PBLA (Performance Based Literacy Assessment) and the classroom."

"I always feel supported, respected, valued and heard when working with Darren."

"The fleshing out of the FSA results and linking it to DOK questions which informed my practice (i.e. the PBLA, making my own mini-PBLA's, thinking about DOK questions more intentionally when planning)."

"Continue to connect with classroom teachers as well, supporting them and working alongside them is distributing leadership and greatly helps support us."

"Darren is very organized and easy to work with. He has clear objectives and reasonable requests and is not afraid of getting to work and putting in the work himself."

"Darren consistently makes things easier for Admin by taking work off our plates and finding ways to join our staff. I also appreciate that I don't need to facilitate the connection with teachers, he independently does this work for me."

"Clarity of vision; Knowledgeable and Competent."

3. Emotional

a. Mental Health in Schools Strategy

Through the Fall, District Counsellors have collaborated to create and deliver professional development on social emotional skill instruction. Working with the *MindUp* curriculum, teachers of Kindergarten – grade 4 had the opportunity to come together to talk about social emotional skill development and instruction, as well as share not only the *MindUp* curriculum as a foundational professional resource, but a variety of other supportive resources and strategies. Of significance, teachers were also introduced to the BC Ministry of Education self-study course *MindUp for Educators: Well-Being and Mindful Teaching* to support their own well-being.



PUBLIC BOARD MEETING

In early November, high school Counsellors, along with all Physical and Health Education (HPE) 10 teachers from across the district, came together, to receive professional development in Mental Health Literacy. Mental well-being is reflected in the PHE 10 curriculum, and this professional learning served to support teachers in providing instruction on this very important topic. HPE 10 teachers reported an increased feeling of self-efficacy in helping adolescents recognize healthy mental health in themselves and their peers, and who they can turn to for help when in distress.

Mental Health Literacy resources to support professional learning with school staff is in development, with planned presentation through the Spring. As well, we welcome teachers of Grades 5 – 8 to *MindUp* learning on two separate occasions before the end of the school year.

March Update:

More than 80 staff have taken the opportunity to participate in a day of professional learning offered on the *MindUp* curriculum and social emotional learning. Staff attending the workshop stated, *“Attending professional development such as this, with teachers from other school, is always a great learning experience. I appreciate the real-life examples in helping me to better understand my work with students and the importance of SEL.”*

4. Spiritual a. Positive School Climate

Towards cultivating positive climate all schools have begun this work by reviewing their school’s mission, vision, and values. Some schools have completed this and are working towards teaching and embedding their values in their daily learning. In monthly meetings with school principals, members of the senior team are facilitating progress discussions on climate, culture, and values alignment. Furthermore, the district has shared a draft climate plan with principals and is seeking feedback on a rough version of the plan. It is expected a more refined and vetted climate plan will be available mid-winter. Schools will be able to use this plan to begin next year thinking about school climate strategy. This year, they are laying groundwork.

March Update:

A DRAFT positive climate document has been completed and shared with PVP. It is being held for further review pending the results of the Guarding Minds Survey on workplace wellness.

Almost all schools have refreshed their shared values, mission, and vision. Many schools are adopting aspects of the DRAFT climate plan in their conversations with their local teams.



Priority 3 – Growing Capacity of Self and Others

1. Growing Leadership Capacity

The district continues to place a high value on the capacity of site-based leaders to move the needle on organizational performance. Through monthly meetings with the team of principals and district staff, the focus this year has been on developing a cogent decision-making model and communicating the way decisions are taken to the educational community of the school. Additionally, this year, principals are supported through monthly school planning meetings to ensure they have the capacity and supports required to lead for student achievement. The feedback about the support model this year has been positive from principals. Additionally, principals have shared evidence of learning much earlier in the year than previous. Before the end of the year, district staff will survey principals and vice-principals to inform planning and measures of success in this area.

March Update:

The district team hosts an optional morning session for principals and vice principals on the days of our team meetings. It began as a strategy to support capacity for new leaders. However, we have attendance in the range of 15-18 people at most meetings. At these morning sessions the team delves into problems of practice they routinely face.

2. Meaningful Learning Opportunities

Principals and vice principals have also been participating in learning about the new BC Pathways for Learning. This Pathways framework provides educators with language that describes what proficiency looks like in numeracy and literacy. This language is important to be able to provide students and families with useful feedback about learning. The principals began this year by diving into report card comments from around the district to sort student comments into the categories of proficiency in the Pathways model. Through this learning opportunity principals were able to determine where the focus had been in instruction, the areas of strength, and the areas for growth

March Update:

Two unassigned contract teachers have been hired to each community to support release time for teacher collaboration. Due to staffing shortfalls in WZ, one unassigned teacher has been reassigned to the classroom and the other mostly supporting coverage for missed preparation time.



