

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: Eileen Madson Elementary School

Date: November 12, 2024

Time: 6:00 p.m.

- 1. CALL TO ORDER** (Alan Rice)
- 2. ACKNOWLEDGEMENT OF TERRITORY**
- 3. APPROVAL OF AGENDA**
- 4. APPROVAL OF THE MINUTES OF PRIOR MEETINGS**
 - 4.1 Regular Board meeting of October 8, 2024
 - 4.2 Synopsis of in-camera meeting of October 8, 2024 (Alan Rice)
- 5. PRESENTATIONS/DELEGATIONS: NIL**
- 6. ELECTION OF OFFICERS**
 - 6.1 Chairperson
 - 6.2 Vice-Chairs
 - 6.3 BCPSEA Representative and Alternate
 - 6.4 BCSTA Provincial Council Representative and Alternate
- 7. APPOINTMENTS AND RESOLUTIONS**
 - 7.1 Cheque Signing Authorities (Alan Rice)
 - 7.2 Legal Signing Authorities (Alan Rice)
- 8. STANDING COMMITTEES**
 - 8.1 Committee Appointments (Aaron Callaghan)*
- 9. MATTERS ARISING FROM THE MINUTES**
- 10. STRATEGIC AND POLICY ISSUES**
 - 10.1 Policy Feedback
 - 10.1.1 Policy 1200
 - 10.1.2 Rocky Mountain Teachers' Association

- 10.2 Policies Or District Practices For Review
 - 10.2.1 District Practice 4000 – Criminal Record Review
 - 10.2.2 District Practice 3800 – Expenses on Board of Education Business
- 10.3 Third Reading
 - 10.3.1 Bylaw II Appeals
- 10.4 Second Reading
 - 10.4.1 Policy 1010 – Common and Legal Naming
 - 10.4.2 Policy 1200 – Communication Protocol
 - 10.4.3 District Practice 1200 – Communication Protocol
 - 10.4.4 Bylaw I Part 14 – Conflict of Interest
- 10.5 First Reading
 - 10.5.1 Policy 1500 Appendix A – Violation of Trustee Code of Ethics

11. OPERATIONAL ISSUES

12. REPORTS

- 12.1 Superintendent’s Monthly Update (Aaron Callaghan)*
- 12.2 Cell Phone Policy Update From Schools (Steve Wyer)*
- 12.3 LEA Update with Shuswap (Aaron Callaghan)
- 12.4 Budget Utilization Report – October 31, 2024 (Alan Rice)*
- 12.5 October Field Trip Report (Steve Wyer)*
- 12.6 BC School Trustees Association (Jane Thurgood Sagal)
- 12.7 BC School Trustees Association, Kootenay Boundary Branch (Rhonda Smith)
- 12.8 BC Public Schools Employers Association (Jane Thurgood Sagal)

13. INFORMATION ITEMS

- 13.1 Correspondence - Nil
- 13.2 November and December 2024 calendar*

14. FORTHCOMING EVENTS

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

15. QUESTIONS FROM THE PUBLIC

16. ADJOURNMENT

* attachment

Rocky Mountain School District No. 6

MINUTES of the **REGULAR MEETING** of the Board of Education of School District No. 6 (Rocky Mountain) held at Alexander Park Elementary School, Golden, B.C. – **October 8, 2024**

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

Online *

1. CALL TO ORDER

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

2. ACKNOWLEDGEMENT OF TERRITORY

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

3. APPROVAL OF THE AGENDA

Addition to 8.2 Board Meeting calendar/time changes

M/S MCRAE / FEARING

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

APPROVED

4. APPROVAL OF THE MINUTES OF THE PRIOR MEETINGS

- 4.1 Regular Meeting: 2024.09.10
 - 9.2 Changed from BSASBO to BCASBO
 - 9.4 Trustee Smith removed, and Trustee Thurgood Sagal added.

M/S MCRAE/STIMMING

THAT the minutes of the regular meeting of the Board of Education of School District No. 6 (Rocky Mountain) held on September 10, 2024 be approved as amended.

APPROVED

- 4.2 Synopsis of in camera meeting: 2024.09.10 Alan Rice

- 4.2.1 PROPERTY MATTERS: NIL

- 4.2.2 LEGAL MATTERS:

- 4.2.2.1 Teacher Bargaining was tabled to the October In-Camera meeting.

- 4.2.3 PERSONNEL MATTERS:

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

- 4.2.3.2 The Labour Relations Information minutes were received as presented.

- 4.2.4 STUDENT MATTERS: NIL

- 4.2.5 PROCEDURAL MATTERS: NIL

5. PRESENTATIONS/DELEGATIONS NIL

6. MATTERS ARISING FROM THE MINUTES NIL

7. STRATEGIC AND POLICY ISSUES

- 7.1 Policies Under Review Steve Wyer

- 7.1.1 District Practice 4000 – Criminal Record Review

- 7.2 Third Reading: Steve Wyer

- 7.2.1 Bylaw II Appeals

- Mr. Wyer presented the Bylaw II Appeals for third reading; the Board has requested the Bylaw II Appeals be reviewed by the Policy Committee and tabled until next meeting (November).

7.3 Second Reading NIL

7.4 First Reading: Steve Wyer

7.4.1 Policy 1010 – Common and Legal Naming

Mr. Wyer presented a consistent approach to refer to the district “Rocky Mountain School District”, legal documents will continue to use The Board of Education of School District No. 6 (Rocky Mountain).

M/S SMITH /KING

THAT the Board of Education of School District No. 6 (Rocky Mountain) approve the first reading of the Policy 1010 presented at this meeting.

APPROVED

7.4.2 Policy 1200 – Communication Protocol

Mr. Wyer presented changes to support employee safety and well-being, communication boundaries, and work life integration.

M/S FEARING/KING

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

APPROVED

7.4.3 District Practice 1200 – Communication Protocol

Mr. Wyer presented changes to the district practice outlining expectations for safe, respectful, and efficient communication.

7.4.4 Bylaw 1 Part 14 – Conflict of Interest

M/S STIMMING/SMITH

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

APPROVED

8 OPERATIONAL ISSUES

8.1 Marysville Pedestrian Crossing

Aaron Callaghan

Mr. Callaghan presented a letter provided by Stacy DeCosse, Principal of Marysville Elementary School to the board for consideration. Conversation regarding next steps occurred. Conversation ensued around traffic concerns at other schools in Kimberley. It was determined that the focus should remain on the proposed letter and the intersection of Highway 95A and 309th Avenue.

M/S OAKLEY/SMITH

THAT the Board of Education of School District No. 6 (Rocky Mountain) direct the Superintendent to work with senior staff to examine further concerns with the intersection of Highway 95A and 309th Avenue at Marysville Elementary School and report back to the Board.

APPROVED

- 8.2 Board Meeting – Times Aaron Callaghan
Mr. Callaghan recommended moving the monthly regular board meeting time from 19:00 hours to 18:00 hours. It was determined that this should allow for stakeholders to attend the meeting while respecting long travel distances for Trustees, management, and attendees.

M/S STIMMING/FEARING

THAT the Board of Education of School District No. 6 (Rocky Mountain) approve the public meeting board start to 18:00 hours for the remainder of the school year.

APPROVED

9 REPORTS

- 9.1 Superintendent’s Monthly Update Aaron Callaghan
Mr. Callaghan presented the Superintendent’s Monthly Update that highlights successes in our schools. The report highlights work at the district level and this was the inaugural report for 2024 – 2025. The report will be shared publicly.
- 9.2 Early Learning & Child Care Update Crystal MacLeod
Ms. MacLeod presented the Early Learning & Child Care Annual Report 2023 – 2024 which highlights the support to address the child care needs of the District. There are several early learning initiatives across Rocky Mountain being facilitated by the District Principal of Early Learning included in the report.
- 9.3 Budget Utilization Report – September 30, 2024 Alan Rice
Mr. Rice presented the Rocky Mountain School District Budget Utilization Summary as of September 30, 2024. Expenditures to date are above budget by 0.12% and greater than the prior year by \$201,000 for the same timeframe. The operating variance of actual to budget for year-to-date is considered reasonable. Mr. Rice responded to questions and will continue to monitor on a monthly basis.
- 9.4 Enrollment Report Trent Dolgopol
Mr. Dolgopol presented Appendix A (Rocky Mountain School District Student Enrollment Oct. 3, 2024). The student enrollment count is based on the students who were registered and accounted for on September 27th. An increase in overall enrollment will result in an increase in the Ministry Operating Grant allocation. It is important for student enrollment information be up to date and accurate as it directly impacts staffing and services for students. The district will continue to adjust enrollment projections to accurately forecast budgets and plan for staffing needs annually.

- 9.5 2023 – 2024 Field Trip Report Steve Wyer
 As per Policy and District Practice 8600, Mr. Wyer presented an annual report on field trips for the previous school year. There were a total of 819 lower care and high care field trips taken during the which does not include routine outdoor classroom activities. Of the 819 field trips taken, 189 were high care and 630 were low care.
- 9.6 BC School Trustees Association (BCSTA) Jane Thurgood Sagal
 Trustee Thurgood Sagal reported that the BCSTA has hired a new CEO (Trevor Davies), election advocacy materials have been updated, and the 2024 Trustee Academy is being held in Vancouver at the end of November. There is also a provincial council meeting being held October 25-26.
- 9.7 BC School Trustees Association, Kootenay Boundary Branch (KBB): Rhonda Smith
 Trustee Smith reported that the KBB AGM was a great session which included outdoor learning, bargaining, and a presentation from the Nakusp Superintendent on Dialogue Matrix. She also indicated the Trustees who accepted positions with the BCSTA KBB.
- Chairperson Byklum indicated that a BCSTA KBB representative from Rocky Mountain School District is required.
- Chairperson Byklum called for nominations for the BCSTA KBB representative. Trustee King nominated Trustee Smith, who accepted the nomination.
- Chairperson Byklum called for nominations for a second time for the BCSTA KBB representative. No further nominations were received.
- Chairperson Byklum called for nominations for a third and final time for the BCSTA KBB representative. No further nominations were received.
- Trustee Smith was acclaimed as the BCSTA KBB Representative.
- 9.8 BC Public Schools Employers' Association: Jane Thurgood Sagal
 The Board of Education received information from Trustee Thurgood Sagal regarding new requirements for washrooms at construction sites, updated conflict of interest guidance, BCPSEA board update. She also asked for Trustees to sign up to attend conflict of interest sessions offered by BCPSEA.

10 INFORMATION ITEMS

- 10.1 Correspondence: NIL
- 10.2 October and November 2024 calendar*

11. FORTHCOMING EVENTS

- 2024.10.14 Thanksgiving, No school
- 2024.10.23-24 BCSSA KBB Chapter Meeting, Cranbrook
- 2024.11.05 Labour Relations Committee, Virtual, 12:30 p.m.
- 2024.11.05 Policy Committee, Virtual, 4:30 p.m.
- 2024.11.07 BCPSEA Fall Symposium
- 2024.11.11 Remembrance Day
- 2024.11.12 Board of Education Meeting, Eileen Madsen Primary School
 - In-Camera, 5:30 p.m.
 - Regular Meeting, 6:00 p.m.
- 2024.11.14-15 BCSSA Fall Conference

12. QUESTIONS FROM THE PUBLIC

Golden zone Teachers' Union President Ms. Carl-Osborne asked if and how September enrolment affected class sizes.

