

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

Rocky Mountain School District resides in the traditional unceded territory of the Ktunaxa and Secwépemc Nations. We honour the cultures, languages, and First Nations people of these territories.

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

Date: March 11, 2025

Time: 6:00 p.m.

1. CALL TO ORDER

2. ACKNOWLEDGEMENT OF TERRITORY

3. APPROVAL OF AGENDA

4. APPROVAL OF THE MINUTES OF PRIOR MEETINGS

- 4.1 Regular Board meeting of February 11, 2025
- 4.2 Synopsis of in-camera meeting of February 11, 2025 (Alan Rice)

5. PRESENTATIONS/DELEGATIONS

- 5.1 Public request to serve alcohol at JulyFest if hosted on McKim field
- 5.2 Equestrian Academy Presentation (Heather English and Simone Randall)

6. MATTERS ARISING FROM THE MINUTES

7. STRATEGIC AND POLICY ISSUES

- 7.1 Policy Feedback
- 7.2 Policies or District Practices for Review
- 7.3 Third Reading – NIL
- 7.4 Second Reading
 - 7.4.1 Policy 1600 Trustee Professional Learning
 - 7.4.2 District Practice 1600 Trustee Professional Learning
- 7.5 First Reading
 - 7.5.1 Policy 2700 Acceptable Use of Digital Technology
 - 7.5.2 District Practice 2700.1 Employee Acceptable Use of Digital Technology
 - 7.5.3 District Practice 2700.2 Student Acceptable Use of Digital Technology

8. OPERATIONAL ISSUES

- 8.1 McKim Field Use – JulyFest (Al Rice)*
- 8.2 2025-2026 School District Calendar (Steve Wyer)*
- 8.3 Equestrian Academy (Steve Wyer)*
- 8.4 Approve Capital Bylaw

9. REPORTS

- 9.1 School Success Plans – Interim Report (Aaron Callaghan)*
- 9.2 Budget Utilization Report – February 28, 2025 (Alan Rice)*
- 9.3 Field Trip Report (Steve Wyer)*
- 9.4 BC School Trustees Association (Scott King)
- 9.6 BC School Trustees Association, Kootenay Boundary Branch (Rhonda Smith)
- 9.7 BC Public Schools Employers Association (Jane Thurgood Sagal)

10. INFORMATION ITEMS

- 10.1 Correspondence - NIL
- 10.2 March and April 2025 Calendars*

11. FORTHCOMING EVENTS

2025.03.04	Labour Relations Committee, Virtual 12:30 p.m.
2025.03.04	Policy Committee, Virtual 4:30 p.m.
2025.03.06	BCSTA Meeting of Board Chairs, Vancouver, B.C.
2025.03.07	ECC Partner Liaison Meetings, Vancouver B.C.
2025.03.11	Board of Education Meeting, Virtual <ul style="list-style-type: none">• In-Camera, 4:45 p.m.• Regular Meeting, 6:00 p.m.
2025.03.17 - 2025.03.28	Spring Break
2025.04.01	Labour Relations Committee, Virtual 12:30 p.m.
2025.04.01	Policy Committee, Virtual 4:30 p.m.
2025.04.08	Board of Education Meeting, Windermere Elementary School <ul style="list-style-type: none">• In-Camera, 4:45pm• Regular Meeting, 6:00pm
2025.04.18	Good Friday (schools closed)
2025.04.21	Easter Monday (schools closed)
2025.04.24	BCSTA AGM, Vancouver (3 days)
2025.04.28	Professional Development Day

12. QUESTIONS FROM THE PUBLIC

13. ADJOURNMENT

*attachment

Rocky Mountain School District No. 6

MINUTES of the **REGULAR MEETING** of the Board of Education of School District No. 6 (Rocky Mountain) held Virtually in Kimberley, Golden, and at the Invermere District Offices in B.C. – **February 11, 2025**

Present:	Amber Byklum	Chairperson
	Jane Fearing	Vice-Chairperson
	Ron McRae	Vice-Chairperson
	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
	Corinna Koss	Executive & Communications Assistant
Regrets:	Scott King	Trustee
	Jacinda Harding	Manager, Finance

1. CALL TO ORDER

Chairperson Byklum called the meeting to order at 18:01 hours.

2. ACKNOWLEDGEMENT OF TERRITORY

Chairperson Byklum acknowledged that Rocky Mountain School District resides in the traditional unceded territory of the Ktunaxa and Secwépemc Nations. We honour the cultures, languages, and First Nations people of these territories.

3. APPROVAL OF THE AGENDA

M/S THURGOOD SAGAL / FEARING

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

APPROVED

4. APPROVAL OF THE MINUTES OF THE PRIOR MEETINGS

4.1 Regular Meeting: 2025.01.14

M/S FEARING / STIMMING

THAT the minutes of the regular meeting of the Board of Education of School District No. 6 (Rocky Mountain) held on January 14, 2025, be approved as presented.

APPROVED

4.2 Synopsis of in camera meeting: 2025.01.14 Alan Rice

4.2.1 Property Matters: NIL

4.2.2 Legal Matters: NIL

4.2.3 Employee 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.

4.2.3.3 Teacher Bargaining Report was received as presented.

4.2.4 Student Matters: NIL

5. PRESENTATIONS/DELEGATIONS NIL

6. MATTERS ARISING FROM THE MINUTES NIL

7. STRATEGIC AND POLICY ISSUES

7.1 Policy Feedback – NIL

7.2 Policies or District Practices for Review

7.2.1 District Practice 4200 – Personal Property

Mr. Wyer spoke to the District Practice 4200 as presented. No questions heard from the board.

7.3 Third Reading

7.3.1 Policy 1500: Appendix A – Violations to the Trustee Code of Ethics

Mr. Wyer spoke to Policy 1500 and the addition of Appendix A as laid out in the report.

