

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

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

Location: Selkirk Secondary School

Date: May 14, 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 April 9, 2024

4.2 Synopsis of in-camera meeting of April 9, 2024 (Alan Rice)

5. PRESENTATIONS/DELEGATIONS

6. MATTERS ARISING FROM THE MINUTES

7. STRATEGIC AND POLICY ISSUES

7.1.1 Policies Under Review feedback (Steve Wyer)*

7.1.2 Practices Under Review (Steve Wyer)
District Practice 4300, Service Recognition

7.1.3 Third Reading NIL

7.1.4 Second Reading
Policy 5800, District code of conduct for students
District Practice 5800, District code of conduct for students
Personal Digital Device Support Guide

7.1.5 First Reading
Policy 1500, Trustee Role and Responsibility
Criteria Guidelines

Policy 5160, Community Coaches
District Practice 5160, Community Coaches

8. OPERATIONAL ISSUES

- 8.1 Board approved fees (Alan Rice)*

9. REPORTS

- 9.1 Budget utilization report – April 30, 2024 (Alan Rice)*
- 9.2 Accessibility in Rocky Mountain School District (Sharon Collin)*
- 9.3 Early learning and childcare update (Crystal MacLeod)*
- 9.4 BC School Trustees Association (Jane Thurgood Sagal)
- 9.5 BC School Trustees Association, Kootenay Boundary Branch (Rhonda Smith)
- 9.6 BC Public Schools Employers Association (Scott King)

10. INFORMATION ITEMS

- 10.1 Correspondence NIL
- 10.2 May and June 2024 calendar*

11. FORTHCOMING EVENTS

- 2024.05.27 Finance and Audit Committee, Virtual, 6:00-7:30
- 2024.05.28 Policy Committee, Virtual, 4:30 p.m.
- 2024.05.29 Field Trip Committee, Virtual, 4:30 p.m.
- 2024.06.04 Labour Relations Committee meeting, Virtual, 12:30 p.m.
- 2024.06.11 Board of Education Meeting, Selkirk Secondary School
 - In-Camera, 5:30 p.m.
 - Regular Meeting, 7:00 p.m.
- 2024.06.15 Selkirk Secondary School graduation ceremony
- 2024.06.26 David Thompson Secondary School graduation ceremony
- 2024.06.27 Golden Secondary School graduation ceremony
- 2024.06.27 Last day of school

12. QUESTIONS FROM THE PUBLIC

13. ADJOURNMENT

* attachment

Policies Under Review

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

Policy 5800: District code of conduct for students

Upon reading the "concrete actions" from the Province to the school districts regarding cell phone use and then the proposed changes to the SD6 policy (District Practice 5800) it strikes me that the wording is so vague that the potential for ineffective policy is high. Appreciating that this is a complex issue, it still seems that coming out with a strong policy from the start would be most desirable. The first concrete action from the Province, "restricting the use of cellphones in schools" is so broad that policies following this guideline could vary in great degree. The Province would like the school districts to maintain some control and autonomy and that it is up to the districts to create policy on how to enforce. The SD6 policy seems to then pass the onus to the individual schools. It is possible that it is best that each school come up with their own final policy, but I feel that stronger guidance from the district would create more cohesiveness. Creating a template for schools to work with would provide both guidance and flexibility. Moreover, schools may welcome a starting point. The other area of concern I have with the proposed changes to the policy is the statement regarding smart phones and devices being used as tools of learning and inclusivity. In particular, I am unsure how they can be tools of inclusivity. Not all students will have these devices so by definition can not be inclusive.



DISTRICT PRACTICE 4300 SERVICE RECOGNITION

DISTRICT PRACTICE:

1. Recognition shall be given for ~~total-continuous~~ years of active service in the Board of Education's employ, whether employment is full-time, casual or teaching on call, -or part-time including time on leaves of absence.

An individual's years of active service to the School District No. 6 (Rocky Mountain) "School District" would be the sum of their contribution in the following areas:

Teaching: ~~continuous~~ years of active employment with the School District on a temporary, ~~or~~ continuing contract, or as a Teacher Teaching on Call. ~~This does not include service provided to the School District as a teacher on-call.~~

CUPE: ~~continuous~~ years of active employment with the School District on a regular appointment or as a casual employee.

Excluded Staff: ~~continuous~~ years of active service with the School District while employed on a contract.

Trustee: ~~continuous~~ years of active service as a Trustee of the School District.

2. Service in the School District will be recognized after five, ten, fifteen, twenty, twenty-five, and thirty years of service.
3. The Board shall recognize all retiring employees, regardless of length of service. Retirement recognition shall be commensurate with the individual employee's ~~continuous~~ years of service in the School District.

[POLICY 4300 SERVICE RECOGNITION](#)

ADOPTED: November 1999

Amended: March, 2010; December 2017; April 2021



POLICY 5800

DISTRICT CODE OF CONDUCT FOR STUDENTS

POLICY:

The Board of Education (“Board”) believes that the conduct of students, in person and online, should at all times contribute to a safe, non-disruptive, and positive learning environment. Each student is expected to respect the rights, the learning, and property of others, and to adhere to Board and school regulations and rules. Each student must meet the expectations set out in the B.C. Human Rights Code. There must be no discrimination or intent to discriminate against a person or a group or class of persons because of their race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity and expression, or age.

Consequences for misbehaviour, whether online, by proxy, or in person, must be applied in a reasonable, firm and judicious manner and shall not include corporal punishment. These consequences should be designed to teach students to be responsible citizens in the school and digital community and; to promote personal and social development, and, whenever Where possible and appropriate, consequences are to be restorative in nature rather than punitive. Special considerations may apply to students with special needs if these students are unable to comply with a code of conduct due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature. The Board of Education will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of a Code of Conduct.

The purpose of this Code of Conduct is to:

- (a) direct the student toward responsible behaviour;
- ~~(a)~~(b) promote sustained impactful learning opportunities;
- ~~(b)~~(c) maintain a safe, n orderly, positive school community conducive to learning; and
- ~~(c)~~(d) protect persons and property.

Scope of this Code of Conduct

Except where a rule is expressly limited to time and place, this Code of Conduct applies to students of the District who are involved in:

- (a) any activity on school premises whether during a regular school day, outside the regular school day, or on a day that is not a school day;
- (b) travel on a school bus or other transportation contracted or arranged by the Board or school;
- (c) any activity sponsored by, organized by or participated in by the school regardless of time or place;

[DISTRICT PRACTICE 5800 STUDENT DISTRICT CODE OF CONDUCT](#)
[POLICY 5850 STUDENT SUSPENSION](#)

REFERENCES: [School Act Section 6, 10, 11, 26](#)
[School Reg. Sec. 4.1 \(b & c\) 5.7](#)
[Provincial Standards for Codes of Conduct Order M276/07 SD6 Appeal Bylaw II](#)
[Bill 10, Tobacco Sales Amendment Act, 2007](#)
[B.C. Human Rights Code](#)

ADOPTED: November 1998

Amended: November 2000, March 2001, October 2006, September 2007, June 2008, June 2009, April 2010, June 2010, November 2014, December 2016, January 2019, June 2020



POLICY 5800

DISTRICT CODE OF CONDUCT FOR STUDENTS

(d) any activity that affects the rights or properties of neighbouring residences or businesses.

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DISTRICT PRACTICE 5800
DISTRICT CODE OF CONDUCT FOR STUDENTS

DISTRICT PRACTICE:

1. SCHOOL CODES OF CONDUCT

Students shall comply with the School Code of Conduct authorized by the principal and with the District Code of Conduct and other rules and policies of the Board. Failure to comply with any aspect of the District or School code of conduct will result in reasonable, firm, and progressive consequences.

1.1 Within the School

The school principal is responsible for formulation and operation of the School Code of Conduct, and for reviewing it annually with staff, parents, and where appropriate, students. The school principal shall ensure an up-to-date copy of the School Code is filed at the District Administration Building.

The school principal shall ensure that the School Code of Conduct is made available, and is annually distributed pursuant to the Provincial Standards for Codes of Conduct Order.

Staff members are expected to take all reasonable measures to control and/or eliminate behaviour by any student that is detrimental to student welfare or the learning atmosphere at the school.

1.2 Within the Classroom

The teacher is expected to establish and maintain an atmosphere conducive to learning within the classroom. Disciplinary measures must at all times be:

- (a) in concert with District and School Codes of Conduct;
- (b) reasonable, bearing in mind the nature of the breach of conduct, and the age or mental ability of the student;
- (c) capable of being enforced; and
- (d) administered impartially and consistently.

[POLICY 5800 STUDENT DISTRICT CODE OF CONDUCT](#)

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DISTRICT PRACTICE 5800

DISTRICT CODE OF CONDUCT FOR STUDENTS

2. DISTRICT CODE OF CONDUCT

Expectations within the District Code of Conduct include but are not limited to the following:

2.1 Alcohol and Drugs

No student (unless in accordance with a physician's prescription) shall possess, use, or be under the influence of any of the following and no student shall sell or otherwise transfer:

- (a) spirits, wine, beer or any other alcoholic or intoxicating beverage;
- (b) any controlled substances or drug, the use or possession of which is prohibited by law;
- (c) glue, aerosol, gasoline, paint or other chemical substance for the purpose of inhalation;
- (d) any other intoxicant, mood changing, mind altering or behaviour altering drug, chemical or substance;
- (e) any paraphernalia related to the use of drugs or chemical substances.