13. ADJOURNMENT

Trustees agreed to adjourn by consensus.

The meeting adjourned at 20:33 hours.

Alan Rice, Secretary Treasurer

Amber Byklum, Chairperson

SCHOOL DISTRICT NO. 6 (ROCKY MOUNTAIN)
Synopsis of In-Camera Meeting – October 8, 2024

4 NEW BUSINESS

4.1 PROPERTY MATTERS: NIL

4.2 LEGAL MATTERS NIL

4.3 PERSONNEL MATTERS:

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

4.3.2 The Labour Relations Information minutes were received as presented.

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

4.4 STUDENT MATTERS: NIL

4.5 PROCEDURAL MATTERS: NIL

Board of Education 2024-25 Standing Committee Membership



November 12, 2024

REFERENCE: Bylaw 1, Procedural Bylaw (Access [HERE](#))

BACKGROUND

As per the Board’s Procedural Bylaw, committee membership for the six standing committees of the Board is determined by the Board Chair and shared at the public meeting each November. On October 21st, a communication was shared with all Board members to solicit their preferences for committee participation for the 2024-25 school year. Results were collated and shared with the Board Chair, and committee membership was determined in consultation with the Superintendent.

COMMITTEE MEMBERSHIP

Below are the Rocky Mountain School District standing committee members for 2024-25:

1. Capital Projects Committee

- Betty-Lou Barrett
- Jane Fearing
- Ryan Stimming

2. Field Trip Approval Committee

- Betty-Lou Barrett
- Scott King
- Ryan Stimming

3. Finance & Audit Committee

- Scott King
- Ron McRae
- Darryl Oakley

4. Labour Relations Committee

- Jane Fearing
- Ron McRae
- Jane Thurgood Sagal

5. Policy Committee

- Betty-Lou Barrett
- Rhonda Smith
- Darryl Oakley

6. Scholarship Recognition Committee

- Rhonda Smith
- Ron McRae
- Jane Thurgood Sagal

NOTE

The Board Chair is ex-officio a voting member of all standing committees of the Board and shall be counted in forming a quorum.

Policy Committee Meeting

November 5, 2024



Feedback received up to November 1, 2024

Policy 1200 Communication Protocol

1. This policy does not address the need for clear and ACCURATE communication. So often we receive email directing us to do one thing, and the next day another email directing us to do it a different way. Asking questions such as Is it necessary? Is it accurate? Is it succinct? would go a long way toward preventing email overload and unnecessary confusion?
2. When reading the proposed changes to Policy 1200, I noticed the term "stakeholders" is used in paragraph 3. "...Board will encourage, promote, and maintain open, accessible, timely and transparent communication (with both its internal and external stakeholders) ... With reference to Truth and Reconciliation either the term should be changed to a non-colonial phrase, such as education partners or expanded to include Rights Holders. I also encourage scanning the 1200 District Practices as the term "stakeholders" also appears in this document. Thank you for your consideration and attending to this matter.
3. Noticed that this addresses reasonable "internal" communication. I will be anxious to see what the practice attached to this looks like. I would like it to encompass both internal and external communications, with a communication campaign to outside stakeholders to limit expectations of an immediate response outside of reasonable work hours.
4. I'm not sure if this would have to do with the policy or the practice, but I believe that part of respectful communication is when communication is signed by a human; a person; a specific individual. There are many emails from the district that are simply signed "the HR department" or "the IT department" and it feels quite cold, impersonal, and frankly, disrespectful, not to sign a name. An exception would be if an email is from some kind of auto-reply generator, but the emails I am speaking of are not of this nature. If a human wrote the email, a human should sign the email. It would feel much more professional and respectful (as well as efficient in terms of who should be addressed if we have a reply or response to the email or information it contains) as it claims accountability and demonstrates transparency.
5. I appreciate the bounds of receiving/sending emails on the weekend. While there are instances where this may be unavoidable, or truly in the best interest of the parties to have the information prior to Monday morning, I am tired of receiving multiple emails on the weekend simply because that is when someone is able to find the time to 'catch up'. In an era where we have the delay delivery option, there is no excuse for Saturday/Sunday standard business emails.
6. The Rocky Mountain Teachers' Association has written a letter to the Board outlining their thoughts.



October 29, 2024
School District # 6 Board of Education
620 4 St.
Invermere, BC
V0A-1K0

Dear Board Members,

We hope this letter finds you well and thank you for your work in supporting the education of students in our district. We are writing to communicate our feedback on Policy 1200 Communication Protocol. While we are appreciative of the first attempt at a district policy, we are deeply concerned with this communication protocol as it does not adequately address the purpose set out by the District Wellness Committee, which is to increase employee wellness by establishing boundaries between working and personal lives, with an overall focus on developing a positive and healthy workplace culture. A “Disconnect from Work” policy is a small, first step that many, many organizations have implemented over the past several years. It is a low cost and potential high yield change to an organization. The “Disconnect from Work” goal was described by our Well at Work consultant as ‘low hanging fruit’ meaning it is easy to implement and a good minor starting place to show an action item to employees. Instead, the communication protocol presented by the board is an amended previous policy with some added words here and there about a fast paced world which does not convey any overarching commitment to the goal of Employee Wellness.

This policy also veers far from employee wellness into policy statements about when employees are required to answer phone calls and emails negating the wellness message to now become further requirements that employees must do outside of the classroom.

Employees have been waiting for some indication that Wellness is, in fact, a goal of the district and have heard little, nor experienced any changes. This policy misses an opportunity to demonstrate to their employees that Wellness is a major focus and commitment.

We encourage the board to develop an overall Wellness policy as well. This should, as part of it, include a disconnect from work policy that is well crafted. This Wellness policy can be updated and developed as the District Wellness Committee meets and defines wellness initiatives. A Wellness policy shows a desire for and a commitment to employees that their health and wellness are an important priority.

Sincerely,

p.p. Catherine McKenzie
KTA President, RMTA Co-President
Caroline Carl
GTA President, RMTA Co-President
Ashlee Dearin, WTA President,

Resources

1. *Disconnecting From Work policy – Peel School District*
2. *Wellness Policy from SD20*
3. *Canadian Centre for Occupational Health – information of why and how to create a policy on Disconnecting from Work*

See below for some resources that were helpful to us including two sample policies from other school districts (Ontario and our own East Kootenay) that highlight wellness. One a true “Disconnect from Work” policy(although Ontario has its own policy) and another that is a Wellness policy. As well, we included a resource page on disconnecting from work including what should be in a policy from the Canadian Centre for Occupational Health and Safety. These policies are included as sample of ideas demonstrating the potential to make meaningful change in employee’s lives. There are, of course, many more examples found online.

1. Board Policy from Peel School district

Retrieved from: <https://www.peelschools.org/documents/89c59403-7b3c-4d06-9f84-287078fc4dac/HRS913-Disconnecting-From-Work.pdf>

POLICY TITLE: Disconnecting from Work

RESPONSIBILITY: Executive Officer – Human Resources, Partnerships and Equity

APPROVAL DATE: February 22, 2023

EFFECTIVE DATE: February 23, 2023

APPROVAL: Board of Trustees

REVIEW SCHEDULE: Every four (4) years

1. PURPOSE

The Disconnecting from Work Policy (the “Policy”) has been developed in accordance with the ESA. The purpose of this Policy is to:

- Provide a framework under this Policy to support employees in disconnecting from work outside of their working hours, subject to the Exceptions set out in this Policy and in compliance with the Ontario *Employment Standards Act, 2000*, as amended (“ESA”);
- Support Peel District School Board (“PDSB” or the “Board”) employee work-life balance and well-being by establishing healthy professional boundaries between working and personal lives that allow employees to foster their well-being and health, creativity and enjoyment, and personal sense of fulfillment and growth that contribute to productivity and service outcomes;
- Develop and maintain a positive and healthy workplace culture.

2. SCOPE

- a) This Policy applies to all employees that are governed by the ESA, as amended from time to time, including managerial staff and regardless of their working arrangement (e.g. in-person, remotely, flex). For clarity, independent and dependent contractors and their staff

and subcontractors are not considered “employees”.

- b) This Policy will be read alongside relevant Board policies and procedures including but not limited to policies and procedures relating to vacation, flexible office hours, interim remote working and any relevant and applicable legislation. Operational procedures may be issued under this Policy.
- c) This Policy is subject to the terms, conditions, requirements, exemptions and/or special rules of applicable employment contracts, collective agreements, employment statutory rights and/or by agreement with the employee’s manager in accordance with the ESA based on the employee group or job category. Nothing in this Policy creates any greater right or benefit beyond those set out in applicable employment contracts, collective agreements, and employment statutory rights under the ESA. Nothing in this Policy takes away from or provides employees with any additional rights or compensation beyond what is set out in their collective agreement/terms and conditions of employment. In the event of a conflict between this Policy and any of the above governing documents, the applicable governing document will prevail. Nothing in this Policy is intended to amend or supersede any grievance procedure or other aspect of any applicable collective agreement.

This Policy may be operationalized through procedures. Reference to “Policy” hereafter in this document will include any operating procedures made under this Policy. This Policy and its associated operating procedures replace Procedure 63 – Disconnecting from Work.

3. DEFINITIONS

Disconnect from work means not engaging in work-related communications, including emails, telephone calls, video calls or the sending or reviewing of other messages, whether on a computer or other mobile device, so as to be free from the performance of work outside working hours. Disconnecting from work is subject to the Exceptions set out in this Policy.

Exceptions refers to situations set out in this Policy where working outside working hours or after working hours, as defined in this Policy, are permitted or required.

Emergency is an Exception under this Policy and refers to a time-sensitive situation further to legislative, government, Ministry, or regulatory requirements, deadlines or change, or an unforeseen situation or circumstance, or the threat of a situation, adversely affecting health, safety, security, and/or well-being, or resulting in significant legal risk or financial damage or loss, including operational requirements and crises, which by its nature and seriousness requires an immediate response. Emergencies are specific to the nature of an employee's role, are subject to the terms, conditions, requirements, exemptions and/or special rules of applicable employment contracts, collective agreements, employment statutory rights and/or by agreement with the employee's manager in accordance with the ESA based on the employee group or job category, and are determined in accordance with applicable legislation and regulations thereunder including but not limited to the *Education Act* and the duties of school staff thereunder, the ESA, and the *Occupational Health and Safety Act*.

Managerial/supervisory staff includes all staff in PDSB working environments who exercise supervisory authority and carry responsibility for assigning work deliverables and duties to employees.

Working hours means an employee's working hours as set out in their employment agreement/collective agreement and/or as determined by their manager/supervisor and subject to the ESA and regulations thereunder. Employees' working hours vary by department or work unit depending on specific agreements or arrangements with employees (e.g., night, weekend, overtime), employment and collective agreements, and the Employee's duties, responsibilities, and professional obligations, which may require the Employee to be available for Emergencies, urgent or time-sensitive matters, or to be on-call.