M/S OAKLEY / SMITH

THAT the Board of Education of School District No. 6 (Rocky Mountain) approve third reading of Policy 1500: Appendix A – Violation to the Trustees Code of Ethics as presented.

APPROVED

7.4 Second Reading – NIL

7.5 First Reading

7.5.1 Policy 1600 Trustee Professional Learning

7.5.2 District Practice 1600 Professional Learning

Mr. Callaghan spoke to Policy 1600 Trustee Professional Learning as presented and to the highlights of lifelong learning for our Trustees. Feedback on the policy will be collected on the website. Mr. Callaghan answered questions from the board. Discussion around District Practice 1600 as presented.

M/S OAKLEY/BARRETT

THAT the Board of Education of School District No. 6 (Rocky Mountain) approve the first reading of Policy 1600: Trustee Professional Learning.

APPROVED

8. OPERATIONAL ISSUES

8.1 2024-2025 Amended Annual Budget Approval

Alan Rice

In accordance with Section 113 of the School Act the Ministry requires Amended Annual Budgets to be prepared, adopted by bylaw and submitted by February 28, 2025, extended to March 28, 2025, for this year due to delay in funding tables. The Finance and Audit Committee met on February 4th to review the Amended Annual Budget. Mr. Rice presented the Amended Annual Budget to the Board of Education and answered questions from the board.

M/S STIMMING / FEARING

THAT the Board of Education of School District No. 6 (Rocky Mountain) approve all three readings of the 2024-2025 Amended Annual Budget Bylaw at this meeting.

APPROVED

No additional questions heard.

M/S STIMMING / BARRETT

THAT the Board of Education of School District No. 6 (Rocky Mountain) approve first reading of the 2024-2025 Amended Annual Budget Bylaw in the amount of \$65,712,486.

APPROVED

No additional questions heard.

M/S BARRETT / MCRAE

THAT the Board of Education of School District No. 6 (Rocky Mountain) approve second reading of the 2024-2025 Amended Annual Budget Bylaw in the amount of \$65,712,486.

APPROVED

No additional questions heard.

M/S OAKLEY / MCRAE

THAT the Board of Education of School District No. 6 (Rocky Mountain) approve third and final reading of the 2024-2025 Amended Annual Budget Bylaw in the amount of \$65,712,486.

APPROVED

8.2 Board/Authority Authorized Course Approval

Steve Wyer

Mr. Wyer spoke to BAA Proposal: Equine Studies 10 Course proposal as presented. If approved, this could lead to an academy program at David Thompson Secondary School which would require further approvals. If approved, this course could be used by all secondary schools in district. Mr. Wyer answered questions from the board.

M/S THURGOOD SAGAL / SMITH

THAT the Board of Education of School District No. 6 (Rocky Mountain) approve Equine Studies 10 under the parameters set forth for the approval of Board Authorized Courses by the Ministry of Education and Child Care.

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 across the district. Other highlights include the partnership with the Shuswap Band and the Local Education Agreement as well as the New Teacher Collaboration sessions. Positive comments heard from the board. The report will be shared publicly.

9.2 Enhancing Student Learning Report Update

Steve Wyer

Mr. Wyer spoke to the Enhancing Student Learning Report as presented. Feedback from the ministry received included recognition of positive engagement cycle and improvement cycle. Further improvements also noted. Summary of feedback in report. Questions from the board answered.

9.3 Budget Utilization Report – January 31, 2025

Alan Rice

Mr. Rice presented the Rocky Mountain School District Budget Utilization Summary as of January 31, 2025, with amended budget figures. No questions heard from the board.

9.4 January Field Trip Report

Steve Wyer

As per Policy and District Practice 8600, Mr. Wyer presented the January field trip report. More higher care reports in the coming months as lots of skiing opportunities for both Nordic and Alpine. No questions heard. There was a total of eight high care field trips approved at the committee level last month.

9.5 BC School Trustees Association (BCSTA)

Scott King

Trustee King provided update via email to Trustees.

9.6 BC School Trustees Association, Kootenay Boundary Branch (KBB) Rhonda Smith
Discussion on the KBB AGM for September 2025 as Rocky Mountain School District is hosting.
David Thompson Secondary School has been put on hold as venue site.

9.7 BC Public Schools Employers' Association Jane Thurgood Sagal
Trustee Thurgood Sagal sent update via email to the board with two updates: 1) BCPSEA now
sending a weekly update. Trustee Thurgood Sagal confirmed matters that apply to Trustees will be
forwarded to the board. 2) Summary of BCSPEA AGM held end of January.

10. INFORMATION ITEMS

- 10.1 Correspondence: NIL
- 10.2 February and March 2025 calendar*

11. FORTHCOMING EVENTS

- 2025.02.17 Family Day, Schools Not In Session
- 2025.02.18 Non-Instructional Day
- 2025.02.20 Shuswap LEA Ceremony, DTSS, 5:00 p.m.
- 2025.02.24 Windermere Staff Engagement, EMP, 4:15 p.m.
- 2025.02.25 Kimberley Staff Engagement, LPES, 4:15 p.m.
- 2025.02.26 Golden Staff Engagement, APES, 4:15 p.m.
- 2025.03.04 Labour Relations Committee, Virtual 12:30 p.m.
- 2025.03.04 Policy Committee, Virtual 4:30 p.m.
- 2025.03.06 BCSTA Meeting of Board Chairs, Vancouver, B.C.
- 2025.03.07 MECC Partner Liaison Meetings, Vancouver B.C.
- 2025.03.11 Board of Education Meeting, Virtual
 - In-Camera, 4:45 p.m.
 - Regular Meeting, 6:00 p.m.
- 2025.03.17 - 2025.03.28 Spring Break

12. QUESTIONS FROM THE PUBLIC

None heard.