2.2 Weapons

- (a) No student shall possess or be in possession of any weapon for any purpose except as otherwise approved by the school principal (e.g. Archery Club, Drama Club, Outdoor Education).
- (b) Weapons include any firearm or other device prohibited or restricted under the Criminal Code of Canada, and weapons also include anything used, designed or intended for the purpose of causing death or injury, or for the purpose of threatening or intimidating any person.
- (c) Examples of weapons which are prohibited include but are not limited to handguns, rifles, shotguns, air rifles, knives, devices known as or similar to nunchaku sticks, shuriken plates, manrikigusari weights or grips, finger rings with blades, tasers, laser pointers, knife combs, push daggers, constant companion belts, crossbows, tear gas, mace, pepper spray, bear spray and any liquid or powder or other substance that is capable of injuring, immobilizing, or otherwise incapacitating any person.
- (d) Further, no student shall possess, be in possession of, or use any object or thing as a weapon with the intention of or for the purpose of causing injury, death, or to threaten or intimidate any person. Replica or imitation weapons and "toy" weapons are also prohibited.
- (e) Kirpans may be worn for religious purposes with the prior approval of the Principal and on the conditions established by the Principal in consultation with the parents.

[POLICY 5800 STUDENT DISTRICT CODE OF CONDUCT](#)

[POLICY 5850 STUDENT SUSPENSION](#)

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DISTRICT PRACTICE 5800

DISTRICT CODE OF CONDUCT FOR STUDENTS

2.3 Offences to the Person

No student shall be involved in any conduct that has or can reasonably be expected to have a negative impact on the culture, working, and/or learning environment of the school or on the safety and rights of others including, but not limited to:

- (a) behaviour (including speech, expressive conduct, electronic communication) that intimidates or exposes students or staff members to physical harm, ridicule, hatred or contempt, defamation, bullying, harassment and/or cyber-bullying;
- (b) conduct (including expressive conduct) that impacts the rights of others or may be seen as discriminatory as set out in the B.C. Human Rights Code.

2.4 Offences to Property

No student shall damage, destroy, deface or vandalize the property of others or of the Board. Further, no student shall take, temporarily or otherwise, property not belonging to him or her without the consent of the person to whom the property belongs.

2.5 Tobacco Use

No student shall use tobacco products or use e-cigarettes (Vapes) on school property or during any activity organized or sponsored by the School or the Board.

2.6 Disruptive Behaviour

No student shall:

- (a) disrupt, or interfere with the conduct of classes or any other school activity;
- (b) disrupt the school in general (e.g. bomb threats, false fire alarms);
- (c) possess or use fireworks, firecrackers, explosives, smoke or stink bombs, dangerous projectiles, or similar devices or objects;
- (d) tamper with any safety equipment;
- (e) display or take part in any behaviour, conduct or activity, ~~including electronic communication or encourage such behaviour in others,~~ that is prohibited by this Code of Conduct or by a School Code;
- (f) disobey or fail to comply with any lawful directive or instruction of a teacher or other employee of the Board.

[POLICY 5800 STUDENT DISTRICT CODE OF CONDUCT](#)

[POLICY 5850 STUDENT SUSPENSION](#)

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DISTRICT PRACTICE 5800
DISTRICT CODE OF CONDUCT FOR STUDENTS

2.7 Digital Devices and Communication

Digital devices (smart phones, smart watches, listening devices) are often used during periods of instruction as tools of learning and inclusion. Personal digital devices should not impede or interrupt the sustained learning time in classrooms.

(a) All schools restrict the use of personal digital devices in all classrooms except where:

a. The teacher requests their use for instructional purposes;

b. A student requires the device for:

i. medical needs

ii. learning accommodations

(b) The use or possession of personal digital devices during school time will be restricted by the schools' codes of conduct.

(c) Schools will communicate to the educational community about the ways personal digital devices are used within the school.

(d) Students are responsible for storing and securing their personal digital devices should they choose to bring them to school.

[POLICY 5800 STUDENT DISTRICT CODE OF CONDUCT](#)

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Personal Digital Device Restrictions Support Guide

The Ministry of Education and Child Care has [amended](#) the *Provincial Standards for Codes of Conduct Order* (the “Order”) to promote provincial consistency and to support boards of education in ensuring their schools have appropriate policies in place to restrict student personal digital device use. The amended Order will come into effect on July 1, 2024.

This guide is intended to support boards of education in amending their codes of conduct to align with the amended Order by including language that addresses student use of personal digital devices (including cell phones) at school. This Order sets out the standards that boards of education must meet in establishing student codes of conduct for their respective districts. The information in this support guide is provided for your convenience and guidance and is not a replacement for the Order.

The Ministry of Education and Child Care recommends boards of education engage with their Indigenous Education Councils as part of the process of updating their codes of conduct.

Order Language

The following sections are excerpts from the amended Order:

- 1 In this order “**personal digital device**” means any personal electronic device that can be used to communicate or to access the internet, such as a cell phone or a tablet.
- 6 Boards must ensure that the following elements are included in their codes of conduct:
 - ...(d.1) one or more statements about restricting the use of personal digital devices at school for the purpose of promoting online safety and focused learning environments;
- 8 Further to section 6(d.1), the statements about restricting the use of personal digital devices at school must address the following matters:
 - (a) restrictions on the use of personal digital devices at school, including during hours of instruction;
 - (b) use of personal digital devices for instructional purposes and digital literacy;
 - (c) use of personal digital devices that is appropriate to a student’s age and developmental stage;
 - (d) accessibility and accommodation needs;
 - (e) medical and health needs;
 - (f) equity to support learning outcomes.

Intention

Codes of conduct to restrict student personal digital device use at school to promote online safety and support focused learning environments.

Supporting Information

Section 1 Personal Digital Devices

The Order defines this term as “any personal digital device that can be used to communicate or to access the internet, such as a cell phone or a tablet.” Additional examples of devices that may fall into this definition are smart watches, gaming devices, and electronic toys.

Subsection 8(a) At school, including during hours of instruction

Codes of conduct must include statements about restricting the use of personal digital devices during hours of instruction. Boards of education are expected to use these statements to limit the use of personal digital devices at times when students should be focused on participating in educational programs.

With respect to the meaning of “hours of instruction”, please see the relevant definitions in the *School Regulation*.

Codes of conduct may also address student use of personal digital devices during school hours or on school property.

Subsection 8(b) Instructional purposes and digital literacy

Codes of conduct must address the use of personal digital devices for instructional purposes and digital literacy. Instructional purposes might include the use of devices as directed by teachers during class time. Digital literacy purposes might include designated computer or cell phone time that serves to promote digital literacy by providing opportunities for students to use devices while under the supervision of a teacher, which may include critical dialogue regarding responsible and appropriate use of devices.

Subsection 8(c) Age and Developmental Stage

Codes of conduct must address the use of personal digital devices that is appropriate to a student’s age and developmental stage. For example, elementary school codes of conduct may take a more restrictive approach, while middle and secondary schools may allow for progressively greater flexibility and student agency in using personal digital devices.

Subsection 8(d) Accessibility and accommodation needs

Codes of conduct must address accessibility and accommodation needs. This might involve the use of personal digital devices to support students with disabilities or diverse abilities as outlined in students’ support plans and Individual Education Plans. Codes of conduct may consider the use of assistive technology on personal digital devices at school to support student accessibility, communication, and autonomy. Examples of assistive technology could include devices or programs that support students with hearing loss or voice, speech or language disorders. Codes of conduct might allow for the use of tools such as augmentative and alternative communication (AAC) devices, text to speech and speech to text programs or devices, translators, timers, calendars, and reminder software to promote accessibility and to facilitate participation.

Subsection 8(e) Medical and health needs

Codes of conduct must address medical and health needs. This might include approved use of personal digital devices to support medical necessities, such as monitoring blood glucose levels for a student with diabetes.

Subsection 8(f) Equity to support learning outcomes

Codes of conduct must address equity to support learning outcomes. Codes of conduct might include considerations to ensure personal digital device restrictions do not disproportionately impact some students

more than others. For example, codes of conduct may reflect computer or cell phone access facilitated by boards of education to support students who do not have access to internet outside of school and who therefore might use technology at school to complete schoolwork and foster connections with peers.

Research/Evidence

Restricting the use of personal digital devices at school is consistent with published research and evidence. The Ministry of Education and Child Care recommends that boards of education consider available research, including the following information, when amending their codes of conduct.

Reducing Screen Time at School

A recent academic paper (Smale et al., 2021) looking at the potential benefits and harms of cell phone use in classrooms to provide policy recommendations concluded that “removing cell phones from classrooms is likely to reduce students’ temptation to check their devices, play games, text, and surf the Internet, consequently enhancing their ability to focus and thus improving their performance due to greater intake and memory of academic material.” (p.51)

According to the 2023 BC Adolescent Health Survey results (Smith et al., 2024), during their last school day prior to responding to the survey, top reasons for which students reported using their phones included: to scroll social media (74%), connect with family and friends (65%), game (not esports) (26%), game (esports) (18%), and only 11% of students reported using their phones for none of these activities.