After working hours: After Working Hours means any time between the hours of 7:00 p.m. to 7:00 a.m., Monday to Friday, all day Saturday, Sunday, statutory holidays, and (if applicable) any other Board-designated non-working days. After Working Hours differs from definition of Working Hours provided above.

4. GUIDING PRINCIPLES

- a) PDSB is committed to encouraging and supporting employee work-life balance and well-being by establishing healthy professional boundaries between working and personal lives that allow employees to foster their well-being and health, creativity and enjoyment, and personal sense of fulfillment and growth that contribute to productivity and service outcomes.

- b) Employees are encouraged and expected to disconnect from work outside of their working hours and must respect other employees' right to do the same. Employees will not be subject to reprisal for disconnecting from work, and conversely, will not receive beneficial credit, treatment or advantage for choosing to remain connected and engage in business activities outside their working hours.
- c) There may be Exceptions, including Emergencies, as set out in this Policy, that require an employee to engage in business activities outside their working hours. The right to disconnect from work is subject to employees meeting assigned work deliverables and duties commensurate with their role by established deadlines further to the Board's operational or business needs.
- d) This Policy recognizes that certain categories of employees' working hours may look different from others'. Employees who choose to perform business activities outside their working hours must respect the rights of others to disconnect from work. Emails or messages to other employees, whether sent by other employees or managerial/supervisory staff, should not be sent after working hours, as defined above, unless an Emergency is triggered. Recipients of non-Emergency emails or messages sent after working hours are not required to respond until they resume their working hours.
- e) Inquiries from the public and from trustees will be responded to during the recipient employee's working hours.

5. NO REPRISAL

- a) This Policy and the prohibition against reprisal will be cognizant of power dynamics between categories of employees. Employees will not be subject to reprisal for disconnecting from work in accordance with this Policy. Employees will not be subject to reprisal for reporting legitimate, good-faith concerns regarding disconnecting from work.
- b) Reprisal against an employee who disconnects from work in accordance with this Policy or reports a legitimate, good-faith concern may be subject to discipline. Workplace incivility, unprofessionalism, harassment, bullying or discrimination against employees who disconnect from work in accordance with this Policy will not be tolerated under Policy 65 - Employee Code of Conduct and relevant Board policies and procedures and may be subject to discipline.
- c) Performance management and/or discipline of employees who disconnect from work in a manner not in compliance with this Policy or who do not report a concern under this Policy legitimately and/or in good faith will not be considered reprisal.

6. DISTRIBUTION AND RETENTION

- a) The Board will provide a copy of the Policy to all employees within thirty (30) calendar days of approval or change to the Policy, and within thirty (30) calendar days of the start of employment for new employees.
- b) The Board will retain a copy of this Policy and any earlier or subsequent policies or procedure regarding disconnecting from work for three (3) years after the policy or procedure ceases to be in effect.

7. RESPONSIBILITY

The Director of Education holds primary responsibility, through their designate(s), for implementation of this Policy. Responsibility for the coordination and day-to-day management of the Policy is assigned to the Executive Officer – Human Resources, Partnerships and Equity.

Responsibilities of managerial staff and employees under this Policy will be set out in operational procedures under this Policy.

8. REVIEW AND REVISION

This Policy will be reviewed after the first year and every four (4) years thereafter or earlier at the discretion of the Director of Education or designate.

9. REFERENCE

Legislation:

- Ontario *Employment Standards Act, 2000*
- *Working for Workers Act, 2021*


Board Policies and Procedures:

- Policy 65 – Employee Code of Conduct
- (Interim) Remote Work Operating Procedure
- Flexible Office Hours – Admin and Secretarial Staff, HRSS Operating Procedure 9

2. [SD20 Wellness Policy](https://www2.sd20.bc.ca/tl_files/Policy/Section%204%20REVISED/4.9%20Employee%20Wellness.pdf)

Retrieved from:

https://www2.sd20.bc.ca/tl_files/Policy/Section%204%20REVISED/4.9%20Employee%20Wellness.pdf

	KOOTENAY COLUMBIA SCHOOL DISTRICT NO. 20	EMPLOYEE WELLNESS Policy 4.9: Employee Well Regulation 4.9.1-R: Employee Wel
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POLICY 4.9 EMPLOYEE WELLNESS	Adopted: 2012-10-15 Reviewed: Revised:
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The Board of Education of School District #20 (Kootenay-Columbia) believes that our employees are one of our most valuable assets.

The Board further believes that the health and wellness of its employees plays an important role in both job performance and job satisfaction and that the Board has a shared responsibility to promote the health and wellness of its employees.

The Board is committed to providing all employees with the opportunity to work in a healthy and safe environment.

REGULATION 4.9.1-R EMPLOYEE WELLNESS	Adopted: 2012-10-15
	Reviewed:
	Revised:

1. The Board supports adopting a healthy promoting schools/worksite approach which includes the following key components pertaining to employee wellness.
 - 1.1 Every school/worksite will strive to be a healthy and safe place for staff to work and to create a climate that nurtures learning, achievement and growth of character.
 - 1.2 Schools and work sites will form partnerships among administration, school staff, students, parents, the community and the health sector to support the health-promoting schools/worksite approach by liaising with the District Health & Lifestyle Committee and the District Joint Occupational Health & Safety Committee.
 - 1.3 Support services are available and a supportive social environment is encouraged.
 - 1.4 Every school/worksite will strive to:
 - 1.4.1 Provide an environment of care and respect.
 - 1.4.2 Promote positive, professional relationships.
 - 1.4.3 Promote a sense of belonging.
2. To facilitate and support schools/worksites in adopting a health promoting schools/worksite approach, the Board will establish an Employee Wellness Sub-Committee of the District Joint Occupational Health & Safety Committee comprised of a representative from the Board of Education, KCTU, CUPE, PVPA, DPAC, the Senior Staff responsible for Human Resources, the Healthy Schools Coordinator, and the District Joint Occupational Health and Safety Manager.
 - 2.1 The mandate of this sub-committee will be to:
 - 2.1.1 Liaise where appropriate on health promoting schools/worksite matters with the District Health & Lifestyles Committee and the District Joint Occupational Health & Safety Committee.
 - 2.1.2 Support and help to implement, review, and evaluate the key components of any district health and wellness initiatives and/or programs as they relate to employee wellness.
 - 2.1.3 Support professional development focused on employee wellness.
 - 2.1.4 Provide recommendations to the Superintendent and the Board on further program planning focused on

3. [Government of Canada
Canadian Center for Occupational Health](https://www.ccohs.ca)
Retrieved from <https://www.ccohs.ca>

Disconnecting from Work

On this page

- [What is meant by disconnecting from work?](#)
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What is meant by disconnecting from work?

Disconnecting from work refers to being able to stop doing paid work and not being obligated to respond to work requests outside of established hours. Some examples of disconnecting are:

- No contact between employers, managers, workers, or clients outside of established hours (e.g., phone calls, video calls, or emails)
- Not performing job duties outside of established hours

Canadian labour standards outline the employment conditions for hours of work, payment of wages, leaves, vacation, holidays, and more. However, most labour standards (also called employment standards) were developed when Canada was primarily an industrial society. Most people reported to their workplace for an 8-hour shift (or other regular shift pattern) and then returned home. Since the work could only be performed at the worksite, this pattern created a natural disconnection.

The Canadian business model has changed. Many employers have adopted diversified work practices to remain competitive and meet the demands of a global economy. There is now a trend to work remotely, away from a shared physical location.

How has technology contributed to the issue of disconnecting?

Remaining in contact with your workplace outside of a physical location or building is possible now due to information and communication technology (e.g., high-speed internet, wireless communication, cell phones, etc.). The ability to work anywhere and anytime with relative ease has caused the boundaries between being “at work” and “not at work” to blur. Before this technology was widely available, workplace communication occurred mostly at a common location during defined hours.

With more connectivity, workers may feel pressure to continue to work or be available after hours. This pressure may be heightened if they observe other workers or management conducting work during “off” hours (e.g., sending emails, particularly when expecting a response). Employers and supervisors may inadvertently reward this behaviour through promotions and bonuses. These rewards may unfairly disadvantage workers who are unable to remain connected.

Why is it important to disconnect?

Each person can be affected differently based on factors such as frequency and duration of work, the nature of the job, etc. Having uninterrupted personal time away from work stressors allows your body and mind the opportunity to relax and recover. An individual who does not sufficiently disconnect may experience any combination of the following:

- Poor [work/life balance](#)
- [Work-related musculoskeletal disorders](#), including the impacts of [psychosocial factors](#)
- Occupational injuries
- [Fatigue](#)
- [Burnout](#)
- Poor [mental health](#) effects such as [stress](#), depression, anxiety, etc.

An organization that does not allow their workers to disconnect sufficiently may experience more:

- Workplace incidents, workers' compensation claims, and lost time
- Turnover
- Errors and quality decline
- Negative company reputation

The benefits of workers being able to disconnect may include:

- Happy, healthy, more productive staff
- Higher job satisfaction and staff retention
- Positive organization reputation
- Reduced incident rates, lost time, and workers' compensation claims

Are there laws in Canada about disconnecting from work?

In Canada, many workers do not specifically have a legislated right to disconnect. Ontario has “right to disconnect” legislation, with other jurisdictions considering their own.

Provincial, territorial, and federal governments have laws requiring employers to provide time off work unless the occupation is exempt (e.g., police officer) or extenuating circumstances exist. Some employment standard laws include protections for workers to have time off work on a per day and per week basis unless other arrangements have been made (e.g., minimum 8 hours off work per day and one period of 24 consecutive hours off work per week). Any additional time worked might need to be compensated as prescribed by law or according to a collective bargaining agreement.

Some jurisdictions specifically state that “on-call” or “standby” workers are not considered to be working. However, if the worker is called in, they are considered to be working and must be compensated for their time.

In other situations, hours and terms of work may be negotiated in contracts, such as collective agreements with unions.

What should be included in a workplace policy about disconnecting?

Organizations can encourage all employees to disconnect by establishing a policy that outlines when and how to disengage from work activities or communications. The

disconnecting policy may stand alone or be included in a [comprehensive workplace health and safety policy](#).

Each workplace is unique, and policies should reflect the needs of that workplace.