13. ADJOURNMENT

Trustees agreed to adjourn by consensus.

The meeting adjourned at 19:27 hours.

Alan Rice, Secretary Treasurer

Amber Byklum, Chairperson

Rocky Mountain School District No. 6
Synopsis of In-Camera Meeting – February 11, 2025

4. NEW BUSINESS

4.1 Property Matters:

4.1.1 An update regarding Columbia Valley Elementary School was received as presented.

4.2 Legal Matters: NIL

4.3 Employee 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 Teacher Bargaining Report was received as presented.

4.3.4 The CUPE Bargaining Report was received as presented.

4.4 Student Matters: Nil

Events from Myrtle Mountain
385 Wallinger Ave
Kimberley, BC
eventsfrommyrtlemountain@gmail.com
250-417-5326

February 24, 2025

Board of Education of Rocky Mountain School District

Subject: Request to Serve Alcohol at McKim Field for JulyFest Bocce Events

Dear Trustees of the Rocky Mountain School District,

On behalf of the Events from Myrtle Mountain, we are writing to formally request the use of McKim Field to host JulyFest from July 18-20, 2025. Additionally, we seek the Board's permission to serve alcohol on school property during this event, in compliance with all applicable regulations.

JulyFest is a long-standing tradition in Kimberley, BC, bringing together residents and visitors for a weekend of sports, music, and community spirit. As one of the city's signature summer festivals, JulyFest contributes significantly to local businesses, tourism, and community engagement. The bocce tournament, in particular, is a highlight of the event, drawing enthusiastic participants of all ages for a chance to win the Canadian Bocce Championship.

As a non-profit community organization, Myrtle Mountain is dedicated to enhancing community events and supporting local initiatives. The funds generated from JulyFest are reinvested into future events and allocated as grants to local organizations, fostering growth and development within our community.

We recognize the importance of ensuring a safe and responsible environment. We will obtain the appropriate liquor licenses, secure liability insurance, and adhere to all local bylaws and regulations. Furthermore, we have consulted with the Principal of McKim Middle School and the Kimberley Operations Supervisor, both of whom have indicated no objections regarding this request.

We greatly appreciate the Board of Education's consideration of this request and welcome any further discussion or requirements to facilitate approval. Please let us know if additional information is needed. We look forward to your positive response and to continuing our collaboration in fostering community engagement through events like JulyFest.

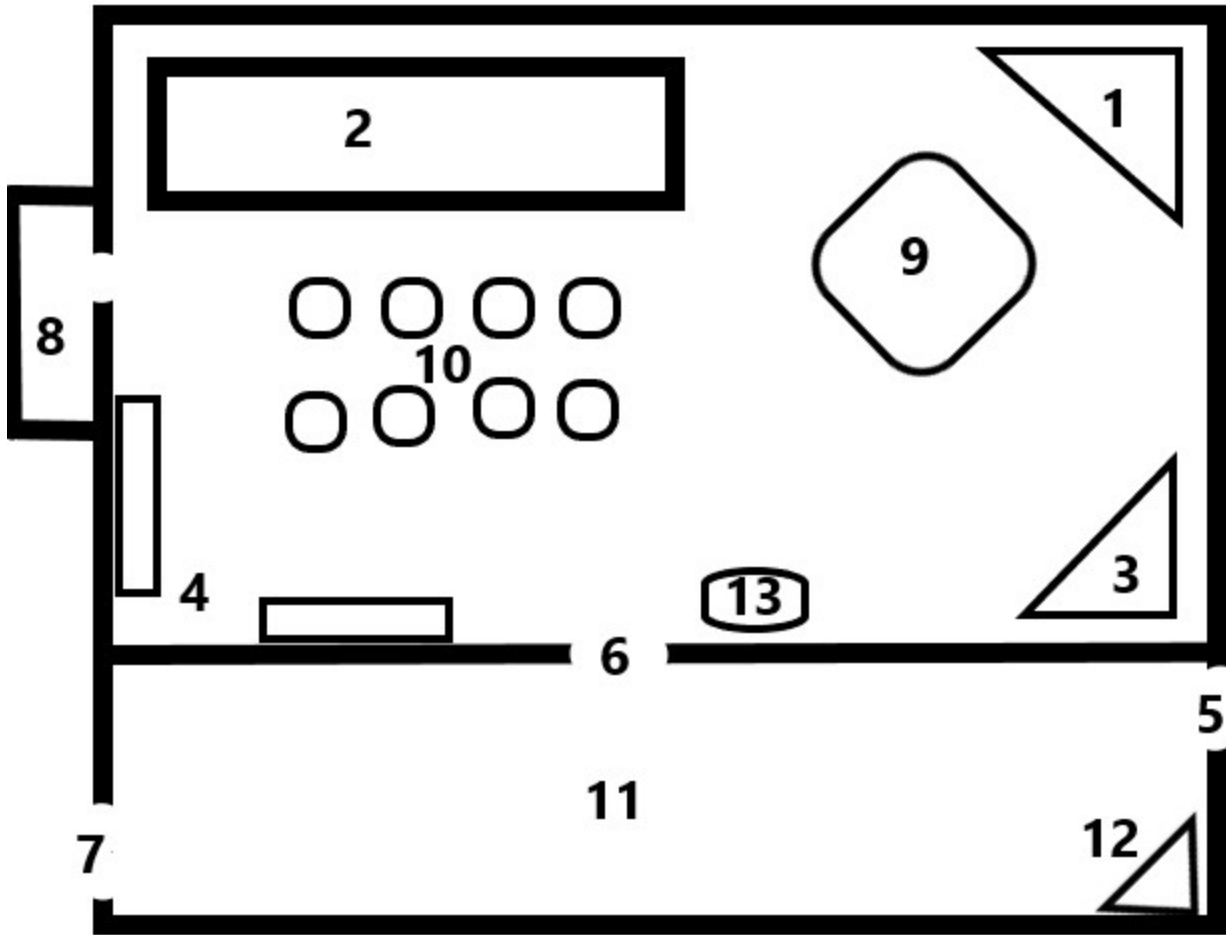
Thank you for your time and support.