There is a growing field of research into the impacts of cell phones and social media on mental health and academic performance, however there is still limited in-depth or longitudinal studies and more research is needed to confirm causality versus correlation (Smale et al., 2021; Abi-Jaoude, et al., 2020; Vuorre et al., 2021; Shannon, et al., 2022). Social media use in particular has been linked to emotional and coping challenges, including eroded self-worth, fear of missing out, distraction, stress and anxiety, and exposure to cyber-bullying (Vuorre et al., 2021; Abi-Jaoude et al., 2020; Shannon et al., 2022).

To promote physical and mental health and support healthy relationships, HealthLinkBC (2023) recommends a maximum of 2 hours of screen time per day for children aged 5-17. According to a recent report (Saunders & Colley, 2024) based on the Canadian Community Health Survey, average screen time increased between 2018 and 2021. In 2018, 42.5% of youth between age 12-17 reported meeting the recommended 2 hours or less of screen time on school days and 21% on non-school days, compared to 29.8% and 12.2% in 2021. Increased screen time takes away from time spent in direct connection with others, physical activity, and learning activities, and delays sleep.

Digital Literacy

As set out in the *School Act*, “the purpose of the British Columbia school system is to enable all learners to become literate, to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous and sustainable economy.” Digital literacy is instrumental to meeting this purpose. Digital literacy can include both the basic skills needed to operate devices and programs, as well as the thinking skills needed to access, evaluate, and utilize digital information. Jobs across all industries increasingly need foundational to advanced computer skills (Bergson-Shilcock, 2020). Digital literacy further promotes critical thinking related to internet safety, media, and online participation which benefit personal agency, holistic health, and political engagement and democracy (Cortesi et al., 2020).

Equity, Accessibility and Accommodations

Many B.C. students face barriers due to factors such as race, gender, sexual orientation, socioeconomic status, care status, disabilities, diverse abilities, immigration status or primary language.

Students who face barriers are likely to experience greater benefits from access to technology and internet to support their unique needs. Cell phones can support equity through access to supports and services, connections and relationships, applications for learning, and more (UNESCO, 2023; McCreary Centre Society, 2018; Ministry of Children and Family Development, 2021). Cell phones can also support a sense of safety and promote social connection (Ministry of Children and Family Development, 2021).

The UNESCO Technology in Education report (2023) identifies that, “People with disabilities face some of the most significant barriers in accessing quality education. Technology provides multiple means of representing information, expressing knowledge and engaging in learning, which can support people with disabilities, providing fair and optimized access to the curriculum, while developing their independence, agency and social inclusion” (p. 37). They further identify that “Some applications and technology-assisted learning initiatives support language learning” (p. 40).

Access to the Internet

According to the 2023 BC Adolescent Health Survey, 97% of youth in B.C. had access to the internet in some capacity, and among these youth, 31% identified as accessing internet at school (Smith et al., 2023, p. 41). While highspeed internet or cellular services are available to most B.C. residents, many face barriers for access due to affordability (Ministry of Citizens' Services, 2022, pp. 26, 42). Students without internet access at home or cellular data may have access internet while at school or in other wifi-enabled locations outside of their houses.

BC Youth's Access to Technology fact sheet (McCreary Centre Society, 2018), based on 2018 Adolescent Health Survey data, identifies that a lack of internet access can create barriers to access health and mental health information, reduce feelings of connection and negatively impact school and employment skills (p. 1). They further note that those without internet were less likely to plan to graduate secondary school or pursue post-secondary education and reported poorer mental health and wellbeing, with higher levels of school absences, self-harm, and suicidality (p. 3). School connectedness was seen to be “protective for youth who lacked Internet access. For example, those who felt like a part of their school were more likely to rate their mental health as good or excellent ..., to feel happy ..., and to plan to continue their education beyond high school.” (p. 6)

Resources:

Curriculum

- [BC's curriculum](#) provides many opportunities for students to consider the appropriate use of technology. The provincial Applied Design, Skills, and Technologies (ADST) course is required learning for all students. Other areas of the curriculum reinforce this learning about technology use, such as the health components of the Physical and Health Education (PHE) curriculum which teach students about making choices to promote physical and mental health and developing healthy relationships.

Next Generation Network

- Through the Next Generation Network, the Ministry supports school districts with resources to protect internet access on school networks with firewall services to block: access to social media sites, inappropriate images, websites defined as inappropriate by the districts.

Digital Literacy

- BC's [Digital Literacy Framework](#) gives teachers suggestions on what ages to introduce important concepts related to topics like digital footprints, online safety, and information literacy.
- [United Nations Educational, Scientific and Cultural Organization \(UNESCO\) International Centre for Technical and Vocational Education and Training](#) provides a database of digital competence frameworks, links to articles and think-pieces, and webinars.
- [Youth and Digital Citizenship+ \(Plus\): Understanding Skills for a Digital World](#) overview of digital citizenship, its importance in the digital age, includes frameworks and resources.

Assistive Technology

- [SET-BC \(setbc.org\)](#) provides assistive technology services for students living with physical disabilities.

Parent & Educator Resources

Digital literacy training

- [MediaSmarts](#) Non-profit organization that develops digital media literacy programs and resources with BC specific resources and curriculum charts for Grades K-12. Additional resources for parents include blogs, games, tips sheets, guides, workshops & tutorials, and videos.
- [Expect respect and a safe education \(erase\)](#) Online safety information, actions and resources to support K-12 students, parents, families, and educators in learning how to use technology responsibly, and stay safe from online harms.
 - erase Training sessions were designed to support families and caregivers navigate the digital world.
- [TelusWise](#) free digital literacy education program that offers informative workshops and resources to help people of all ages have a positive experience as digital citizens.
- [Canadian Paediatric Society - Digital media: Promoting healthy screen use in school-aged children and adolescents](#)
- [Canadian Paediatric Society - Screen time and digital media: Advice for parents of school-aged children and teens](#)
- [Canadian Paediatric Society - Social media: What parents should know](#)

Assistive Technology

- [Understood.org - What is assistive technology?](#)

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POLICY 1500

TRUSTEE ROLE, RESPONSIBILITY AND CODE OF ETHICS

POLICY:

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

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

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

CODE OF CONDUCT

1. AS A TRUSTEE:

~~1.1~~ ~~I will consider myself as a Trustee of public education and~~ I will participate to the fullest extent possible, considering all perspectives with an open mind, so that I may be involved in an informed and responsible way in the functions of the Board of Education and the District.

~~1.1.1.2~~ I will work with other trustees in a spirit of good will and shared interests. I will respect differences of opinion and assist new trustees in feeling welcome to the Board of Education.

~~1.2.1.3~~ I will carry out my responsibilities in accordance with the *School Act* and Regulations, and Board Policy.

~~1.4~~ I will do my best to protect, conserve, and advance public education, ~~giving to the children of this District educational facilities and services that are as complete as it is possible to provide.~~ providing students the best possible learning facilities and programming possible.

~~1.3.1.5~~ I will work to promote safe and respectful work environments in the interest of overall employee wellness.

~~1.4.1.6~~ I will, when parents or members of the community ask a question or raise a concern about a particular staff member, classroom, principal or school, follow the procedures of Policy 9200 Problem Solving Protocol and Appeals Bylaw in addressing the question or problem.

~~1.5.1.7~~ I will express my honest and most thoughtful opinions in Board of Education meetings, in an

ADOPTED: October 12, 1999

Amended: December 9, 2014, March 14, 2017, January 14, 2020, November 9, 2021



POLICY 1500

**TRUSTEE ROLE, RESPONSIBILITY AND
CODE OF ETHICS**

effort to have all decisions made for the best interests of the children and the schools.
[1-61.8](#) I will recognize the integrity of my predecessors and associates, and the merit of their work.



POLICY 1500

TRUSTEE ROLE, RESPONSIBILITY AND CODE OF ETHICS

~~1.71.9~~ I will make no disparaging remarks, in or out of the Board meeting, about other Trustees or their opinions, but I reserve the right to make honest and respectful criticism.

~~1.81.10~~ I will be prepared to listen to what other Trustees, other individuals, or groups, may have to say before making final decisions.

~~1.91.11~~ I will not discuss the confidential business of the Board of Education in my home, on the street, or in my office.

~~1.101.12~~ I will not use my role as Trustee for my own personal advantage or for the advantage of my friends, supporters, or business. If I become aware that I am in a position that creates a conflict of interest (direct, indirect; statutory or common law), I will declare the nature and extent of the conflict at a meeting of the Board of Education and abstain from deliberating or voting on the issue, giving rise to the conflict.

~~1.13~~ I will carefully review all information packages in preparation for discussion at all scheduled meetings of the Board of Education and its committees.

~~1.111.14~~ I commit to advancing Truth and Reconciliation and Anti-Racism.

2. AS A MEMBER OF THE BOARD OF EDUCATION:

2.1 I will act with integrity and the highest ethical standards in my personal and professional life, and in a manner that inspires public confidence in the Board of Education.

2.2 I will protect and enhance the reputation of the District and the Board of Education.

2.3 I will respect the confidentiality of communications between Trustees and Senior Administration.

2.4 I will recognize that authority rests with the Board of Education in legal session and not with individual members of the Board of Education, except as authorized by law.

2.5 I will vote for a closed meeting of the Board of Education if the situation requires it, and I will not participate in meetings of the Board of Education, which do not comply with Bylaw 1 – Procedural Bylaw.