Common elements of a policy regarding disconnecting from work include:

- A clear definition of what is meant by disconnecting from work
- To whom the policy applies.
 - If needed, separate policies may be developed for different groups of employees (such as workers, emergency responders, management, or executives).
- Commitment by top management to support the policy
- How workers will be educated, trained, and kept informed about the policy and any changes
- A statement that no reprisals will occur when individuals follow the policy
- Statements regarding what work or work communication can or cannot occur outside of established hours
 - The work or work hours may vary, depending on negotiated terms (e.g., continuous versus [flexible](#) hours), the role of the individual, or the tasks required.
 - Set expectations for response times to non-essential e-mails sent after established hours. For example, it may not be necessary to reply to a client communication outside of established hours, but response to a defined type of emergency may be required.
 - Set expectations when work involves collaboration with others in different time zones.
- What messaging is required when an employee is considered ‘away from work’, such as an out-of-office notice
- Details regarding overtime, including any approval process and how it will be compensated
- Requirements from any labour or employment standards that apply (such as hours of work, eating periods, vacation pay, public holidays, etc.)
- If access to work devices or network servers will be restricted outside of established hours (e.g., removing or limiting access to the work virtual private network (VPN))
- If the software will be used to monitor device use, declare what will be monitored and when
- If work-only devices will be provided or required (e.g., use of a cellphone dedicated only to work needs)
- Actions that will be taken to help employees disconnect, and if there are consequences to not disconnecting
- Promoting taking earned time off (e.g., vacation leave, personal days, sick days, etc.)
- Information on how employees can participate and provide feedback
- Resources available to help, such as an Employee Assistance Program ([EAP](#))

When developing the policy:

- Include input from all employees, the health and safety committee or representative, and the union if present

- Conduct trials to determine if the established hours of work or the current policy and processes are adequate
- Adjust the program as needed based on evaluation, the needs of the workplace, and feedback from all employees
- Continue to follow and include safe work procedures for other hazards, such as [ergonomics](#), [telework](#) arrangements, etc.

What steps can be taken to help individuals disconnect?

The employer or management can:

- Lead by example
- Promote disconnecting at the end of work hours as part of the corporate culture
- Avoid rewarding employees who continue to work outside of their designated hours
- Provide separate devices for work activities (e.g., mobile phones)

Individuals can:

- Turn off or put away work devices outside of working hours, if possible
- Avoid working extra hours. Discuss workload or agree on additional time with the employer or manager
- Take earned breaks and use that time to focus on something other than work
- Prioritize health and personal life outside of work
- When working outside a corporate building, dedicate a space in the home reserved for work, if possible. When the workday is over, do not enter that space
- Use the Employee Assistance Program ([EAP](#)) as needed and when available

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- Fact sheet first published: 2022-05-19
 - Fact sheet last revised: 2023-12-07



DISTRICT PRACTICE 4000

CRIMINAL RECORD REVIEW

DISTRICT PRACTICE:

1. NEW EMPLOYEES – NON-TEACHING

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

2. CURRENT EMPLOYEES – NON-TEACHING

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

3. VOLUNTEERS

- 3.1 All volunteers shall be considered to have potentially unsupervised access to children.
- 3.2 Criminal background check applications shall be available through the office of all school sites.
- 3.3 Volunteers will have a satisfactory criminal background check completed prior to discharging any volunteer duties for the School District.
- 3.4 The District will redact the Date of Birth on all Criminal Record Check clearance letters to maintain the security of personal information.

4. PRESENTERS

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

[POLICY 4000 CRIMINAL RECORD REVIEW](#)

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

ADOPTED: June 1997

Amended: September 2006, April 2012, December 2020



DISTRICT PRACTICE 4000

CRIMINAL RECORD REVIEW

5. CONTRACTORS

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

[POLICY 4000 CRIMINAL RECORD REVIEW](#)

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

ADOPTED: June 1997

Amended: September 2006, April 2012, December 2020



DISTRICT PRACTICE 4000

CRIMINAL RECORD REVIEW

6. FINGERPRINTS

- 5.1 Any employee, volunteer, or contractor who is required to undergo additional fingerprinting as part of the criminal record check review process will:
- (a) Comply with the request to undergo fingerprinting within a period of 10 business days from receiving notice.
 - (b) Notify the Human Resources Department immediately upon receiving notification of fingerprinting.
- 5.2 Any employee who fails to comply with a request for fingerprinting will be placed on unpaid leave until a further conversation with a Human Resources representative can occur.
- (a) Should extenuating circumstances prevent an employee from completing fingerprinting within the 10 business day window, the employee will bring these circumstances to the attention of Human Resources. Human Resources will reasonably accommodate extenuating circumstances.

[POLICY 4000 CRIMINAL RECORD REVIEW](#)

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

ADOPTED: June 1997

Amended: September 2006, April 2012, December 2020



DISTRICT PRACTICE 3800

EXPENSES ON BOARD OF EDUCATION BUSINESS

DISTRICT PRACTICE:

1. Information Regarding Claiming Expenses When Traveling:

Receipts

The School District will provide reimbursement for the expenses incurred in the course of School District business. The School District will not provide reimbursement for alcoholic beverages. **Receipts are required for all expenses except meals where the meal allowance is claimed** (meal allowances cannot be claimed when meals are provided during the event/activity). All receipts must indicate that the amount claimed has been paid including the detail of the items consumed. Personal expenses must not be included on receipts. If paid by credit card, the receipt or comparable proof of payment (i.e. copy of credit card statement) must be attached. Do not include expenses which were paid for other persons accompanying the individual. Each person must claim their own expenses.

Tips

Tips of no more than 20% of the cost of the meal may be claimed with proof of payment. If there is a desire to tip more than 20% the additional cost will be covered by the individual personally.

2. Mode of Transportation

The most economical method must be utilized considering travel time during the workday and other allowances eligible within this policy. If an individual opts to use their own vehicle rather than travel by commercial transport, they will claim the equivalent airfare if the cost is less. Meals, overnight costs and any other charges may only be claimed in accordance with what they would have been if they had travelled by air. Travelers must minimize interruption to learning when making travel arrangements.

2.1 By Car

Reimbursement is set at the rate per kilometer as defined the BCTF/RMTA collective agreement. Where possible, carpooling should be used. Receipted parking charges will be reimbursed.

2.2 By Air

Receipts or tickets must be attached for airfare.

2.3 By Ferry

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



DISTRICT PRACTICE 3800

EXPENSES ON BOARD OF EDUCATION BUSINESS

2.4 By Taxi

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

3. Accommodation

- Individuals who stay with a friend or relative may claim \$30.00 per night without a receipt.
- Please ask for government rates when making hotel reservations.
- Hotel bills are required as proof of payment.
- If family is travelling with the individual, only the single rate will be reimbursed for hotel stays.

4. Meals When Traveling for Board Business

Employees are only eligible to claim meals when they are traveling for Board business outside of their regular duties.

FULL DAY	\$60.00
Breakfast	\$16.00
Lunch	\$19.00
Dinner	\$25.00

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

- To claim breakfast - leave before 6:30 a.m. and be away for more than 4 consecutive hours.
- To claim lunch - leave before 11:00 a.m. and be away for more than 4 consecutive hours
- To claim dinner - leave before 4:00 p.m. and be away for more than 4 consecutive hours

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

5. Meals When Traveling for Board Business outside of North America

The School District operates an International Program which requires travel outside of North America. The International Program generates a net benefit to the School District and does not utilize taxpayer dollars. Due to foreign exchange variances and cost of meals in countries where business occurs, the daily per diem rate for International Program travel is \$125 CAD per day.

56. Miscellaneous Expenses

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

67. Trustee Travel in District

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

[POLICY 3800 EXPENSES ON BOARD OF EDUCATION BUSINESS](#)
[FORM 3800.1 EXPENSE CLAIM FORM](#)

ADOPTED: February 1996

Amended: March 2001, March 2003, June 2006, April 2011, April 2016, January 2017, April 2017, May 2018, April 2019, March 2020, June 2020, September 14, 2021, April 12, 2022, September 12, 2023



DISTRICT PRACTICE 3800

**EXPENSES ON BOARD OF
EDUCATION BUSINESS**

[POLICY 3800 EXPENSES ON BOARD OF EDUCATION BUSINESS
FORM 3800.1 EXPENSE CLAIM FORM](#)

ADOPTED: February 1996

Amended: March 2001, March 2003, June 2006, April 2011, April 2016, January 2017, April 2017, May 2018, April 2019, March 2020, June 2020, September 14, 2021, April 12, 2022, September 12, 2023



BYLAW II APPEALS

BYLAW:

RIGHT OF APPEAL

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

INITIATING AN APPEAL

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

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

REFERENCES: [School Act Section 11](#)

ADOPTED: December 1996
Amended:



BYLAW II APPEALS

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

PRE-HEARING PROCESS

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

HEARING WITH THE BOARD

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

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

[FORM BYLAW II APPEALS](#)

REFERENCES: [School Act Section 11](#)

ADOPTED: December 1996

Amended:



BYLAW II APPEALS

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

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

DECISION

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

AVENUES BEYOND THE APPEALS PROCESS

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

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

[FORM BYLAW II APPEALS](#)

REFERENCES: [School Act Section 11](#)

ADOPTED: December 1996

Amended:



BYLAW II APPEALS

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

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

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

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

Board Chairperson

Secretary Treasurer

[FORM BYLAW II APPEALS](#)

REFERENCES: [School Act Section 11](#)

ADOPTED: December 1996

Amended:

POLICY

Legal and Common Naming of the Entity

Whereas the Board of Education for Rocky Mountain School District:

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

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

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



POLICY 1200

COMMUNICATION PROTOCOL

POLICY:

The Board of Education “Board” believes:

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

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

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

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

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



1200 DISTRICT PRACTICE COMMUNICATION PROTOCOL

DISTRICT PRACTICE:

1. GENERAL COMMUNICATION GUIDELINES

All employees and members of the Board of Education “Board” are responsible for respectful, efficient, [accurate](#) and appropriate communications. In promoting respectful and effective communication, the school district is guided by the following principles:

- people have the right to be heard in a dignified, safe, and respectful manner;
- Hurtful, hateful, racist, bullying, harassing, sexist, or otherwise defamatory communication is not tolerated.
- Problem solving should follow the processes outlined in Policy 9200
- [when concerns about performance arise, affected persons have a right to be informed so that corrective action can be taken;](#)
- [Email communications should be clear and concise, signed by the author of the message, and flagged with an appropriate subject line to easily notify the recipient\(s\) of the theme of the message. Every effort should be made to reduce the overall volume of electronic messages while maintaining effective communication.](#)
- Email, phone, and written communication should, where possible, be delivered within the hours of 8am and 6pm Monday – Friday.
- Barring emergencies, there should be no school district communication delivered on weekends or holidays.
- Employees are expected to respond to email, phone, and written communication within a reasonable period of time.
 - Written communication – 10 days
 - Phone and email communication - 48 hours within the business week
- the senior leadership team has a responsibility to keep the Board informed on important School District issues; and

2. DISTRICT ROLES AND RESPONSIBILITIES

Chairperson of the Board

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

Trustees

In learning about concerns or fielding public information trustees will report information to the Board Chair or the Superintendent.

[POLICY 1200 COMMUNICATION PROTOCOLS](#)

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



**1200 DISTRICT PRACTICE
COMMUNICATION PROTOCOL**

[POLICY 1200 COMMUNICATION PROTOCOLS](#)

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



1200 DISTRICT PRACTICE COMMUNICATION PROTOCOL

Superintendent of Schools

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

Executive Assistant/Communications Officer

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

Principals

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

3. COMMUNICATION TOOLS

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



**1200 DISTRICT PRACTICE
COMMUNICATION PROTOCOL**

4. MEDIA RELEASES AND REQUESTS

Media Releases

- 5.1 The Board of Education Chairperson or Superintendent are responsible for all media inquiries.