Sincerely,
Ron Christensen
President
Events from Myrtle Mountain
eventsfrommyrtlemountain@gmail.com
250-417-5326

JulyFest 2025 proposed layout

Here is the proposed layout for JulyFest 2025. We acknowledge some changes may need to be made to accommodate unknowns like underground sprinklers etc.

1. Main stage (location selected for available power)
2. Bocce Pits
3. Beverage service area
4. Washrooms (easy access from side road for cleaning)
5. Main gate. Anyone over 19 must receive a wristband to enter. Everything past this gate to be covered under liquor license.
6. Gate 2. Paid entrants only beyond this point
7. Service only gate to be fenced when not in use.
8. Smoking area on road off school grounds to be fenced. access through current gate in fence.
9. Big tent.
10. Small tents for reunions etc, and seating areas.
11. Food truck and vendor area.
12. Busking stage.
13. Beverage ticket sales.
14. We anticipate to use the basketball court (not shown) for the kids area.



School side

Equine Equestrian Academy at DTSS

March 5, 2025

DTSS would like to propose the development of an Equestrian Academy. This academy would provide students the opportunity to engage in coursework not previously offered in our school community. The academy would include the Equine Studies 10 BAA, Environmental Science 11 and Physical Health Education 10.

In Equine Studies 10, students will learn the basics of riding and develop their skills with professional horse coaches. Students will be expected to demonstrate correct safety procedures while working with and around horses at all times while acquiring basic knowledge of the following units of study:

- Barn Safety, Horse Psychology, Horse Handling, Vocabulary
- Horse Breeds, Colours, Markings, Anatomy, Gaits, Grooming, Tack & Equipment
- Saddling, Bridling, Leg-wrapping, Lunging, Mounting/Dismounting, Riding, Maintaining a detailed Riding Journal
- Horse Health, Care, and Nutrition
- History of the Horse, Equine Disciplines/Sports, Equine Industry Trades & Professions
- Special Inquiry Project Portfolio (equine-related topic of choice).

Students may have the opportunity to achieve rider-level certification in a Horse Council BC accredited program (such as EC, or CHA), discipline-specific testing levels (dressage testing, reining pattern testing, etc), or other equally credible programs (such as Pony Club, or 4-H.)

This program is individualized and experiential, providing 300 hours of instruction, delivered both on DTSS campus (2 days/week, or its equivalent) and off-campus at the barn (3 days/week, or its equivalent), rain or shine. Equine Studies 10 represents 100 of those instructional hours. Students do not require any previous horse handling/or horseback riding experience. Students will learn everything from how to work safely around horses, basic care and maintenance (grooming, feeding, etc.), as well as riding skills. Riding instruction will happen in small groups, with experienced coaches, and will be individualized based on each rider's initial level of comfort and experience, with an emphasis on safety, fun, and equestrian sport education. Students will each ride once a week and then work on other written/online/and fieldwork components related to the program during the rest of the week's classes. The programming for Environmental Science 11, and Physical and Health Education 10 will follow the Provincial Ministry of Education and Child Care established curriculum.

The fees for the Academy would follow the attached fee schedule to cover the expense of contracting out the barn, horses, and coaching. We have measured interest levels for the program during our course selection process and over 18 students, our max capacity, have indicated interest.

Thank you for your consideration of this program. We feel it will bring a new level of excitement and engagement to our students.

DTSS Equestrian Fee Schedule 2025-2026

Date	Option 1 1 Single Payment	Option 2 2 payments	Option 3 Monthly semester	Option 4 Monthly linear
September 19	-	-	-	\$120
October 24	-	-	-	\$120
November 21	-	-	-	\$120
December 19	-	-	-	\$120
January 16	-	-	-	\$120
February 20	\$1200	\$600	\$240	\$120
March 13	-	-	\$240	\$120
April 17	-	\$600	\$240	\$120
May 15	-	-	\$240	\$120
June 19	-	-	\$240	\$120

*These four options are just suggestions and not the only options that families have. With School Cash Online, families can set up any payment plan that they would like, ranging in dates and amounts. More options could be, 4 equal payments, 3 equal payments, bi-monthly semester, etc.

Rocky Mountain School Board #6
620 4th Street,
Invermere BC, V0A1K4

Dear Board Members of SD6,

On behalf of the DTSS Parent Advisory Council (PAC), I am writing to express our strong support for the proposed equine program at DTSS, set to begin in the spring semester of 2026. We are especially grateful to Ms. Simone Randell, a dedicated teacher at DTSS, for introducing this innovative initiative during our recent PAC meeting. Her passion for education and commitment to providing students with unique and valuable learning experiences has inspired great excitement among the DTSS PAC members.

The proposed equine program will offer students the opportunity to engage in hands-on learning teaching them horsemanship, animal science, environmental science, outdoor education while promoting student well-being and so much more. It offers a way to diversify the curriculum to meet the needs of a wide range of students. In addition, it opens the minds of students to explore potential careers in agriculture and the equine industry.

The program's emphasis on outdoor, hands-on learning will encourage students to spend more time away from screens. In today's digital age, creating opportunities for students to connect with nature and engage in physical activities is essential. By involving them in equine care and outdoor activities, we can help promote a healthier, more active lifestyle while fostering important social skills, teamwork and leadership and connections with animals, people and the environment.

The DTSS PAC fully supports this initiative and we are confident that it will bring tremendous value and positive impacts to the students of DTSS.