2.6 I will abide by majority decisions of the Board of Education.

2.7 I will recognize that, although I am elected from a particular area of the District, my responsibility is to ensure that decisions are made in the best interests of the District as a whole.

~~2.8~~ I will consider it an important responsibility of the Board of Education to interpret the District's aims, methods and attitudes to the community.

~~2.92.8~~ I will earnestly try to interpret the needs and attitudes of the community and do my best to translate them into the educational program of the schools.



POLICY 1500

TRUSTEE ROLE, RESPONSIBILITY AND CODE OF ETHICS

2-102.9 When representing the Board of Education, I will fulfill various commitments and duties required by such representation such as voting, providing updates, and reporting back to the Board of Education.

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

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

4. VIOLATION OF THE CODE

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

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

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

SCHOOL TRUSTEES CODES OF CONDUCT: PROVINCIAL CRITERIA GUIDELINES

CONTEXT

PURPOSE

The purpose of this document is to set out best practices and provide guidelines for the voluntary development or refinement of a board of education's ('board') school trustee ('trustee') code of conduct.

This document is meant to be a resource to assist boards in the review of their trustee code of conduct and related policies and processes. The criteria outlined below will help set a common approach and ensure boards can focus on their core responsibilities to deliver an educational program and to support safe and inclusive schools and workplaces.

This document was developed in collaboration between the Ministry of Education and Child Care and the BC School Trustees Association. Its content is based on extensive research including a literature review, a cross-jurisdictional scan, interviews with experts, and learnings from other sectors. This document is not intended as legal advice and should not be relied upon for that purpose. Boards are responsible for developing codes of conduct in their respective districts. Boards are encouraged to seek independent legal advice and/or support from other sources, should circumstances warrant.

What is a code of conduct? Codes, or Standards of Conduct:

- Ensure values that guide ethical behaviour and norms for trustee relationships;
- Promote awareness regarding trustee roles and responsibilities; and
- Encourage respect for divergent views so that boards can focus on student achievement, equity and well-being.

CRITERIA OVERVIEW

The Ministry of Education and Child Care ('the Ministry' or 'ECC'), together with the BC School Trustees Association ('BCSTA') and education partners and rightsholders, have developed the following criteria for codes of conduct for school trustees. The code of conduct criteria is meant to support boards by providing trustees with a clear understanding of roles and expectations on conduct, as well as approaches to investigate breaches of conduct, determine consequences, and restore relationships. It will help ensure boards have the necessary tools and resources to focus decisions on the best interest of students.

It is highly recommended that boards work together with district senior staff to review their codes of conduct to ensure there is:

- ✓ Emphasis on student achievement, equity and well-being;
- ✓ Alignment with BCSTA's principles/standards for codes of conduct:
 - Confidentiality, [addressing] conflicts of interest, integrity, relationships, respect, and responsibility;
- ✓ Alignment with existing provincial and federal legislation;
- ✓ Provisions on:
 - Respectful workplaces & relationships with others;
 - Anti-racism, reconciliation & relations with local First Nations;
 - Acceptable use of social media;
- ✓ Policies and procedures for breaches and sanctions with public accountability;
- ✓ Mechanisms to regularly review and affirm the code;
- ✓ Board training, including with trustee onboarding; and
- ✓ The incorporation of plain language.

CRITERIA GUIDELINES

Together with education partners and rightsholders,¹ the Ministry and the BCSTA have applied research, legal findings, and expert insights to develop the following criteria for province-wide standards for codes of conduct. It is strongly recommended that boards work collaboratively to discuss and develop and/or refine their codes of conduct. The discussions arising from the review process at the board and district senior staff level will be as important as the updates that the board will make to its code of conduct.

The BCSTA and ECC extend appreciation to the boards identified in the following section for allowing excerpts of their policies and guidelines to be used throughout this document.

EMPHASIS ON STUDENT ACHIEVEMENT, EQUITY AND WELL-BEING

Under the *School Act*, a board of education is responsible, collectively, for the improvement of student achievement in their district. For example, boards may wish to include statements such as:

"Trustees make decisions in terms of the educational welfare of children/students and strive for public schools that will meet the needs of all students."

-- SD 73, Kamloops-Thompson

¹ The Ministry and BCSTA worked with an advisory committee (including the First Nations Education Steering Committee (FNEESC), BC Public School Employers' Association (BCPSEA), BC School Superintendents Association (BCSSA), and BC Association of School Business Officials (BCASBO).

ALIGNMENT WITH BCSTA'S CORE VALUES

The BCSTA and best practices from other jurisdictions and organizations recommend that codes of conduct reflect the principles/standards of confidentiality, [addressing] conflict of interest, integrity, relationships, respect and responsibilities. These standards or principles are interrelated. Boards may integrate these throughout codes and/or combine them with other relevant criteria and provisions.

CONFIDENTIALITY

This commonly covers issues around trustees maintaining confidentiality, including of information discussed in closed sessions. Boards may wish to include provisions such as:

“Trustees shall preserve the confidentiality of information discussed at closed school board or committee meetings and shall not release privileged information in any format to the public until the Board has done so in an official capacity.”

-- SD 44, North Vancouver

CONFLICTS OF INTEREST

The *School Act* requires trustees to voluntarily and immediately declare any pecuniary conflict of interest (direct, indirect or deemed) in matters before the board or a committee of the board. Boards may wish to reference these requirements in their codes of conduct with relevant provisions, such as:

“As a trustee, I will not use my role as Trustee for my own personal advantage or for the advantage of my friends, supporters, or business. If I become aware that I am in a position that creates a conflict of interest (direct, indirect; statutory or common law), I will declare the nature and extent of the conflict at a meeting of the Board of Education and abstain from deliberating or voting on the issue giving rise to the conflict.”

-- SD 6 Rocky Mountain

INTEGRITY

Integrity includes reference to other criteria such as being student-centered and referencing applicable legislation. Integrity may also include:

- Trustees making all decisions based on available facts and their independent judgment and refusing to surrender that judgment to individuals or special interest groups; and
- Trustees acting with the highest standards of professional integrity and in a manner that inspires public confidence in the board.

Boards may wish to directly reference integrity in their codes of conduct provisions:

“Board members will do everything possible to maintain the integrity, confidence, and dignity of the office of School Trustee.”

-- SD 35, Langley

RELATIONSHIPS

Relationships include those with other trustees, with district staff, and with all members of an educational community. This includes working respectfully with others, recognizing the importance of good relationships to boards' core responsibilities to deliver educational programs and support safe and inclusive schools and workplaces. Boards may wish to include reference to the principle of relationships:

"Trustees shall work with fellow board members in a spirit of harmony and cooperation and be respectful of differences of opinion. Trustees shall refrain from making discrediting comments about others, engaging in unwarranted criticism, or taking private action that could compromise the integrity or authority of the Board."

-- SD 44, North Vancouver

RESPECT

Respect includes reference to criteria on provisions for respectful workplaces and relationships with others, and anti-racism, reconciliation, and relations with local First Nations. This also includes respecting differing views and being prepared for board meetings and committee work. Boards may wish to emphasize respect in their codes of conduct:

"Trustees shall represent the Board in all Board-related matters with proper decorum and respect for others."

-- SD 63, Saanich

RESPONSIBILITY

In addition to the other responsibilities referenced in the provincial criteria, responsibility also includes upholding board decisions and ensuring effective stewardship of board resources in the best interests of students. Boards may wish to directly include provisions on responsibility such as:

"I will recognize that, although I am elected from a particular area of the District, my responsibility is to ensure that decisions are made in the best interests of the District as a whole."

-- SD 6, Rocky Mountain

ALIGNMENT WITH EXISTING PROVINCIAL AND FEDERAL LEGISLATION

Boards and trustees have legal responsibilities as set out in the *School Act* and under common law. Additionally, boards and trustees are subject to, and must comply with, all applicable provincial and federal laws. This includes the *Criminal Code*, *Freedom of Information and Protection of Privacy Act*, *Human Rights Code*, *Workers' Compensation Act*, and other applicable legislation. Boards may wish to include relevant provisions such as:

"Trustees shall abide by the policies of the Board, all applicable legislation and regulations, in particular the School Act and the Oath of Office."

-- SD 63, Saanich

PROVISIONS ON:

RESPECTFUL WORKPLACES & RELATIONSHIPS WITH OTHERS

In addition to the guidance on the principles of respect and relationships, this provision relates to compliance with the Human Rights Code and the *Workers' Compensation Act*. As the employer, boards must work with staff, students, and communities abiding by applicable legislation, and supporting safe, inclusive workplaces and communities. Boards may wish to include provisions such as:

"This commitment includes... appropriate decorum in individual and group behaviour and fair and respectful treatment of students, parents, staff, members of the community and other Board members."

-- SD 35, Langley

ANTI-RACISM, RECONCILIATION & RELATIONS WITH LOCAL FIRST NATIONS

Boards have an important role in addressing systemic racism and promoting an active culture of anti-racism in schools. To uphold the Human Rights Code and support safe, inclusive educational communities, boards may wish to integrate the principles from the *Declaration on the Rights of Indigenous Peoples Act* and the Ministry's K-12 [Anti-Racism Action Plan](#) into their codes through provisions such as:

"Trustees will recognize their duty to represent and advocate for the best interests of learners in the community, including Indigenous communities and First Nations on whose traditional territories our schools operate."