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



**1200 DISTRICT PRACTICE
COMMUNICATION PROTOCOL**

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

Media Requests

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



1200 DISTRICT PRACTICE COMMUNICATION PROTOCOL

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

5. SOCIAL MEDIA

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

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

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

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

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

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

6.6 Availability

The District monitors and periodically updates our accounts most often during regular business hours (8:30 a.m. to 4:30 p.m., Monday to Friday). On occasion, we may update content outside of our regular business hours to report on events that occur during evenings or weekends, or to report important information. Any messages or questions we receive outside of our regular business hours will be reviewed at the beginning of the next business/school day. The Board will read and follow as many replies and direct messages as possible; however, we may not be able to reply individually to all messages received. If a topic or issue is urgent, followers should contact the Board through other communication channels listed on the Board website.

[POLICY 1200 COMMUNICATION PROTOCOLS](#)

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



1200 DISTRICT PRACTICE COMMUNICATION PROTOCOL

6.7 Following

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

6.8 Sharing

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

6.9 Comments/Feedback

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

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

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

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

[POLICY 1200 COMMUNICATION PROTOCOLS](#)

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



BYLAW I PROCEDURAL BYLAW

PART 14 CONFLICT OF INTEREST

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

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

Reference: [School Act](#)

ADOPTED: Feb. 1996

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



POLICY NO. 1500

TRUSTEE ROLE, RESPONSIBILITY AND CODE OF ETHICS

APPENDIX A: VIOLATIONS TO THE TRUSTEE CODE OF ETHICS

The Trustee Code of Ethics requires each Trustee to commit to the highest ethical standards in their dealings with fellow Trustees, members of the school communities, and citizens of Rocky Mountain School District. The Board expects each member to adhere to the Code of Ethics (Policy 1500) in carrying out their role as Trustee. The Board recognizes that violations of the Code of Ethics can vary in severity and therefore, informal or formal procedures may be utilized to address alleged breaches, as appropriate.

Only serious and/or recurring breaches of the code(s) will be handled by the following official complaint procedure. A breach or violation is defined as something spoken, written, or actioned that violates the Rocky Mountain School District documented Code of Ethics, Codes of Conduct, mission, vision, values, policies and legal requirements.

The informal procedure may be used for non-serious breaches or an offence(s). A non-serious breach is defined as relatively minor or committed inadvertently or due to an error in judgement made in good faith.

Informal resolve will be done through a conciliation process between Trustee to Trustee and/or Administration leadership to Trustee. If resolution fails, the Board Chairperson or Vice Chairperson is consulted, and it is determined if the Board Chairperson attempts to gain resolution or if the formal process is to be taken.

PROCEDURES

1.0 Receiving Alleged Code of Ethics Breaches

It is imperative to establish and maintain clear, consistent, and effective procedures to receive any allegation of breach of the Trustee Code of Ethics from complainants. Those procedures include:

- 1.1 Any alleged breach must be brought forward in writing to the Board Chairperson, designate or the Secretary Treasurer within 30 days of the alleged breach occurring. There may be exceptional circumstances which could allow an extension of this timeline. If an allegation is made against the Board Chairperson, the alleged breach shall be managed by the Secretary Treasurer. The written complaint must include:
 - the name of the Trustee who is alleged to have committed the breach;
 - the specific allegation(s);

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

- information regarding when the breach came to the complainant's attention;
- the complainant's grounds that a breach of the Code of Ethics has occurred;
- the name and contact information of the complainant, as well as any witnesses to the matter, or any other persons who have relevant information regarding the alleged breach.

1.2 Once received, all Trustees, including the subject of the alleged complaint, must be provided with a copy of the complaint within seven (7) days of receiving it.

2.0 Complaint Resolution Options

It is imperative to establish and maintain clear, consistent, and effective procedures to respond to any allegation of breach of the Trustee Code of Ethics. Options to complaint resolution include:

2.1 A recommendation by the Board Chairperson, or the Secretary Treasurer if the alleged breach is by the Chairperson, not to proceed with the complaint.

2.2 An agreement that an informal resolution is appropriate.

2.3 Undertaking an investigation process, conducted with procedural fairness, concluding with the preparation and presentation of a report of the investigation's findings in a timely manner in a closed (in camera) meeting for the board's consideration.

2.3.1 Based on the results of the investigation, the Board (excluding the alleged offending Trustee) shall by motion decide whether the Trustee has breached the Code of Ethics and impose sanctions appropriate to the severity of the breach.

2.4 Undertake a Board Hearing process in a closed (in camera) meeting to determine by motion (excluding the allegedly offending Trustee) whether the Trustee has breached the Code of Ethics and impose sanctions appropriate to the severity of the breach. The hearing must provide a fair opportunity for all parties to be heard, but parties are not obligated to make submissions or respond to questions. The procedures of a Board Hearing are as follows:

2.4.1 A quorum must be established for this meeting of the Board including Superintendent and Secretary Treasurer, and any Trustee conflicts must be declared. Minutes are to be taken by the Board's confidential Secretary, and legal counsel may be present at the discretion of the Trustee or the Board.

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- 2.4.2 If present, the complainant may provide a presentation which may be written, oral or both. Alternatively, the submitted written complaint is shared.
- 2.4.3 The allegedly offending Trustee responds with a presentation to the Board which may be written, oral or both.
- 2.4.4 The complainant, if present, and the Board Chairperson may reply to the respondent Trustee’s presentation.
- 2.4.5 The respondent Trustee may reply to the complainant’s presentation and subsequent remarks.
- 2.4.6 The remaining Board of Education Trustees may ask questions.
- 2.4.7 The complainant, if present, may make final comments.
- 2.4.8 The allegedly offending Trustee may make final comments.
- 2.4.9 The full Board, excluding the allegedly offending Trustee, engage in private deliberation. Should clarification or more information be required, this may be obtained from the parties, or the hearing may recess or be adjourned until a later date.
- 2.4.10 Following deliberation, the Board Chairperson calls for a resolution to be placed before the Board. The resolution may indicate what action, if any, may be taken. A vote is conducted, requiring a two-thirds vote to pass.

3.0 Sanctions for Breach of Code of Ethics

Where the Board determines that a Trustee has breached the Code of Ethics, the Board may censure the Trustee or enforce specific sanctions.

- 3.1 Upon the Board determining that a Trustee has breached the Code of Ethics, sanctions shall be applied. Possible sanctions include but are not limited to:
 - 3.1.1 Offending Trustee write letter of apology.

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**TRUSTEE ROLE, RESPONSIBILITY AND
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- 3.1.2 Offending Trustee participate in a restorative justice process.
 - 3.1.3 Offending Trustee participate in specific training, coaching, or counselling as directed by the Board of Education.
 - 3.1.4 Board Chairperson write a censure letter marked “personal and confidential” to the offending Trustee, on the approval of a majority of the Voting Trustees at the closed meeting of the Board.
 - 3.1.5 Having a motion of censure passed by a majority of the Voting Trustees at the closed (in camera) meeting of the Board.
 - 3.1.6 Having a motion to remove the offending Trustee from one, some or all Board committees or other appointments of the Board passed by a majority of the Voting Trustees at the closed meeting of the Board.
 - 3.1.7 The Board of Education may, in its discretion and by resolution of all voting Trustees, make public any outcome of the Official Complaint Process, if it is considered reasonable and appropriate to indicate publicly its disposition of the complaint.
 - 3.1.8 The Board may bar the Trustee from attending all or part of a meeting of Board or a committee of the Board. With this absence authorized by the Board, the Trustee shall not receive any materials that relate to the meeting that are not available to the public. This sanction is appropriate when the infraction includes the failure to maintain the necessary confidentiality of information.
- 3.2 Sanctions shall be applied as follows:
- 3.2.1 The Board shall give the Trustee written notice of the determination and any possible sanctions in a timely manner;
 - 3.2.2 The Board shall provide the Trustee with 14 days to provide a written response regarding the determination and/or sanctions;
 - 3.2.3 After considering the submission, the Board shall confirm or revoke the determination

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and/or sanctions within 14 days of receiving the written submission;

3.2.4 If the determination is revoked, the sanctions are revoked; and

3.2.5 If the determination is confirmed, the Board may confirm, vary or revoke the sanctions. Where a breach of the Trustee Code of Ethics has occurred, sanctions of a Trustee shall be undertaken by the Chair by writing a letter of censure to the Trustee in question. This action shall be reported at the next Regular Meeting of the Board.

3.3 For a second occurrence of a breach, a motion of censure shall be presented against the Trustee in question, at a Regular Meeting of the Board, unless to do so would require a disclosure of confidential information other than a previous letter of censure.

3.4 For a third and subsequent occurrence, a motion to remove the trustee in question from one, or more, or all Board appointments shall be presented at a Regular Meeting of the Board.

4.0 Appeals

Trustees who have been sanctioned or have had other measures imposed upon them by the Board of Education under this policy can appeal those decisions at their own expense through the legal system.

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FORM <INSERT HYPERLINK>

ADOPTED: DATE
Amended:

SUPERINTENDENT'S MONTHLY UPDATE

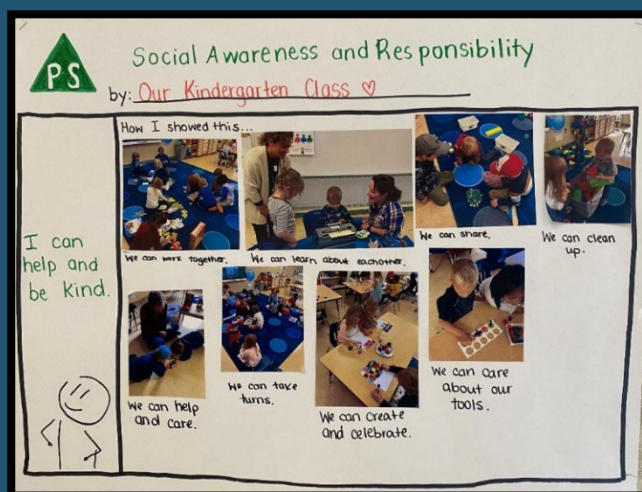
NOVEMBER 2024

This monthly update features stories of success from schools around the district, as well as highlights related to the implementation and impacts of the Board of Education's Strategic Plan in Rocky Mountain School District. Thank you for taking the time to read and celebrate the successes of our students and staff.

EILEEN MADSON PRIMARY SCHOOL: SOCIAL AWARENESS & RESPONSIBILITY

This year EMP staff have been collaborating to work on their Equity, Diversity, and Inclusion school success goal, and strategies have included:

- Weekly reference to Social Awareness and Responsibility "I Can" statements in class.
- The use of POPEY (Provincial Outreach Program for the Early Years) student self-reflection tools.
- The use of student exemplars with their classes to illustrate what Social Awareness & Responsibility looks like.



The kindergarten team worked together to create ways for this goal to be more accessible for their younger students. Using a scaffolded approach, they focused on:

1. **Making the goal visible:** Posting the goal in student friendly language and discussing it regularly with their students.
2. **Noticing and naming actions:** Helping students notice and name actions that contribute to the goal.
3. **Posting pictures:** Displaying their goal poster with photos of students demonstrating the goal in action.

This scaffolded approach allowed Kindergarten students to then find personal ways to also demonstrate this important school-wide goal. The kindergarten teachers noticed that students were successful in demonstrating this goal and were all able to capture their personal experience using a POPEY self-reflection tool after the whole group scaffolded approach.