Sincerely,

Christine DuBois
Treasurer, DTSS Parent Advisory Council
dtsspac@gmail.com



POLICY

Trustee Professional Learning

Whereas the Board of Education for Rocky Mountain School District:

- Is committed to its vision and goals related to student success;
- Believes that fulfillment of Board responsibilities requires Trustees to remain informed and develop their knowledge and skills;
- Recognizes the need for and value in taking advantage of professional learning opportunities available to Trustees;

Rocky Mountain School District will encourage the participation of Trustees in appropriate learning opportunities, including accessing learning resources as well as attendance at conferences and workshops, that further build capacity for effective operations of the Board and governance of the School District.

Rocky Mountain School District will support Trustee expenses for relevant professional learning in accordance with Policy 3800 Expenses On Board Of Education Business and the District Practice associated with this policy.



DISTRICT PRACTICE 1600
TRUSTEE PROFESSIONAL LEARNING

DISTRICT PRACTICE

1. The Board financially supports and encourages participation in the following professional learning opportunities for all Trustees:
 - a. BCSTA Trustee Academy (Fall)
 - b. BCSTA Annual General Meeting and Conference (Spring)
 - c. BCSTA Kootenay Boundary Branch Meetings
 - d. In-house or local professional learning events
2. The Board supports additional professional learning activities and meetings for the Board Chair and other representatives (BCPSEA, BCSTA) as necessary.
3. It is expected that Trustees will make reasonable efforts to attend BCSTA events, particularly during the first year of their term.
4. In addition to the above-mentioned supported learning opportunities, a professional learning budget of \$1500 shall be set annually for each Trustee as of July 1, prorated in the year of an election. This account is to be used at the discretion of the Trustee for professional learning resources and/or activities as they relate to Trustee role and responsibilities. Unspent funds for any Trustee will be carried over for one school year, potentially supporting their participation in a major professional learning activity such as the Canadian School Boards Association National Gathering and Congress.
- 4.5. Travel to any conference requires the support of the majority of Trustees on the Board.
- 5.6. Additional professional learning expenses for a Trustee who has fully expended their budget may be approved by a majority vote of the Board.
- 6.7. Trustees must seek Board approval to attend any professional learning activity ~~taking place outside of British Columbia~~. To do so, the Trustee must complete Appendix A - Form of Intention – and share with the Board Chair as early as possible. Trustees may not register for an event prior to Board approval.
- 7.8. The Board may choose to limit the number of Trustees that may attend a specific activity or event.
- 8.9. Within one month of their return from any professional learning activity, a Trustee will share a brief report to the Board as to the learning that occurred.

ADOPTED:
Amended:

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DISTRICT PRACTICE 1600

TRUSTEE PROFESSIONAL LEARNING



POLICY 2700

ACCEPTABLE USE OF DIGITAL TECHNOLOGY

POLICY:

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

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

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

DEFINITIONS

[Artificial intelligence \(AI\) is a machine’s ability to perform the cognitive functions we usually associate with human minds, such as perceiving, reasoning, learning, interacting with an environment, problem-solving, and even exercising creativity. AI technologies are commonly used today, including things like voice assistants on your phone, customer service chatbots, and recommendations on streaming services.](#)

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

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

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

REFERENCES

[DISTRICT PRACTICE 2700.1 EMPLOYEE ACCEPTABLE USE OF DIGITAL TECHNOLOGY](#)
[FORM 2700.1 EMPLOYEE ACCEPTABLE USE OF DIGITAL TECHNOLOGY](#)

[DISTRICT PRACTICE 2700.2 STUDENT ACCEPTABLE USE OF DIGITAL TECHNOLOGY](#)
[FORM 2700.2 STUDENT ACCEPTABLE USE OF DIGITAL TECHNOLOGY](#) (See Clevt Start-up Form)

ADOPTED: June 1998

Amended: October 2005, February 2006, February 2007, June 2007, January 2011, April 2014, May 2018, [November 2021](#)



POLICY 2700

ACCEPTABLE USE OF DIGITAL TECHNOLOGY

District technologies resources include:

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

[Generative AI is a broad, deep-learning AI algorithm that can be used to create new content, including audio, code, images, text, simulations, and videos. Generative AI can be used to create text, graphics, and videos in a matter of seconds.](#)

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

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

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

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

REFERENCES

[DISTRICT PRACTICE 2700.1 EMPLOYEE ACCEPTABLE USE OF DIGITAL TECHNOLOGY](#)
[FORM 2700.1 EMPLOYEE ACCEPTABLE USE OF DIGITAL TECHNOLOGY](#)

[DISTRICT PRACTICE 2700.2 STUDENT ACCEPTABLE USE OF DIGITAL TECHNOLOGY](#)
[FORM 2700.2 STUDENT ACCEPTABLE USE OF DIGITAL TECHNOLOGY](#) (See Clevt Start-up Form)

ADOPTED: June 1998

Amended: October 2005, February 2006, February 2007, June 2007, January 2011, April 2014, May 2018, [November 2021](#)



POLICY 2700

ACCEPTABLE USE OF DIGITAL TECHNOLOGY

1. APPLICATION:

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

The District is **NOT** responsible for:

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

[1-10](#)

REFERENCES

[DISTRICT PRACTICE 2700.1 EMPLOYEE ACCEPTABLE USE OF DIGITAL TECHNOLOGY](#)
[FORM 2700.1 EMPLOYEE ACCEPTABLE USE OF DIGITAL TECHNOLOGY](#)

[DISTRICT PRACTICE 2700.2 STUDENT ACCEPTABLE USE OF DIGITAL TECHNOLOGY](#)
[FORM 2700.2 STUDENT ACCEPTABLE USE OF DIGITAL TECHNOLOGY](#) (See Clevt Start-up Form)

ADOPTED: June 1998

Amended: October 2005, February 2006, February 2007, June 2007, January 2011, April 2014, May 2018, [November 2021](#)