3. Develop Instructional Capacity

To advance learning for all staff about the BC Learning Pathways, principals received two days of learning at the summer leadership retreat. They have taken this learning back to their school teams and in many schools the same learning has been duplicated. Numeracy and Literacy Leadership teams of teachers have met once already this school year to unpack classroom experiences using the BC Learning Pathways language. The District Principal and Vice Principal team have been brought two dinner learning sessions to each community based in the need for numeracy learning, learning about Indigenous content through the lens of the new BC Learning Pathways.

As the conversation about the BC Learning Pathways expands, the focus on using the proficiency benchmark language from the pathways will become a focus of learning opportunities for all staff.

March Update:

Sent teacher to FNEESC Train-the-Trainer workshop. Organizing a Indigenous Focused Grad Requirement curriculum workshop for teachers (tentatively scheduled for May 2).

Competency Based Individual Education Plans (CB IEP) are based on the BC curriculum and are representative of growth-based continuum for all learners. The CB IEP are based on Universal Design principals that focus on accessibility to support inclusion. The shift to Competency Based Individual Education Plans (CB-IEP) for learners in RMSD has begun in many district schools. Professional development opportunities for all Learning Services Teachers and Principals and Vice Principals in February and March have helped to support this transition. With the majority of schools beginning to use the CB IEP we are ahead of schedule in the first year of a three-year implementation plan.

4. Professional Collaboration

School teams are continuing to design meaningful teacher collaboration opportunities. Using the model of Instructional Rounds has been the foundation for collaboration over the last three years. However, this school year, school teams are expanding all aspects of this work to increased levels of engagement. Many teams are articulating “problems in practice” as a focus and collecting data over 6 weeks intervals to measure growth. Other schools, such as Golden Secondary School and David Thompson School have expanded their teacher leadership models to include professional learning teams centered on areas of teacher passion connected to school plans. More and more, the district is seeing schools embed opportunities for teacher to collaborate into the regular instructional day.

March Update:

The HR department has hosted 2/3 New Teacher Orientation days, focused on instructional leadership, making connections, and inclusive classroom practice.

The Aspiring Leaders Group continues to run this school year with about 9 participants from the district. The group has met once in person and has met three times virtually throughout the year. There is one more virtual session planned and then the group culminates the year with a full day session in person.



Instructional rounds continue to be used in all schools. Schools have now adapted the model to fit their unique contexts. In schools, one will see various iterations of this model to support professional collaboration.

Priority 4 – Stewardship for the Future

1. Moving Forward with Truth and Reconciliation

This goal area includes two strategies. One of the strategies is to build on the learning from the district wide learning of the Four Seasons of Truth and Reconciliation from last operational plan. Towards this goal the leadership team of the district has read Valley of the Birdtail and has debriefed the important concepts related to Truth. The district leadership team also came together to learn more ways to lead this work with a two-day session hosted at St. Eugene’s Mission. Learning was facilitated by members of the Ktunaxa First Nation. Some school teams have included pursuing learning in season 2 of the Four Seasons modules as part of their school plans. Season 1 is required learning for all new employees to the organization.

The second aspect of this goal is to review the Indigenous Targeted Funding Model. Partners and members of the Indigenous Education Department have begun discussions about how to best allocate monies from this fund to best meet the need of Indigenous students. As a result the department has submitted a proposed funding structure for review with district staff and partners. The intended outcome is that targeted funds will be better aligned to the needs of Indigenous learners.

March Update:

Based on the feedback received from partners (PVP, Indigenous Education Staff, rightsholders), the District will be distributing Target Indigenous Education Funds differently for next school year. A more detailed plan is currently being developed. A tentative plan will be established by April to support both continued Indigenous Partner engagement as well as staffing processes.

2. Global Sustainability and Reducing the Carbon Footprint

Towards this goal, the district has successfully implemented a universal breakfast program for all schools in the district. Staffing for these programs continues to be challenging. The Community LINK workers in each community are coordinating the programs with the schools. However, schools have done a great job of delivering the program, nonetheless.

Towards the strategy of reducing paper usage in the school district, the district began its move towards digitizing processes that used to employ hard paper copies. The first process to be digitized was the school start up process this year. Additionally, new student registration has also been moved online. The district and the teachers’ association were successful in bargaining that the Collective agreement would no longer be printed for every teacher in the district. Ongoing agreements will live in digital form for all to access.

In January, the district will begin its review of the district transportation model. The transition to EVs for the White Fleet will be part of this conversation.



PUBLIC BOARD MEETING

March Update:

Both EV Fleet upgrade projects in Kimberley and Golden have been awarded to Martec Electrical with them starting the work in August.

We have applied for a \$35,000 grant to add more solar panels to the roof of GSS. Should have an answer within the next month.

New Health and Safety digital forms were implemented at the beginning of February. Additionally, we have now implemented usage reporting for printing to increase awareness and inform dialogue about opportunities for further reductions to print volumes.

FINANCIAL IMPLICATIONS

NIL

CONCLUSION

District work towards realizing the outcomes of the 2024 Operational Plan is well underway. The district will continue to monitor these strategies through a collaborative process with the leadership teams and through communication and support for the ongoing work of school teams. Another update will be provided in March 2024.



March 2024

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

April 2024

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