The EMP staff are committed to making progress on Equity, Diversity, and Inclusion objectives through these collaborative strategies across all grade levels.





ROCKY MOUNTAIN ALTERNATE EDUCATION GOLDEN, OPEN DOORS & KIMBERLEY ALTERNATE SCHOOLS

With the school’s commitment to fostering personal growth and responsibility, students and staff are excited to share the work being done through the Circle of Courage framework which focuses on four essential areas: belonging, mastery, independence, and generosity. The Circle of Courage promotes personal awareness and accountability, equipping students with the skills to set meaningful goals and building a sense of belonging within their community.

Rocky Mountain Alternate Education students are actively participating in activities and discussions that align with this framework. Through practices like mindfulness, self-reflection, and team-building exercises, they have been enhancing their personal responsibility and awareness. This process has not only supported individual growth but is also contributing positively to the overall strength of the school community.



Golden Alternate School students participate in monthly Circle of Courage workshops led by Indigenous Youth Worker Margo McMullan.



Kimberley Alternate School students are on the land with Mike Honeyman looking for Trilobite fossils at Fort Steele



Open Doors students and staff participate in a team building activity at Valley Ziplines with the support of Columbia Valley Youth Network.





ROCKY MOUNTAIN FOOD PROGRAMMING

District Food Coordinator Eric Larocque has visit all schools around the district this fall to learn about food programming initiatives. It was evident that a great deal of foundational work has been taking place related to food delivery, often addressing identified challenges such as geographic distances, logistics, and rising food costs.

Based on our local Southeast BC context and aligning with the provincial Feeding Futures program, an action plan has now been drafted for future food programming in RMSD. Core aspects of the plan include:

- Small, incremental steps, with a priority on centralized ordering and plug-and-play breakfast model.
- Realistic goals, with strategies that are already proving successful in some schools, like transitioning from highly processed snacks to healthier options like baby carrots.
- Sustainable changes, like the standardized breakfast model, designed to be simple and easily replicated across schools and even with new staff.



As part of their food programming initiatives, schools offer several healthy food options as students arrive in the morning, as seen here at Lady Grey Elementary School.



As students arrive at Windermere Elementary School, there are always nutritious items up for grabs as part of breakfast programming, including homemade energy bites, clementines and yogurt tubes. On a typical day, about 75 learners access a grab-and-go snack.

Moving forward, goals for the School Food Program include:

1. A **current inventory and programming overview document** that will support the school district in assessing the current state and in determining what can be achieved with existing resources,
2. A **centralized ordering system** for schools to help reduce back and forth travel to grocery stores, and
3. A **Food Programming Framework and Long-Term Vision** that will prioritize a universal breakfast program with a more formal structure, including zone leaders who are passionate and recognize the significance of providing access to food in an inclusive and non-stigmatizing manner.





STUDENT VOTE AT GOLDEN SECONDARY

On Wednesday October 18th, learners at Golden Secondary School participated in this year’s Student Vote, a precursor to the provincial election on October 19th. This educational event was organized by Mr. McPherson & Mr. Archibald’s Law 12 class, who took the lead in setting up and managing the voting stations, as well as counting the final ballots.

Students in grades 8-12 were invited to cast their votes, following comprehensive learning opportunities related to the candidates, their respective parties, and their platforms. Instruction included use of the Vote Compass website, which helped students gain a deeper understanding of the political landscape in the province.

For some grade 12 students, this learning was particularly significant as they were eligible to vote in the official BC election, and the experience aimed to encourage them to participate in the democratic process on Election Day!

Once the Student Vote ballots were counted, the results were forwarded to the provincial Student Vote organization and were released after the official BC election, allowing students to compare their choices with the actual provincial outcomes. This initiative not only educated students about the voting process but also underscored the significance of civic engagement.



Learners at Golden Secondary School recently cast their ballots as part of the provincial Student Vote program in support of civic engagement.



Cybersecurity will be a discussion topic with Rocky Mountain School District Tech Leaders in November.

CYBERSECURITY PREPAREDNESS

In support of the district’s strategic efforts to enhance digital citizenship, RMSD is taking steps to sustain a strong cybersecurity posture with regular network assessments, on-going system maintenance, and appropriate administrative measures, including the proactive education of students and staff related to potential internal and external threats to security. Cybersecurity will be a topic of discussion with Tech Leaders later this month.

Also, like many other organizations, the district recently completed a vulnerability assessment, working alongside a third-party vendor, and has been actioning recommendations to remediate identified concerns.





STUDENT AGENCY FORUM

As part of RMSD's focus on enhancing student voice, choice and leadership, secondary student leaders and school champions from around RMSD met recently in Invermere to share and learn more about student agency. Participants took an inquiry approach to the day, considering how to best gather information about students' experience at their schools, supporting their ability to plan local initiatives that improve the overall experience for classmates within their school community.

The day began with a shared communication exercise using Lego blocks to break the ice, followed by discussion about surveys, suggestion boxes, and interviews to gather student voice and perspectives. The group further discussed

Spirit Days, their involvement in school timetables, and their participation in school staff meetings to create a feedback loop. The Student Agency Forum will convene twice more this school year to share the progress of their work, network with other student leaders, and plan further iterations of their projects. Thanks to school-based champions Evelyn Morett, Corey Millner, Jaimee Pichette, Lainey Wilson, and Heather English, as well as Steve Wyer and Trent Dolgopol, for their support of the day!



Student leaders from Selkirk Secondary School participate in the recent Student Agency Forum.

TAKE ME OUTSIDE DAY AT LINDSAY PARK ELEMENTARY SCHOOL

Aligning with the school's focus on regulation, well-being and relationships, students and staff at Lindsay Park Elementary School recently took part in Take Me Outside Day. Working in collaboration with learners from Selkirk Secondary, there were opportunities for students from both schools to connect in meaningful ways through literacy, the practice of regulation strategies, and active learning. Students were highly engaged and modeled flexible thinking, while Selkirk students were wonderfully attentive to the needs of the younger learners. Specifically, Lindsay Park students noted the Selkirk students were kind and chose great games that aligned with stories!

With an emphasis on skill building, Lindsay Park students identified ways to stay focused outside, like using a leaf as a fidget tool, or focusing on a sound and its echo (*from Little Beaver and the Echo*). Highlights for students also included games and fun play with leaves.



Selkirk Secondary School students read a book to Lindsay Park Elementary School learners recently on Take Me Outside Day.

DATE: November 12, 2024
TO: Rocky Mountain Board of Education
FROM: Aaron Callaghan, Superintendent
SUBJECT: Cell Phone Practice
ORIGINATOR: Steve Wyer, Assistant Superintendent



REFERENCE: Policy and Practice 5800 ([Policy 5800](#) & [District Practice 5800](#))

PUBLIC BOARD MEETING

ISSUE

The Board will receive an update on the progress of implementing digital device restrictions as contemplated by Board Policy 5800.

BACKGROUND

In June 2024, the Board of Education carried the implementation of changes to the district code of conduct including, the restriction of personal digital devices, promoting online safety, and teaching students about safe online conduct. The intent of these changes was to sustain a greater degree of uninterrupted learning time in classrooms across the district. These changes were in line with Ministry of Education and Child Care regulation coming into effect September 2024.

As part of the district practice, student cell phone use would be restricted during instructional time unless an educator invited students to use cell phones as tools for learning. Furthermore, all schools included specific details about how they would accomplish this in each of their school’s codes of conduct. Schools have submitted these codes centrally to the district and shared them with their school communities.

CURRENT SITUATION

Members of the District Team have met twice with all principals to review the progress and impact of the changes to student use of cell phones in schools. The most recent meeting was held on October 25, 2024 to gather feedback on how the restrictions were playing out in schools, and the following was gleaned:

K-3 SETTING

- Impact has been minimal as cell phones were not readily present at this level prior to the restriction;
- Some schools report they have begun parent education programs for parents of students at the K-7 level. In Windermere zone, two principals have begun a parent “book club” about digital safety and appropriate screen use for children. They have 40 participants in this group.



4-7 SETTING

- Many of the K-7 and 4-7 settings had strong rules prohibiting cell phones prior to the restrictions;
- 4-7 schools have been faced with more student breaches of conduct than K-3 schools;
- Many have progressive response models to students who breach the code:
 - Warnings and communication home
 - Keeping the device at the office for ongoing breaches
 - More restrictive measures in consultation with families if the behaviour has not improved.
- There have been parent arguments for cell phones from a safety perspective, but these are diminishing in frequency;
- Some report that “they have not seen a cell phone this year”. Others report that they are experiencing fewer instances of interruptive behaviour during instructional time stemming from the impacts of student use of social media during the day.

8-12 SETTING

- Generally a smooth implementation across 8-12 schools with a high level of compliance in classrooms during instructional time, with most challenges realized in non-classroom spaces, including hallways and washrooms;
- Administration supporting with confiscations and parent communication;
- October has seen fewer instances of non-compliance;
- Implementation has required consistent messaging and expectation from all staff;
- Policy implementation has provided another onramp for conversations about addictions and mental health;
- Student use of digital devices remains a standing discussion item for staff at meetings for continued problem solving.

REPORTED IMPACTS

Student feedback in multiple settings has been generally positive. Principals are seeing higher levels of engagement in educational settings. One school reported that students are doing things like choosing to read when there is “free time” rather than occupy themselves with their phones. Principals report reduced instances of online bullying having originated in school. One secondary school reported students feel “relieved” about not being tied to their social life online while at school. Another secondary school reported that students have been more social - as in “face to face” social – since the restrictions were implemented.

CONCLUSION

To date the restriction of personal digital devices in schools has had a positive impact with a generally smooth implementation. School administration have a high level of satisfaction with the current policy and value the flexible approach to implementation based on the school’s context.



DATE: November 12, 2024

TO: Rocky Mountain Board of Education

FROM: Aaron Callaghan, Superintendent

SUBJECT: Local Education Agreement (Shuswap Band)

ORIGINATOR: Aaron Callaghan, Superintendent

REFERENCE: Amendments to the School Act - Bill 40 ([Gov't BC News Release](#))



PUBLIC BOARD MEETING

ISSUE

The Board will receive an update stemming from Shuswap Band communication and their intention to engage in a Local Education Agreement with Rocky Mountain School District as per the *School Act*.

BACKGROUND

During the 2023-24 school year, amendments to the *School Act* via Bill 40 allowed for First Nations in British Columbia to enter into a *purchase of service* agreement with school districts using a new Model Local Education Agreement (LEA). This agreement was co-created by Ministry of Education and Child Care (MECC) and First Nations Education Steering Committee (FNESC) with input from First Nations and rights holders.

The Model Local Education Agreement describes the roles and responsibilities of both the School District and local First Nations in working to best meet the needs of learners who are First Nation Member Students and the focus of the agreement. The LEA itself addresses topics including educational resources and programs, Dogwood Diploma and graduation, students with disabilities and diverse abilities, student assessments, Individual Education Plans, cultural awareness, transportation, hiring, and more.