2. RESPONSIBILITIES:

District Senior Leadership Team is responsible for:

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

Teachers and Educational Assistants are responsible for:

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

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

- 2.5 Ensuring that School District technology resources are only accessed by those to whom the technology resource is assigned.
- 2.6 Ensuring that any use of personal and School District-provisioned devices that access School District technology resources are password protected to restrict unauthorized access to these devices.
- 2.7 Using School District technology resources in an appropriate, responsible and ethical manner, consistent within the professional, educational, and informational contexts for which they are provided.
- 2.8 Refraining from using technology in a malicious manner or with intent to bring harm to School District technology resources.
- 2.9 Complying with the *Freedom of Information and Protection of Privacy Act*, as it relates to the management of personal and private information.
- 2.10 Modeling the appropriate use of technology, including safety guidelines as outlined in device manuals [and guidance for other digital resources](#).
- [2.11](#) Ensuring that inappropriate and irresponsible use of technology is immediately reported to their supervisors or for students, an appropriate adult.——
- [2.12](#) [Integrating artificial intelligence \(AI\) tools in a thoughtful manner with careful consideration of:](#)
 - [2.12.1](#) [Ethical uses – facilitating critical thinking and ethical discussions regarding AI use in schools, communicating transparently with others about AI use, evaluating AI tools to ensure they are](#)

REFERENCES

[DISTRICT PRACTICE 2700.1 EMPLOYEE ACCEPTABLE USE OF DIGITAL TECHNOLOGY](#)
[FORM 2700.1 EMPLOYEE ACCEPTABLE USE OF DIGITAL TECHNOLOGY](#)

[DISTRICT PRACTICE 2700.2 STUDENT ACCEPTABLE USE OF DIGITAL TECHNOLOGY](#)
[FORM 2700.2 STUDENT ACCEPTABLE USE OF DIGITAL TECHNOLOGY](#) (See Clevt Start-up Form)

ADOPTED: June 1998

Amended: October 2005, February 2006, February 2007, June 2007, January 2011, April 2014, May 2018, [November 2021](#)



POLICY 2700

ACCEPTABLE USE OF DIGITAL TECHNOLOGY

aligned with established educational ethics and promote pedagogical practices that prioritize the best interests of students, and reviewing AI generated content for biases.

2.12.2 Accessibility and Usability – ensuring that AI tools are accessible and usable for all users and supporting growth in AI Literacy.

2.12.3 Data Security and Privacy – Ensuring that a selected AI tools follow robust data security protocols and adheres to privacy regulations to safeguard sensitive district employee and student information.

2.12.4 Inclusivity – Considering how AI can enable innovative approaches to fostering inclusive learning and creating classroom environments that embrace and value diversity. Determining how AI tools might be able to address individual and environmental barriers to education, such as physical or sensory challenges, communication challenges, and social belonging and connection.

2.11

REFERENCES

[DISTRICT PRACTICE 2700.1 EMPLOYEE ACCEPTABLE USE OF DIGITAL TECHNOLOGY](#)
[FORM 2700.1 EMPLOYEE ACCEPTABLE USE OF DIGITAL TECHNOLOGY](#)

[DISTRICT PRACTICE 2700.2 STUDENT ACCEPTABLE USE OF DIGITAL TECHNOLOGY](#)
[FORM 2700.2 STUDENT ACCEPTABLE USE OF DIGITAL TECHNOLOGY](#) (See Clevt Start-up Form)

ADOPTED: June 1998

Amended: October 2005, February 2006, February 2007, June 2007, January 2011, April 2014, May 2018, November 2021



DISTRICT PRACTICE 2700.1 EMPLOYEE ACCEPTABLE USE OF DIGITAL TECHNOLOGY

DISTRICT PRACTICE:

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

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

1. ETHICAL GUIDELINES

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

2. RESPONSIBILITIES

Information and Technology Services will:

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



DISTRICT PRACTICE 2700.1 EMPLOYEE ACCEPTABLE USE OF DIGITAL TECHNOLOGY

Human Resources and/or school/site administrators will:

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

District employees will:

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



DISTRICT PRACTICE 2700.1 EMPLOYEE ACCEPTABLE USE OF DIGITAL TECHNOLOGY

School District employees are prohibited from:

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

3. SECURITY

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



DISTRICT PRACTICE 2700.1 EMPLOYEE ACCEPTABLE USE OF DIGITAL TECHNOLOGY

4. DISCIPLINARY CONSEQUENCES

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

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

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

5. EVALUATION

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



DISTRICT PRACTICE 2700.2

STUDENT ACCEPTABLE USE OF DIGITAL TECHNOLOGY

DISTRICT PRACTICE:

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

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

1. ETHICAL GUIDELINES

Students may obtain access to the School District technology resources, including the internet and other online tools such as artificial intelligence (AI), and are expected to display appropriate behavior and accountability. The use of School District technology resources is a privilege and usage may be revoked at any time for inappropriate conduct.

As such, students must:

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

POLICY 2700 ACCEPTABLE USE OF DIGITAL TECHNOLOGY

FORM 2700.1 STUDENT ACCEPTABLE USE OF DIGITAL TECHNOLOGY (See Clevt Start-up Form)

ADOPTED: June 1998

Amended: October 2005, February 2006, February 2007, June 2007, January 2011, April 2014, May 2018, November 9, 2021



DISTRICT PRACTICE 2700.2

STUDENT ACCEPTABLE USE OF DIGITAL TECHNOLOGY

1.8 Refrain from intentionally damaging equipment.

~~1.9 Refrain from plagiarizing~~Not plagiarize the work of others ~~and the or use of artificial intelligence (AI) tools to cheat or plagiarize~~plagiarize.

~~1.91.10~~ Be mindful of the personal information you share when using online and AI tools.

~~1.101.11~~ Leave devices and peripherals in their designated places.