-- SD 37, Delta

ACCEPTABLE USE OF SOCIAL MEDIA

Boards may wish to directly include provisions on acceptable use of social media (including confidentiality, respect, conflict of interest) or reference their communications policy in their code of conduct. Provisions could include:

“The Board of Education remains committed to responsible digital citizenship and to minimizing the risks associated with the use of electronic communications systems and access to social media.”

-- SD 6, Rocky Mountain

POLICIES AND PROCEDURES FOR BREACHES AND SANCTIONS, PUBLIC ACCOUNTABILITY

Misconduct and breaches may affect boards’ abilities to deliver on their core responsibilities to offer an educational program and their ability to support safe and inclusive schools and workplaces. It is best to ensure boards take a proactive approach by establishing policies outlining processes to address breaches as well as steps to restore relationships after the occurrence of a breach.

When there are issues with misconduct, it is best to develop solutions to resolve issues early and with measures that are commensurate with the underlying factual context. When appropriate, boards could also take an incremental approach (i.e., having informal complaint processes and mediated conversations before a formal complaint process is triggered). A board may wish to seek legal advice depending on the nature of the complaint.

If proactive measures do not result in changed behaviour, disciplinary measures for breaches may be imposed in a remedial and restorative manner, reflecting the seriousness of the breach. These measures may include the offending trustee:

- Writing a letter of apology;
- Participating in a restorative justice process;
- Participating in specific training, coaching, or counselling as directed by the board;
- Being subject to a motion of censure passed by a majority of the voting trustees at a closed (i.e., in-camera) board meeting; or
- Being removed from one, some, or all board committees or other appointments by a majority of voting trustees at an in-camera board meeting.²
 - It is important to note that, except as expressly permitted by the *School Act*, a board’s authority does not extend so far as to effectively remove a trustee from their elected office.

The board may, at its discretion and by resolution of the voting trustees, make public the outcome(s) of the official complaint process if the board considers this reasonable and appropriate. However, the board should be careful to avoid disclosing details that identify third parties or disclose confidential information. The board must comply with its obligations to protect the privacy of others under the *School Act* and the *Freedom of Information and Protection of Privacy Act*.

Boards should act in accordance with principles of administrative fairness, which includes avoiding bias (including the perception of bias). The Ombudsperson’s Office has developed the [Complaint Handling](#)

² The imposition of a disciplinary measure barring a trustee from attending all, or part of, a board meeting shall be deemed to be the authorization for the trustee to be absent from the meeting, and therefore not in violation of the *School Act* regarding absences from meetings.

[Guide](#) as a resource on the topic of fairness. Furthermore, the [Public Authority Consultation and Training Team](#) in the Ombudsperson's Office is available to provide support to public bodies, including boards of education, to ensure they incorporate and reflect administrative fairness principles. Boards may also contact the BCSTA for resources.

MECHANISMS TO REGULARLY REVIEW AND AFFIRM THE CODE

Effective codes are living documents that are strengthened through regular review and affirmation. Boards may wish to include requirements such as:

"The Board shall review this policy within six months of the Inaugural Board Meeting."

-- SD 44, North Vancouver

BOARD TRAINING, INCLUDING WITH TRUSTEE ONBOARDING

In addition to regular review and affirmation, board training strengthens the effectiveness and usefulness of codes of conduct. Boards may wish to include training provisions in their codes of conduct, such as:

"Trustees will endeavour to take advantage of educational conferences, workshops, and training sessions made available by local or provincial affiliations. Through participating in professional development opportunities, Trustees can enhance their knowledge of Trustee roles and responsibilities and become acquainted with current educational topics and trends."

-- SD 44, North Vancouver

The BCSTA provides sessions on governance and codes of conduct, and will also offer requested assistance or advice to boards. Please contact the BCSTA directly for support.

In addition, the Ministry and BCSTA have developed an onboarding approach to support trustees in their role. This training includes sessions on six key areas: Governance, Legislation, Roles and Responsibilities; Relations with First Nations; Working with People; Values-Based, Evidence-Informed Decision Making; Planning for Student Success; and Financial and Resource Management. Boards and trustees can find more information on BCSTA's HUB, in the [Virtual Orientations section](#).

PLAIN LANGUAGE

When revising a code of conduct, boards may wish to promote accessibility by presenting information in clear, understandable language. In addition to defining certain terms and refraining from using jargon, some boards have also written their codes with plain language and "I" statements. For example:

"I will do my best to protect, conserve, and advance public education, giving to the children of this District educational facilities and services that are as complete as it is possible to provide."

-- SD 6, Rocky Mountain

To support the principles underpinning codes of conduct and to promote consistency in the application of codes across the province, the Ministry and BCSTA encourage all boards to review their codes of conduct in accordance with these criteria guidelines. Please submit your updated codes to EDUC.Governance.Legislation@gov.bc.ca by **April 30, 2024**.

APPENDIX A: CODES OF CONDUCT

School District	Code of Conduct ³	Updated
SD05 Southeast Kootenay	Policy 4 - Trustee Code of Conduct	2021/08
SD06 Rocky Mountain	Policy 1500 - Trustee Role, Responsibility and Code of Ethics	2021/11
SD08 Kootenay Lake	Policy 130: Trustee Code of Professional and Ethical Conduct	2023/01
SD10 Arrow Lakes	Policy 120 – Governance (Section 4.0 Board of Education Code of Conduct)	2017/05
SD19 Revelstoke	Policy 2.2 - Composition, Roles and Conduct	2014/10
SD20 Kootenay-Columbia	Policy 5.12 - Trustee Code of Conduct	2018/01
SD22 Vernon	Policy 130 - Trustee Code of Ethics and Conduct	2022/09
SD23 Central Okanagan	125 - Trustee Code of Ethics	2021/09
SD27 Cariboo-Chilcotin	Policy 130 – Trustee Code of Conduct	2019/11
SD28 Quesnel	Policy 107 - Trustee Code of Ethics	2023/01
SD33 Chilliwack	130 - Trustee Code of Conduct Separate Policy – 131 Trustee Conflict of Interest	2022/03
SD35 Langley	Policy 4 - Trustee Code of Conduct	2020/12
SD34 Abbotsford	Policy 6 – Trustee Code of Ethics	2013/10
SD36 Surrey	Policy 2100 - Trustee Code of Conduct	2018/01
SD37 Delta	Policy 4 - Trustee Code of Conduct	2022/06
SD38 Richmond	Policy 200 – Trustee Role, Responsibilities and Code of Ethics	2008/09
SD39 Vancouver	Policy 4 - Trustee Code of Conduct	2021/12
SD40 New Westminster	Policy 4 - Trustee Code of Conduct	2017/05
SD41 Burnaby	Policy 1.05 Trustee Code of Conduct and Ethics	2021/04
SD42 Maple Ridge-Pitt Meadows	Policy 2919 - Trustees' Code of Conduct	2019/12
SD43 Coquitlam	Policy 4 - Trustee Code of Ethics	2019/02
SD44 North Vancouver	Policy 108 - Trustee Code of Ethics	2018/09
SD45 West Vancouver	Policy 108 – Trustee Code of Ethics	2022/06
SD46 Sunshine Coast	Policy 3 – Role of Trustee	2022/10

³ Generally captured as policy. As per [SD 20](#), policies are statements of principle whereas bylaws are legally enforceable resolutions of the board.

School District	Code of Conduct ³	Updated
SD47 Powell River	Policy 4: Trustee Code of Conduct	2022/05
SD48 Sea to Sky	Policy 204 - Trustee Code of Conduct	2022/03
SD49 Central Coast	Policy 120: Trustee Code of Conduct	2018/04
SD50 Haida Gwaii	Policy 2.0 - Governance	2018/09
SD51 Boundary	Policy 1110 - Trustee Code of Ethics	2018/03
SD52 Prince Rupert	6140 - Role of the Trustee and Trustee Code of Conduct Policy	2020/10
SD53 Okanagan Similkameen	Policy A-4 - Trustee Code of Conduct	2019/10
SD54 Bulkley Valley	Policy 1.180 - Trustee Code of Conduct	2021/04
SD57 Prince George	Policy 4 – Trustee Code of Conduct	2022/06
SD58 Nicola-Similkameen	Policy 205.3 - Trustee Code of Ethics and Conduct	2020/01
SD59 Peace River South	Policy 2150 – Roles and Responsibilities of the Board	2020/01
SD60 Peace River North	Policy 1001 - Roles and Responsibilities of the Board and Trustees	2021/08
SD61 Greater Victoria	Policy 8251 - Trustees' Code of Conduct	2022/05
SD62 Sooke	Policy A-105 – Trustee Code of Conduct	2021/01
SD63 Saanich	Policy 13 – Trustee Code of Conduct	2020/11
SD64 Gulf Islands	Policy 107 - Trustee Code of Conduct	2018/06
SD67 Okanagan Skaha	Policy 4 - Trustee Code of Conduct	2019/11
SD68 Nanaimo-Ladysmith	Policy 2.3 - Code of Conduct	2012/12
SD69 Qualicum	Trustee Code of Ethics included in Trustee Handbook (and Bylaw)	2022/09
SD70 Pacific Rim	Policy 112 - School Trustee Code of Conduct	2022/10
SD71 Comox Valley	Policy 4 – Trustee Code of Conduct	2023/03
SD72 Campbell River	Board Governance Policy 7 – Trustee Code of Conduct	2017/10
SD73 Kamloops/ Thompson	Policy 4 - Trustee Code of Conduct	2019/06
SD74 Gold Trail	Policy 1.100 Trustee Code of Conduct	2022/10
SD75 Mission	Policy 1.2 Trustee Code of Ethical Conduct	2022/06
SD78 Fraser-Cascade	Bylaw 17 - Trustee Code of Conduct ; Conflict of interest in stand alone Bylaw #7	2018/03
SD79 Cowichan Valley	Policy 4 – Trustee Code of Conduct	2018/09