CURRENT SITUATION

On October 8th, a communication from Shuswap Band was sent to the Minister of Education stating their intention to enter into an agreement with Rocky Mountain School District with the Model Local Education Agreement.

Several Senior Team members met with representatives from Shuswap Band on October 31st to review the model LEA and discuss priorities, possible challenges and shared responsibilities. The agreement encompasses approximately 45 learners across all Windermere Zone schools, with the majority attending Eileen Madson Primary School, JA Laird Elementary School and David Thompson Secondary School.

An LEA Oversight Team made up of First Nation, School District and School representatives is now set to be formed to further clarify expectations for the agreement and map out events and processes for successful implementation. The first meeting of the LEA Oversight Team is scheduled for Monday December 2nd, and a date for a public signing ceremony is expected soon.



PUBLIC BOARD MEETING

CONCLUSION

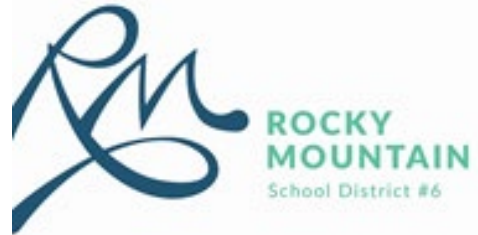
The School District is pleased to enter into this agreement with Shuswap Band and looks forward to increased collaboration in support of First Nation Member Student success as defined by the community.

KEY MESSAGES

- The Shuswap Band recently identified their intention to enter into an agreement with Rocky Mountain School District using a provincially crafted exemplary contract called a Model Local Education Agreement (LEA).
- The model agreement largely defines services purchased for Shuswap Band learners living in community, as well as other learners affiliated with the Shuswap Band, registered in Rocky Mountain School District schools and living throughout the Columbia Valley.
- Approximately 45 learners are impacted by the agreement.
- The agreement encompasses aspects of schooling including educational programming, educational resources, student assessments, student reporting, Individual Education Plans, transportation and much more.
- The term of the agreement is 3 years, ending June 30, 2027.
- Over the next few months, a jointly established LEA Oversight Team will map out plans for the successful implementation of the agreement.
- A public signing ceremony featuring Shuswap Band, Rocky Mountain School District staff and the Board of Education is expected in the near future.



DATE: November 12, 2024
TO: Board of Trustees
FROM: Alan Rice, Secretary Treasurer
SUBJECT: Budget Utilization Summary – October 31, 2024
ORIGINATOR: Alan Rice
REFERENCE: Budget Utilization Summary – October 31, 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 \$478,000 from prior year attributable to increase in salaries and benefits. Actual amounts are in line with budget with a variance of 0.50% above estimated for the current year. With the increase to enrolment from the original budget, there are also increases to instruction costs which will be reflected in the amended budget.

Administration: increase of approximately \$85,000 from prior year which is attributable to increases to salaries and benefits. Actual amounts are greater than budgeted with a variance of 3.90% above estimated. The majority of the District’s licenses, due and fees are due on July 1 of each year. Therefore, the variance is anticipated to fall in line with budgeted as the year progresses.

Operations and Maintenance: increase of approximately \$73,000 from prior year. Primarily attributable to increases in salaries and benefits. Actual amounts are in line with budget with a variance of 1.70% below estimated.

Transportation and Housing: decrease of approximately \$10,000 from prior year. Primarily attributable to salaries and benefits. Actual amounts are in line with budget at 3.91% below estimated.



PUBLIC BOARD MEETING

CONCLUSION

Expenditures to date are above budget by 0.18% and greater than the prior year by \$646,000 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.

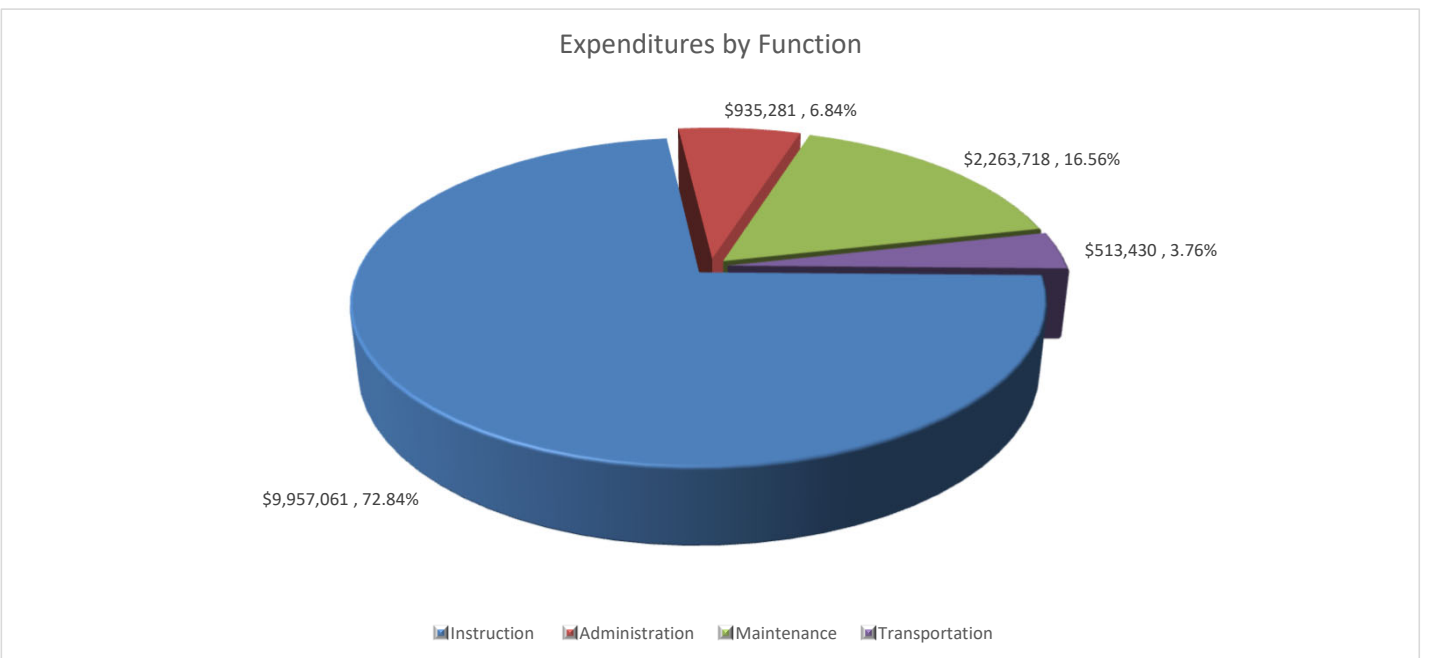
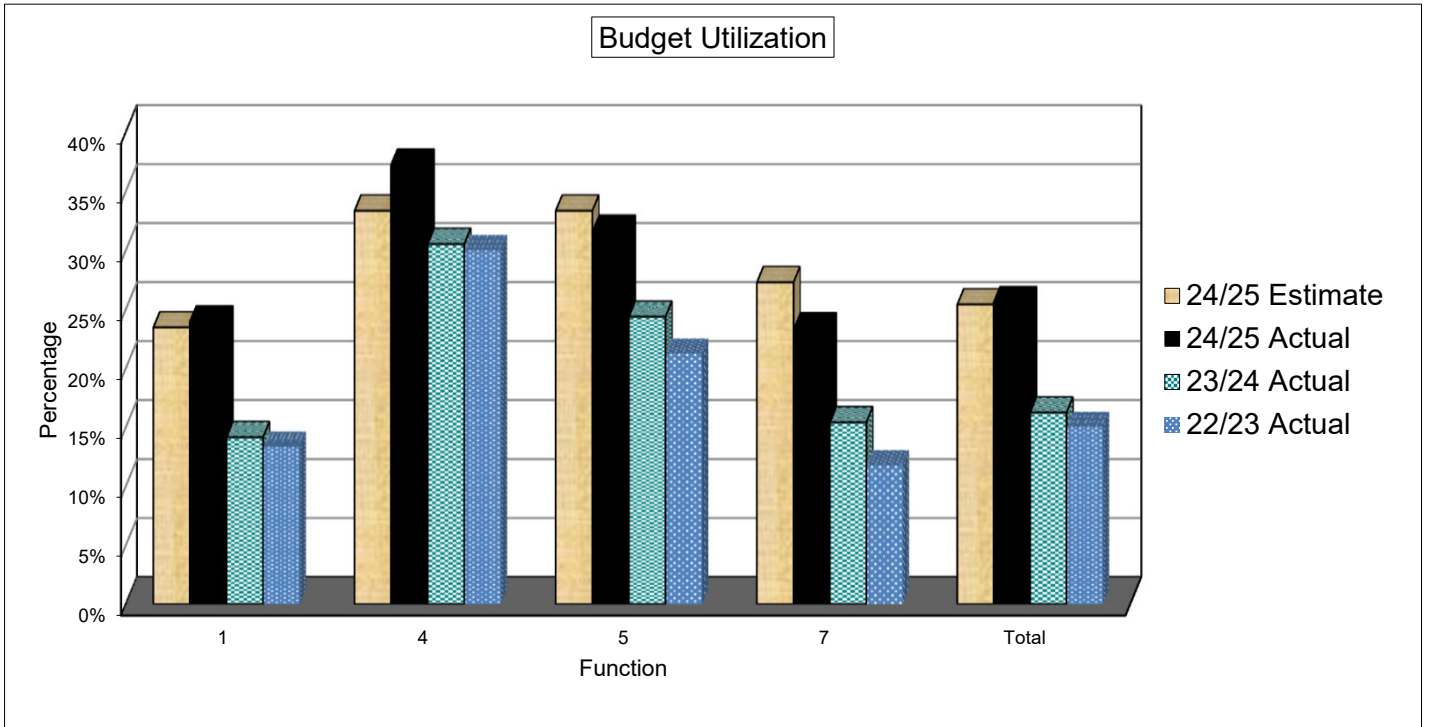
STRATEGIC ALIGNMENT