~~1.111.12~~ Leave equipment/devices in good condition.

~~1.121.13~~ Always log off devices after finishing work ~~and lock an unattended workstation.~~

2. RESPONSIBILITIES

Information and Technology Services will:

2.1 Establish and maintain sustainable service offerings which include:

- Hardware, software, and configuration standards.
- Operational strategies for hardware and software (e.g. computer installation, user accounts administration and virus protection strategies).

2.2 Provide access to School District technology resources (websites, email, etc.) to users outside of the School District.

2.3 Monitor activity on the School District technology resources and follow established processes and ~~procedures~~procedures, when necessary, to protect the integrity of the network. Actions may include revoking individual privileges or entire site privileges where it is deemed that temporary exclusion from the network is necessary to maintain the health of the network.

2.4 Adhere to the *Freedom of Information and Protection of Privacy Act*.

2.5 Provide resources and training to help govern the appropriate use of School District technology resources.

2.6 Take measures to prevent objectionable and illegal access of information. Internet access carries with it the potential to encounter information that is inappropriate for students. The Board of Education reserves the right to block any external material or content accessed through School District technology resources.

2.7 Endeavour to provide a reliable, sustainable technology environment.

[POLICY 2700 ACCEPTABLE USE OF DIGITAL TECHNOLOGY](#)

FORM 2700.1 STUDENT ACCEPTABLE USE OF DIGITAL TECHNOLOGY (See Clevt Start-up Form)

ADOPTED: June 1998

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DISTRICT PRACTICE 2700.2

STUDENT ACCEPTABLE USE OF DIGITAL TECHNOLOGY

School/site administrators will:

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

- 2.8 Notify parents about policies governing student use of District technology resources.
- 2.9 Ensure that students and parents are informed of the Acceptable Use of Digital Technology policy which is included in each school's Code of Conduct prior to allowing student access to School District technology resources.
- 2.10 Ensure that parents/guardians are aware of the individual student's responsibility to use School District technology resources in an ethical and educational manner. Safe practices include personal safety when online and personal health and safety practices.
- 2.11 Ensure that students and staff are trained in the safe use of School District technology resources and that they understand the inherent risks associated with using technology.
- 2.12 Ensure that resources are available to help staff guide students in managing appropriate student use of digital technology.
- 2.13 Ensure appropriate student supervision through staff oversight, including (but not limited to) internet activity.
- 2.14 Ensure the equitable provision of digital access to all students.
- 2.15 Approve site-based technology initiatives.
- 2.16 Ensure that all student access to the internet, while on school property, is through School District technology resources and their School District-provisioned account;
- 2.17 Ensure that school-based technology activities adhere to Board of Education policies and district practices.

[POLICY 2700 ACCEPTABLE USE OF DIGITAL TECHNOLOGY](#)

FORM 2700.1 STUDENT ACCEPTABLE USE OF DIGITAL TECHNOLOGY (See Clevt Start-up Form)

ADOPTED: June 1998

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DISTRICT PRACTICE 2700.2

STUDENT ACCEPTABLE USE OF DIGITAL TECHNOLOGY

Teachers and Educational Assistants will:

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

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

Students will:

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

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

3. SECURITY

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

[POLICY 2700 ACCEPTABLE USE OF DIGITAL TECHNOLOGY](#)

FORM 2700.1 STUDENT ACCEPTABLE USE OF DIGITAL TECHNOLOGY (See Clevt Start-up Form)

ADOPTED: June 1998

Amended: October 2005, February 2006, February 2007, June 2007, January 2011, April 2014, May 2018, November 9, 2021



DISTRICT PRACTICE 2700.2

STUDENT ACCEPTABLE USE OF DIGITAL TECHNOLOGY

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

4. PERSONALLY OWNED COMPUTING/NETWORK DEVICES (BYOD)

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

[POLICY 2700 ACCEPTABLE USE OF DIGITAL TECHNOLOGY](#)

FORM 2700.1 STUDENT ACCEPTABLE USE OF DIGITAL TECHNOLOGY (See Clevt Start-up Form)

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DISTRICT PRACTICE 2700.2
STUDENT ACCEPTABLE USE OF
DIGITAL TECHNOLOGY

5. DISCIPLINARY CONSEQUENCES

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

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

6. EVALUATION

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

PUBLIC BOARD MEETING

DATE: March 11, 2025
TO: Board of Trustees
FROM: Al Rice, Secretary Treasurer
SUBJECT: McKim Field Use – JulyFest



ORIGINATOR: Al Rice

REFERENCE: JulyFest Request-Events by Myrtle Mountain; JulyFest 2025 Proposed Layout; JulyFest Layout Map

ISSUE

District Practice 6000: Community Use of School District Property and Facilities, section 2.3 states: *Alcohol is only permitted on District property if permission is obtained from the Board of Education. A copy of a valid liquor license must be provided to the District Administration Office.*

Events by Myrtle Mountain (EMM) has requested permission from the Board of Education to serve alcohol at an event at McKim Middle School.

BACKGROUND

The Board of Education has previously approved certain events with alcohol on school grounds where all laws and district policies were followed.

CURRENT SITUATION

Letter received from EMM and presentation provided earlier in Board meeting.

FINANCIAL IMPLICATIONS

Proposing the regular fees for non-profit entities.

CONCLUSION

District employees would ensure the following were received before the event occurs: liquor license, appropriate insurance, and any other aspects of the facility user agreement.

RECOMMENDATION/POSSIBLE MOTION

THAT the Board of Education of School District No. 6 (Rocky Mountain) approve that alcohol may be served at the McKim field for the Events by Myrtle Mountain for the JulyFest event.