School District	Code of Conduct ³	Updated
SD81 Fort Nelson	Policy 1111 - Trustee Code of Ethics; Policy 1112 – Expectations of Trustees	2015/03
SD82 Coast Mountains	Policy 5010 - Trustee Code of Ethics	2021/12
SD83 North Okanagan-Shuswap	Policy 133 - Trustee Code of Conduct	2022/04
SD84 Vancouver Island West	Policy 4 - Trustee Code of Ethics	2022/6
SD85 Vancouver Island North	Policy 1-03 - Trustee Code of Conduct Sanctions	2021/05
SD87 Stikine	Policy 3 – Role of Board – District Expectations - Trustees	2009/06
SD91 Nechako Lake	Policy 200.2 - Trustee Code of Conduct	2022/09
SD92 Nisga'a	Policy 4 - Trustee Code of Conduct	2020/12
SD93 CSF	Code of Ethics	2018/06

APPENDIX B: FURTHER RESOURCES

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POLICY 5160

COMMUNITY COACHES

POLICY:

The safety of students shall always be a primary concern at school, and during all school-sanctioned activities. Wherever possible, the school district relies on employees to support and sustain school sanctioned activities. However, Rocky Mountain School District recognizes the important contribution of members of the community in coaching school sports. Community coaches are important adults in the lives of students having sole responsibility for ~~They act in a role similar to employees and parents as they provide~~ supervision, education, and travel with students. In addition to requirements for volunteers, set out in Policy 4000, the Board of Education for Rocky Mountain School District believes community coaches should be supported to:

- (a) Learn the ways coaches successfully and respectfully interact with students.
- (b) Be educated about safe practices in coaching students including:
 - a. Injury awareness and prevention
 - b. Awareness of potential risks to student athletes' wellness
 - c. Awareness of child protection issues with respect to school athletes
- (c) Identify safety measures and emergency response plans for athletes in sport.

DISTRICT PRACTICE <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

REFERENCES: LIST AND HYPERLINK APPROPRIATE REFERENCES

ADOPTED: DATE
Amended:



DISTRICT PRACTICE:

In support of the success of community coaches in schools, the following practice lays out ways Rocky Mountain School District promotes student safety within the community coaching model. In addition to the requirements for criminal record checks set out in District Practice 4000, all community coaches will complete the requirements described in this practice prior to coaching and supervising students. This practice includes any adult who will be left unsupervised with members of the school team.

1. All coaches will complete approved concussion awareness training.
2. All coaches will complete, and stay current, on the online Safe Sport Training module through the Coaching Association of Canada.
3. All coaches will complete and stay current on the Rule of Two training module through the Coaching Association of Canada.
4. All coaches will complete an annual review of the Child Abuse Reporting Protocol using the Rocky Mountain online training module and response form.
5. All principals will review a coaches' code of conduct at each school with each coach and Athletic Directors on an annual basis.
6. All coaches will sign a school-based coaches commitment based on school practices and the coaches code of conduct.
7. All schools will lead a coaching orientation program for all head coaches.

School principals are responsible for ensuring the above requirements are in place prior to members of the community coaching students without employee supervision.

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

ADOPTED: DATE
Amended:

PUBLIC BOARD MEETING

DATE: May 14, 2024
TO: Board of Trustees
FROM: Steve Wyer, Acting Superintendent of Schools
SUBJECT: 2024-2025 School Fees
ORIGINATOR: Stacey Ursulescu
REFERENCE: [BC School Act S. 82](#)



ISSUE

The Board of Education receive information about school fees.

BACKGROUND

The Board of Education is to receive a report on school fees in May each year.

CURRENT SITUATION

Overall, school fees have remained stable or have decreased in some cases as schools have been able to offset costs utilizing school generated funds. Some schools increased fees due to increased costs of school supplies and no longer having access to a 2023 special purpose fund.

Families experiencing hardship are able to contact the Principal for support. Principals have access to the Student Family Affordability Fund to directly offset costs to parents, guardians, and students, such as school supplies or other cost pressures they are facing.

CONCLUSION

Fees continue to remain low.

KEY MESSAGES

- Schools continue to keep fees at a reasonable cost for families.
- Families experiencing hardship are able to contact the Principal for support.

POSSIBLE MOTION

THAT the Board of Education of School District No. 6 (Rocky Mountain) approve the school fees for the 2024 – 2025 school year as presented at this meeting.



School District No. 6 (Rocky Mountain)

School Fees, Charges & Costs -- 2024-2025

School	Refundable Book Deposits	Student Activities	Specialty Academy	Musical Instruments	(Optional) Planners	Locks	(Optional) Yearbook	(Optional) School Supplies
Alexander Park Elementary School	N/A	N/A			N/A	N/A	N/A	N/A
David Thompson Secondary School	N/A	\$15		instrument rental, \$5-\$10/mo	N/A	\$10 refundable	\$40	N/A
Edgewater Elementary School	N/A	N/A			Free	N/A	N/A	Gr K-1 \$42; Gr 2-4 \$47.25; Gr 5-6-7 \$50.50
Eileen Madson Primary School	N/A	N/A			See note	N/A	N/A	K \$40; 1-3 \$40; 3 \$40
Golden Alternate School	N/A	N/A			N/A	N/A	N/A	N/A
Golden Secondary School	N/A	\$10	Outdoor Ed Academy \$850-1200		N/A	\$10 refundable	\$40	N/A
J. Alfred Laird Elementary School	N/A	N/A	N/A	\$80 ukulele purchase if required	N/A	\$10.00	N/A	4-7 \$50 includes planner
Kimberley Alternate School	N/A	N/A			N/A	N/A	N/A	N/A
Lady Grey Elementary School	N/A	N/A			Free	N/A	N/A	N/A
Lindsay Park Elementary School	N/A	N/A			N/A	N/A	N/A	K-3 \$50
Martin Morigeau Elementary School	N/A	N/A			N/A	N/A	N/A	K -7 \$40
Marysville Elementary School	N/A	N/A			N/A	N/A	N/A	K \$40; 1-3 \$50
McKim Middle School	N/A	N/A		Gr. 6 and Gr. 7 in a 6/7 blended class -	N/A	Grade 7 only - \$7 optional	N/A	\$50 per student
Nicholson Elementary School	N/A	N/A			N/A	N/A	N/A	N/A
Open Doors	N/A	N/A			N/A	N/A	N/A	N/A
Rocky Mountain Online Learning	N/A	N/A			N/A	N/A	N/A	N/A
Selkirk Secondary School	N/A	\$20	Hockey: Gr.8-9 \$100 x 5 months; Gr. 10-12 \$100 x 7 months; Volleyball: \$70 x 5 months	Instrument rental, \$100/yr.	N/A	\$10 optional	\$40	N/A
Windermere Elementary School	N/A	N/A			Cost Recovery	N/A	N/A	K-3 \$45 4-7 \$50

No changes

No changes

No changes. Planner fee is included.

K - \$40 increase; Gr. 1-2 - \$10 fee increase; Gr. 3 - \$5 increase; Planner and supplies included in fees. \$0 for all families who indicate that they are in need of financial assistance.

No longer collecting an instrument fee. All other fees unchanged.

No changes

No student activity fee. \$20 fee reduction

Student planners are being paid by PAC again (confirm with Blaine)

No change

Return to the \$40 per student in K-7 and will access allocated subsidized funds on a family by family basis throughout the year

K- \$40 fee increase; no increase for Gr. 1-3

No changes

No changes

No changes

No changes

No fee change to instruments, locks, or yearbooks. No fee for Volleyball(new), Gr. 10-12 Hockey is now \$100x5 months (was \$100x7 months); Outdoor Academy about \$600 (new)

2023-24 fees increased and were noted in the last report to the Board. There are no changes to the 2024-25 fees. Fees include cost of planners

REGULAR MEETING: INFORMATION

DATE: May 14, 2024
TO: Board of Trustees
FROM: Alan Rice, Secretary Treasurer
SUBJECT: Budget Utilization – April 30, 2024
ORIGINATOR: Alan Rice
REFERENCE: Budget Utilization Summary – April 30, 2024



PUBLIC BOARD MEETING

ISSUE

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

BACKGROUND

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

CURRENT SITUATION

Instruction: increase of approximately \$1,983,000 from prior year attributable to increase in salaries and benefits. Actual amounts are in line with budget with a variance of 0.61% above estimated for the current year. During winter months there are greater replacement costs due to cold and flu seasons.

Administration: increase of approximately \$77,000 from prior year which is attributable to increases to salaries and benefits. Actual amounts are greater than budgeted with a variance of 4.34% 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 \$601,000 from prior year. Primarily attributable to increases in salaries and benefits. Actual amounts are in line with budget with a variance of 0.61% above estimated.