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

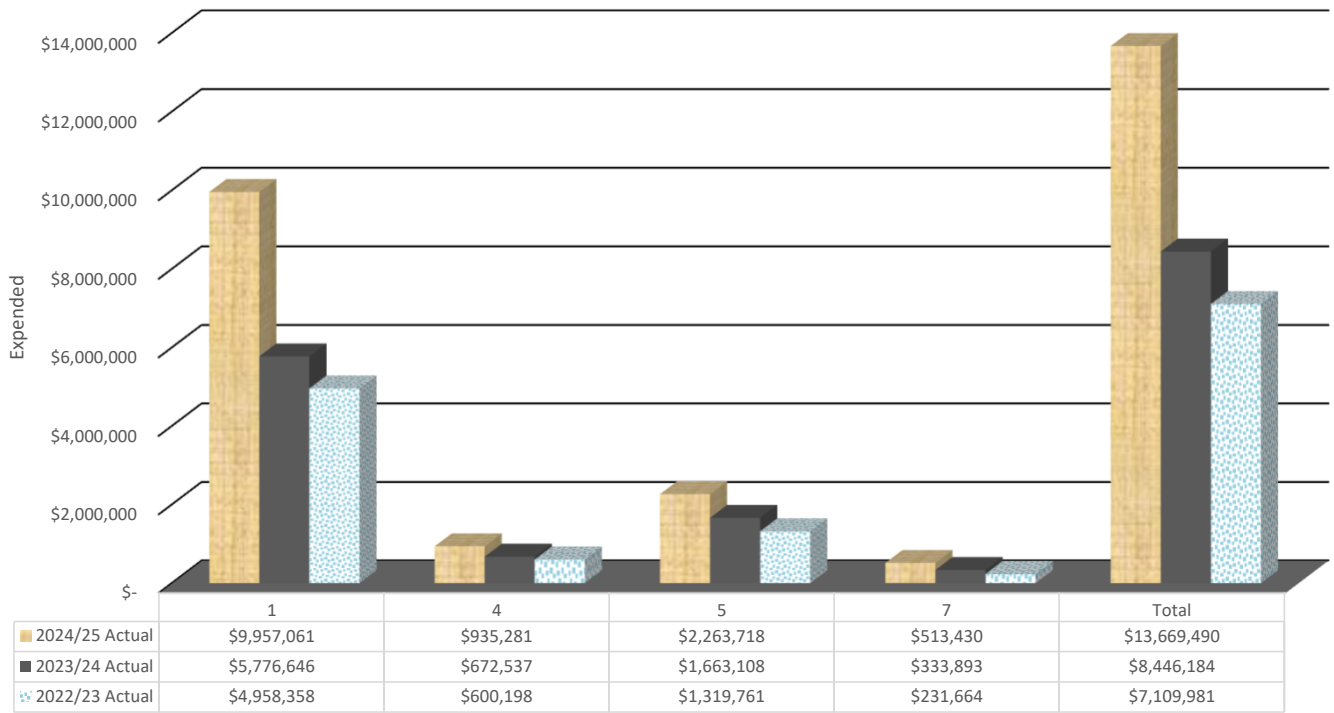


**ROCKY MOUNTAIN SCHOOL DISTRICT
BUDGET UTILIZATION SUMMARY
10/31/2024**

<u>FUNCTION</u>	<u>#</u>	<u>MONTHS</u>	<u>BUDGET</u>	<u>2024/25 EXPENDED</u>	<u>ACTUAL</u>	<u>ESTIMATE</u>	<u>2023/24 ACTUAL</u>
Instruction	1	10	\$ 41,585,824	\$ 9,957,061	23.94%	23.44%	14.14%
Administration	4	12	\$ 2,512,439	\$ 935,281	37.23%	33.33%	30.52%
Maintenance	5	12	\$ 7,157,203	\$ 2,263,718	31.63%	33.33%	24.35%
Transportation	7	11	\$ 2,197,783	\$ 513,430	23.36%	27.27%	15.40%
Total			\$ 53,453,249	\$ 13,669,490	25.57%	25.39%	16.23%



3 Year Actual Expenditure Comparison



PUBLIC BOARD MEETING

DATE: November 12, 2024
TO: Board of Trustees
FROM: Field Trip Committee
SUBJECT: October Field Trips (7 Total)
ORIGINATOR: Melanie Spencer
REFERENCE: [Policy](#) and [District Practice](#) 8600



ISSUE

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

BACKGROUND

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

There are two categories of field trips: high care field trips, and low care field trips. This report will only be reviewing the monthly high care field trips.

HIGHER CARE FIELD TRIP

- Higher care field trips require special safety considerations (e.g. skiing, mountain biking, open water activities, outdoor rock or ice climbing, or back country activities).
- Higher care field trips that require special safety considerations require the teacher/leader and/or a third-party provider to be certified in the activity (e.g. taking students rock climbing require the teacher/leader to be ACMG certified or hire a certified professional and provide their certification. Evidence of certification is not required for well-established third-party business vendors).
- Once the principal approves the higher care field trip, the proposal is forwarded to the District Administration Building for Superintendent review and approval. In some cases, final approval rests with the Field Trip Committee.
- Higher care travel excursions are beyond British Columbia and Alberta, or the trip is within BC and in excess of two (2) days (i.e. two overnight) in duration.



CURRENT SITUATION

School	High Care Field Trips (#)
Golden Secondary School	Five (5)
Gr 8-9, Rockabout Crag Lifestyle Recreation Rock Climbing	
Gr 10-12, Rockabout Crag, Rock Climbing	
Gr 10-12, Mt. McPherson Mountain Biking and Aquatic Centre Revelstoke	
Gr 10-12, Cedar Lake Canoe Skills Day	
Gr 10-12, Radium to Spillimacheen, Overnight Camp & Canoe Trip	
Selkirk Secondary School	Two (2)
Gr 8-12, Vic Lewis Band Festival, Canmore, AB	
Gr 8-12, Selkirk Hockey Academy Training Trip, Calgary, AB	

CONCLUSION

Rocky Mountain School District No. 6 students have experienced many and various field trips throughout the month.



BCSTA Provincial Council – October 24-25, 2024

1. Climate Action working group presentation
2. Service (to School Districts), Accountability (to School Districts), Relationships (interagency, intra-agency, external partners)
3. C. Broady (president) plans to step down
4. CSBA update:
 - focusing on Indigenous languages, school food programs, loss of school boards across Canada (when Boards are eliminated, there is less public engagement)
 - July 2026 CSBA Conference, Whistler
 - July 2025 CSBA Conference, Winnipeg – potentially MB Premier, Perry Bellegarde
5. Professional Learning Committee
 - Importance of PL Rep
 - Reach out to PL Rep if you have professional development ideas/needs/interests
6. Indigenous Education Committee
 - Importance of incorporating Indigenous perspectives and voices in all activities and events
 - Align IEC strategic plan with BCSTA focus
 - Will be sending out brief survey
7. Budget
 - Year-end surplus: \$153,000
 - Unexpected interest revenue
 - Spent less due to online meetings and allocation of government grants
 - Surplus is added to member equity; sometimes used to discount events, keep registration fees low
 - PC exceeded budget due to last-minute venue change
 - Advocacy budget overspent
 - 2025-26 cost pressures: higher travel costs, lower interest revenue, increased salary costs
8. Thompson-Okanagan Branch Constitution & Bylaw Change
 - Moved to two-year term vs one-year term for President, Vice-president, and PL Chair (due to learning curve, etc.)
9. Non-voting Student Delegate
 - Presented as information item
 - Considerations and cautions: cost, safety at AGM, liabilities, students don't have advocacy mechanism like PAC, see inequity (travel from North, some students have jobs or family responsibility or sports/arts commitments), etc.
 - Motion barely passed at AGM
 - Implications for student involvement at School District level

- **Questions will be sent to Boards week of October 28th to be completed by end of November**

10. Capital

- Working group struck in 2018; current group meeting since 2022 – revisited recommendations of 2020 working group
- Openness of Ministry staff
- Identify progress since 2020
- Recommend gradual catchup of 15% annually plus 3% dedicated to new builds and 3% for inflation

Note: Refer to October 31st BCSTA Weekly for “Provincial Council Synopsis”.

BC Public School Employers' Association Update

November 2024 Board of Ed Meeting

1. TTOC Extended Health Benefits

- See October 16th email for details

2. Pay Transparency Reports

- See October 24th email for details

3. Conflict of Interest Session – October 2024

- See separate attachment

4. BCPSEA Symposium – Nov 7-8, 2024

- AI Integration in Education
- Recruitment and Retention

BCPSEA Conflict of Interest Session

October 24, 2024: Session for Board Chairs/BCPSEA Reps (47 participants, SD6: Scott King & Jane TS)

October 29, 2024: Session for Trustees (49 participants, SD6: Jane TS)

The session included a Power Point presentation followed by questions. Key ideas included:

- Importance of not allowing private interest to influence conduct in professional matters
- Conflict of interest = personal interest overlaps with professional responsibility
- Also, must not influence the vote of others (whether written or verbal)
- Legal implications: If conflict of interest occurs, Board decision can be set aside by the Court, trustee could be required to pay financial restitution and to vacate the trustee seat
- Conflict of interest can involve family members or other personal relationships of a trustee considering:
 - Benefit to individual
 - Proximity of relationship
- The trustee should disclose general nature of Conflict of Interest to the Board
 - Section 58 of the *School Act* requires a Trustee to disclose a pecuniary interest
 - Common Law also applies: when a reasonably well-informed person thinks a trustee “could” be influenced by personal interest
 - Once disclosed,
 - Prevent Trustee from participating OR
 - Continue with knowledge of potential Conflict of Interest and consider ways to mitigate the conflict
 - Note: Mitigation is not a legal defense to a Conflict of Interest complaint
- Challenge for rural School Districts to meet quorum; if no quorum, can apply to Court to allow to proceed
- BCPSEA updated their 2021 Conflict of Interest guideline - no substantive change
 - Provides more clarity on relative risk
 - Includes common scenarios with three risk levels:
 - Clear conflict: for example, spouse, parent, or child employed by a School District in a unionized position
 - Likely conflict: for example, trustee is employed in a unionized position within public sector to PSEC-S mandate
 - Possible conflict: for example, spouse, parent, or child is employed in a unionized position within public sector to PSEC-S mandate (Note: union may not necessarily be one we think is connected; for example, firefighters)

Most importantly, if trustees have any questions regarding Conflict of Interest, they should ask their Secretary Treasurer or their Superintendent, or the BCSTA.

Secretary Treasurers and Superintendents are to forward questions to BCPSEA.

Note: To ensure our Bylaws are compliant, Bylaw I is going to second reading to reflect that Trustees will be required to leave the meeting (if in conflict) for both public and in-camera meetings. Previously, the Bylaw only mentioned in-camera.

BCPSEA Symposium – November 7-8, 2024

Day 1

1. Make a Future
 - New video highlights 3 teachers along with beautiful BC
2. Public Sector Bargaining Overview
 - Waiting for Cabinet to be formed (Nov 18)
 - Don't have mandate established yet
3. AI Integration in Education
 - Time-saving wins
 - Faster, simpler ways to do what you do
 - "Getting it to write something for you is the least interesting way to use it"
 - AI limitations: lacks innovation and nuanced creativity, lacks common sense reasoning, no comprehension, AI predicts while humans understand
 - AI usefulness: help you brainstorm, debate opposite side of issue, translation, synthesize large volumes of unstructured data
 - Need to adapt and partner with AI
4. Management Rights – Michael Hancock
 - Don't bargain for what you already have

Day 2

1. Bargaining Keynote
 - Communicate early, reliably, clearly
2. Bargaining Best Practices Panel
 - Active listening is essential
 - Interest-based bargaining vs positional bargaining
3. Communications during Bargaining Process
 - Sequencing, Coordination, Alignment
 - Consistent, Transparent, Fact-based
 - "The best place to bargain is at the table."

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

December 2024						
◀ November						January ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3 Policy Committee Virtual at 4:30pm	4	5	6	7
8	9	10 Board of Education Meeting, Virtual 4:45 pm In-Camera 6:00 pm Regular	11	12	13	14
15	16	17	18	19	20	21
22	23 Winter Break	24 Winter Break	25 Christmas Winter Break	26 Boxing Day Winter Break	27 Winter Break	28
29	30 Winter Break	31 Winter Break				