Transportation and Housing: increase of approximately \$87,000 from prior year. Primarily attributable to salaries and benefits. Actual amounts are in line with budget at 3.79% below estimated.



PUBLIC BOARD MEETING

CONCLUSION

Expenditures to date are above budget by 0.58% and greater than the prior year by \$2,748,000 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.

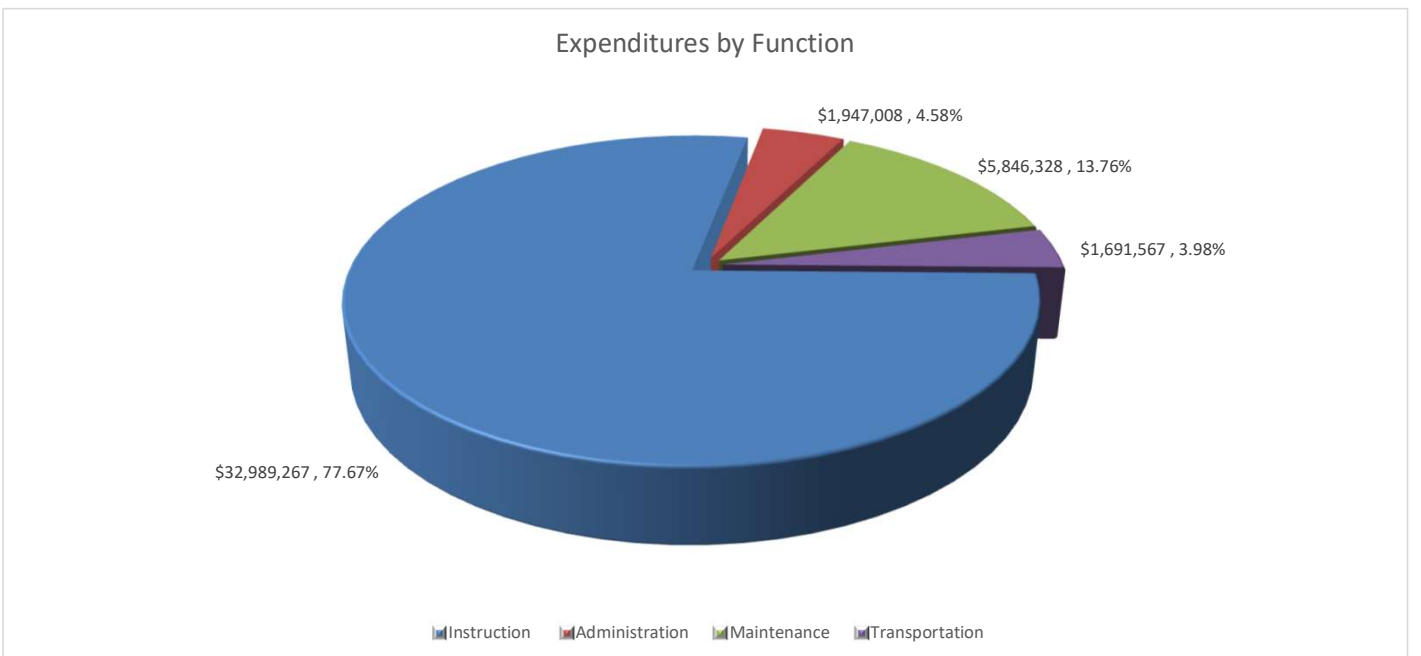
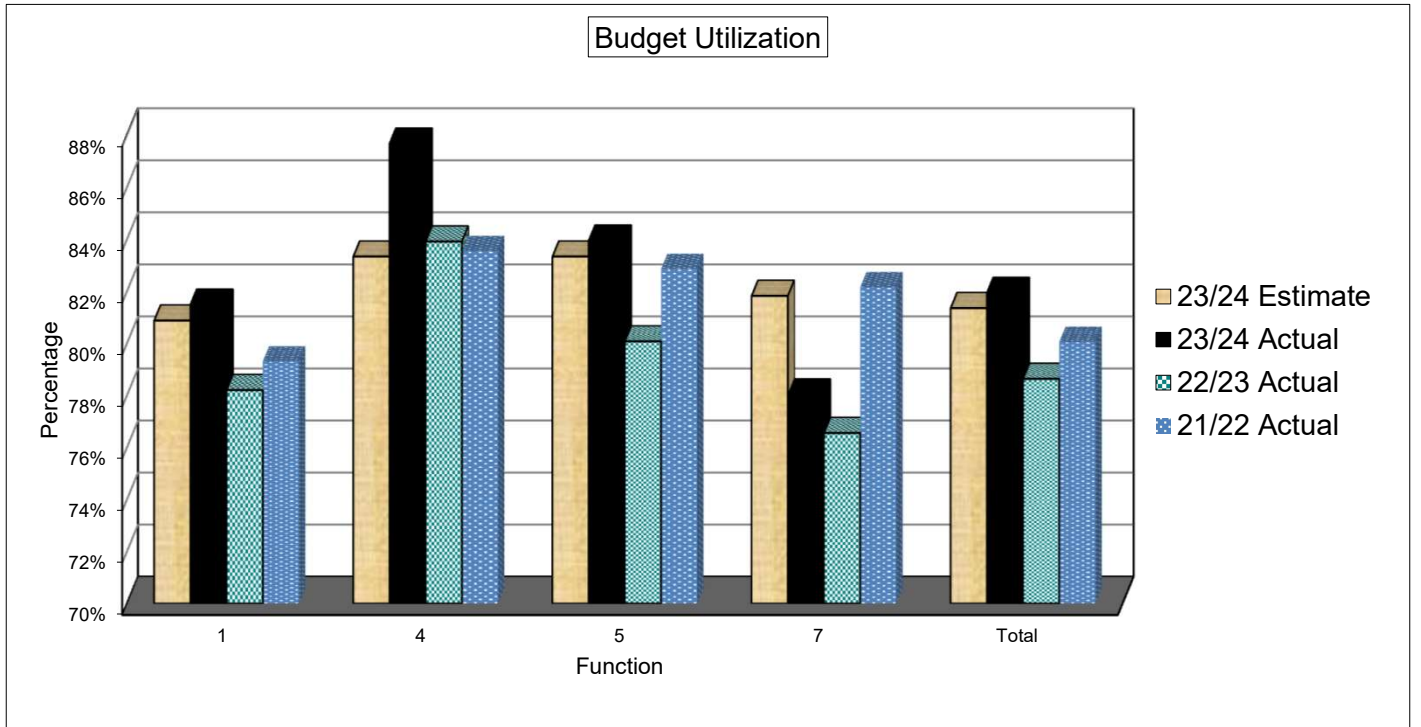
STRATEGIC ALIGNMENT

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

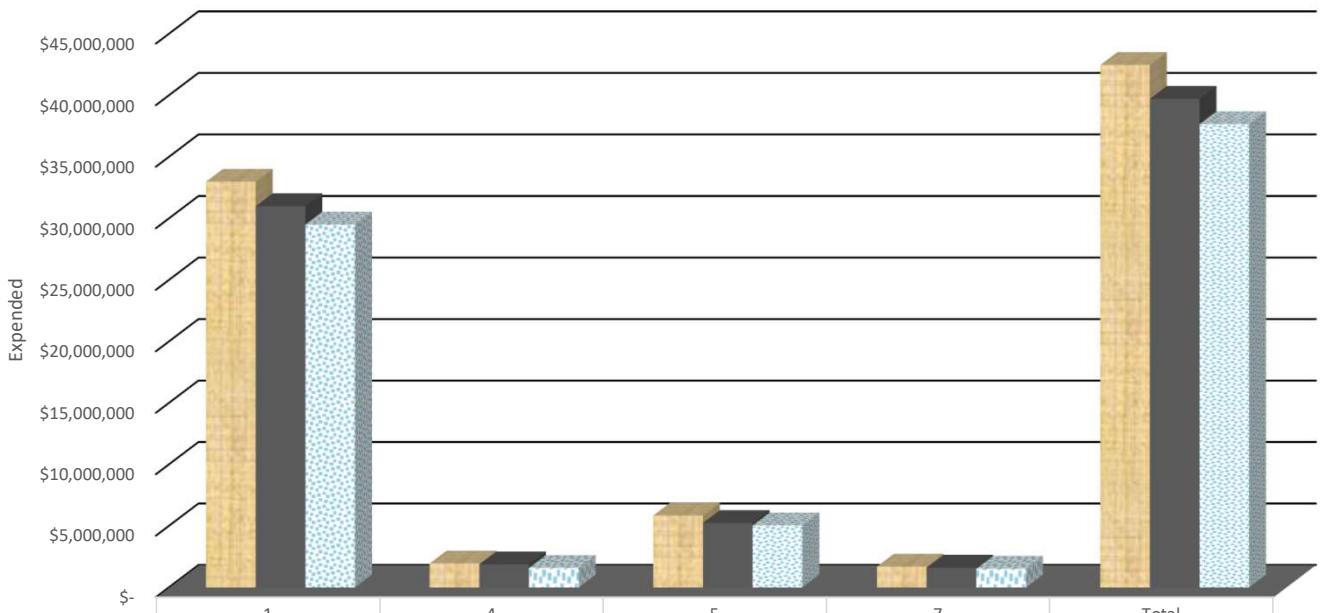


**ROCKY MOUNTAIN SCHOOL DISTRICT
BUDGET UTILIZATION SUMMARY
4/30/2024**

<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	\$ 32,989,267	81.48%	80.87%	78.20%
Administration	4	12	\$ 2,220,945	\$ 1,947,008	87.67%	83.33%	83.91%
Maintenance	5	12	\$ 6,964,784	\$ 5,846,328	83.94%	83.33%	80.07%
Transportation	7	11	\$ 2,167,853	\$ 1,691,567	78.03%	81.82%	76.55%
Total			\$ 51,841,959	\$ 42,474,170	81.93%	81.35%	78.63%



3 Year Actual Expenditure Comparison



	1	4	5	7	Total
■ 2023/24 Actual	\$32,989,267	\$1,947,008	\$5,846,328	\$1,691,567	\$42,474,170
■ 2022/23 Actual	\$31,006,027	\$1,869,668	\$5,245,043	\$1,605,050	\$39,725,788
■ 2021/22 Actual	\$29,513,042	\$1,585,773	\$5,041,768	\$1,525,526	\$37,666,109

PUBLIC BOARD MEETING

DATE: May 2, 2024
TO: Board of Trustees
FROM: Steve Wyer, Acting Superintendent of Schools
SUBJECT: Accessibility Plan Update
ORIGINATOR: Sharon Collin, Director of Instruction
REFERENCE: [Accessible British Columbia Act](#)



ISSUE

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

BACKGROUND

In April 2022 the Accessible British Columbia Regulation required that all prescribed organizations within the province establish an accessibility committee, an accessibility plan and build a tool to receive feedback on accessibility within the organization. This is the first of four phases of implementation of the Regulation.

CURRENT SITUATION

On June 21, 2023 the Accessibility Committee, comprised of eight individuals from the organization, met to review the Accessibility framework for the district plan. Reconvening on June 27, 2023 the Committee was able to develop a draft plan for consideration. Finally, on August 30, 2023 the Committee completed an Accessibility Plan to be submitted to the Board for adoption.

The Plan included the implementation of a feedback mechanism to inform the Committee, moving forward, on the social, physical, sensory, and other barriers that prevent people from fully participating in all aspects of school community life. [Report an Accessibility Barrier](#) allows members of the community to comment on accessibility experiences within the district. This information will be reviewed and considered by the Accessibility Committee twice a year.

In the 2023/24 school year, to date, there has been one barrier reported. Students in one school community were experiencing challenges in accessing cloud-based assistive technology tools. Staff from Learning Support Services and Technology have worked together to remediate this concern.

Commitments to accessibility are given key consideration by all departments within current operations. By way of example, the Transportation department, with support of Learning Support Services, prioritized the recent purchase of two wheelchair accessible vans to provide a transportation option for students in both the Golden and Kimberley zones.



PUBLIC BOARD MEETING

FINANCIAL IMPLICATIONS

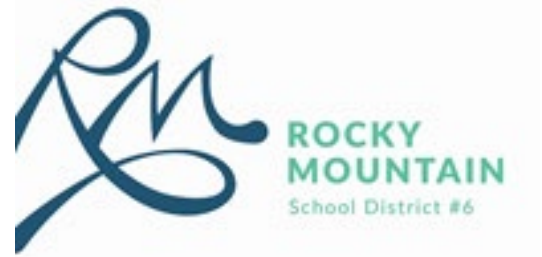
Accessibility barriers identified by the Accessibility Committee must be addressed within current levels of funding.

CONCLUSION

Rocky Mountain School District No. 6 has met all current legislative obligations of phase one of the Accessible British Columbia Regulation implementation.



DATE: May 14, 2024
TO: Board of Trustees
FROM: Steve Wyer, Acting Superintendent
SUBJECT: Child Care Update



ORIGINATOR: Crystal MacLeod, Director of Instruction

REFERENCE: [Rocky Mountain Child Care FAQ](#), [Rocky Mountain Early Learning and Child Care Annual Report](#), [ECE Government Wage Enhancement](#), [Columbia Basin Trust ECE Wage Enhancement](#), [Child Care BC](#), [Media Release: ECE Information Sessions](#)

ISSUE

The child care crisis remains a complex and challenging issue across our region, the province, and the country. The two main inputs are the lack of licensed spaces and the lack of qualified Early Childhood Educators (ECEs).

BACKGROUND

Rocky Mountain School District has been actively responding to this crisis. In May of 2021, Rocky Mountain School District created a District Vice Principal of Early Learning position in anticipation of the creation of the new Ministry of Education and Child Care. The purpose of this position in the first year was to engage and build relationships with child care facilities across the school district to learn more about how we could collaborate and support providers to better understand the role we could play in addressing the crisis. Through this work, the school district recognized, appreciated, and promoted the important work that ECEs do and the critical role of child care in our communities.

In a survey the school district sent to all K-7 families in February 2022, the need for after-school child care spaces became evident. The school district immediately began working with three different third-party providers to licence spaces in LPES, McKim, WES, EMP, and EES. These spaces were made available to families in the fall of 2022. Additionally, the school district submitted two applications to the BCChildCare New Spaces Fund to create full-day child care spaces on school grounds and both were approved. These buildings will be owned by the school district but they will be operated by third-party providers.

The school district has worked hard to address the need for child care spaces but there is still the issue of having qualified staff to operate those spaces. ECEs have been historically underpaid and undervalued but the pandemic raised the public's awareness of how critical child care is for everyone. In the absence of available licensed child care spaces, essential service provision was impacted in the fields of healthcare, education, and emergency services.



PUBLIC BOARD MEETING

The government began addressing ECE wages by providing a \$2.00/hour Wage Enhancement for fully-certified ECEs in 2018. In September 2021 they doubled the Wage Enhancement to \$4.00/hour and in January 2024 they increased the Wage Enhancement by another \$2.00/hour bringing the current total to \$6.00/hour. In our area, Columbia Basin Trust also offers a \$2.00/hour wage top up for ECEs. Additionally, the government is currently piloting an ECE Wage Grid in some \$10/day child care sites across the province.

The school district has taken several steps to help in recruiting qualified ECEs to our area including:

- Participating in the Ministry's ECE Dual Credit Program since it first began in 2021.
- Working as part of a Regional ECE Roundtable focused on ECE recruitment and retention.
- Creating a local working group in Kimberley (see linked media release).
- Facilitating a session with the Ministry of Municipal Affairs for child care providers to learn more about how to hire foreign workers.

Please read the Rocky Mountain Child Care FAQ and/or the Early Learning and Child Care Annual Report linked above for more background information on the school district's involvement in child care.

CURRENT SITUATION

Rocky Mountain School District is working with a third-party provider in Golden to licence space in APES so that we can begin offering after-school care for children and families. That means that children and families in six of our eight schools with grade configurations that include K-3 will have access to after-school care. The Director of Instruction is engaged in ongoing conversations with third-party providers about waitlists and opportunities to potentially expand the number of spaces in after-school programs if/when the demand grows.

The school district continues to actively recruit students for the ECE Dual Credit Program and support these students by hosting Learning Lunches throughout their ECE Dual Credit semester. This includes supporting them in their courses, providing guest speakers to answer questions about the child care sector, tours of local daycare facilities, and in finding work in the child care sector once they have completed the program.

The Director of Instruction continues to facilitate the collaborative working group in Kimberley to support the recruitment and retention of ECEs for all child care facilities in the community, not just the new build at Marysville. This working group is supporting a grant application to the Economic Trust of the Southern Interior (ETSI) BC to create a position dedicated to ECE recruitment for the Kimberley/Cranbrook area.

With the support of the Director of Instruction, the working group has also created a six-part writing series that highlights the various challenges within the child care sector and will present this to the City of Kimberley to build their understanding and enlist their support. The plan is to take what we learn in Kimberley and recreate this collaborative framework in the Columbia Valley when construction begins on the new child care facility at EMP.

CONCLUSION

The child care crisis is complex. The government is aware of and working on both space creation and wage improvements via the New Spaces Fund, ECE Wage Enhancements, and the piloting of a Wage Grid. It is important to note that the education division of the Ministry of Education and Child Care does not have any jurisdiction over the child care division.



May 2024						
◀ April						June ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7 Operations Appreciation Day Labour Relations Committee Virtual 12:30	8	9	10	11
12	13	14 Board of Education Meeting, Selkirk Secondary School 6:00 pm In-Camera 7:00 pm Regular	15	16	17	18
19	20	21	22	23	24	25
26	27 Finance and Audit Committee Virtual at 6:00	28 Policy Committee Virtual at 4:30 pm	29 Field Trip Committee Virtual at 4:30 pm	30	31	

June 2024						
◀ May						July ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4 Labour Relations Committee Virtual 12:30	5	6	7	8
9	10	11 Board of Education Meeting, Golden Secondary School 6:00 pm In-Camera 7:00 pm Regular	12	13	14	15 Selkirk Secondary School Grad Ceremony Time 3pm
16	17	18	19	20	21	22
23	24	25	26	27 Last day of school Golden Secondary School Grad Ceremony Golden Arena 6pm David Thompson Secondary School Grad Ceremony Time TBD	28	29
30						