Events from Myrtle Mountain
385 Wallinger Ave
Kimberley, BC
eventsfrommyrtlemountain@gmail.com
250-417-5326

February 24, 2025

Board of Education of Rocky Mountain School District

Subject: Request to Serve Alcohol at McKim Field for JulyFest Bocce Events

Dear Trustees of the Rocky Mountain School District,

On behalf of the Events from Myrtle Mountain, we are writing to formally request the use of McKim Field to host JulyFest from July 18-20, 2025. Additionally, we seek the Board's permission to serve alcohol on school property during this event, in compliance with all applicable regulations.

JulyFest is a long-standing tradition in Kimberley, BC, bringing together residents and visitors for a weekend of sports, music, and community spirit. As one of the city's signature summer festivals, JulyFest contributes significantly to local businesses, tourism, and community engagement. The bocce tournament, in particular, is a highlight of the event, drawing enthusiastic participants of all ages for a chance to win the Canadian Bocce Championship.

As a non-profit community organization, Myrtle Mountain is dedicated to enhancing community events and supporting local initiatives. The funds generated from JulyFest are reinvested into future events and allocated as grants to local organizations, fostering growth and development within our community.

We recognize the importance of ensuring a safe and responsible environment. We will obtain the appropriate liquor licenses, secure liability insurance, and adhere to all local bylaws and regulations. Furthermore, we have consulted with the Principal of McKim Middle School and the Kimberley Operations Supervisor, both of whom have indicated no objections regarding this request.

We greatly appreciate the Board of Education's consideration of this request and welcome any further discussion or requirements to facilitate approval. Please let us know if additional information is needed. We look forward to your positive response and to continuing our collaboration in fostering community engagement through events like JulyFest.

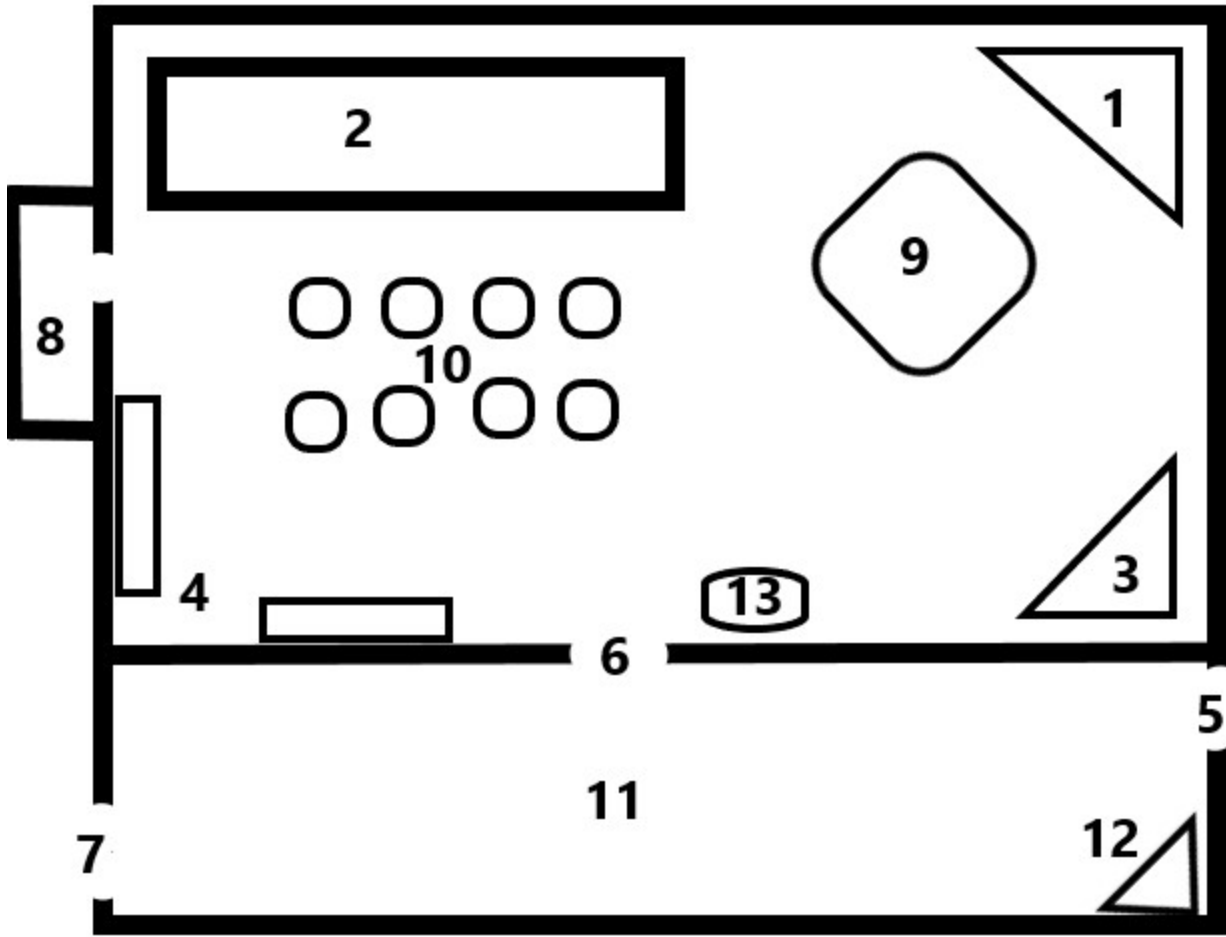
Thank you for your time and support.

Sincerely,
Ron Christensen
President
Events from Myrtle Mountain
eventsfrommyrtlemountain@gmail.com
250-417-5326

JulyFest 2025 proposed layout

Here is the proposed layout for JulyFest 2025. We acknowledge some changes may need to be made to accommodate unknowns like underground sprinklers etc.

1. Main stage (location selected for available power)
2. Bocce Pits
3. Beverage service area
4. Washrooms (easy access from side road for cleaning)
5. Main gate. Anyone over 19 must receive a wristband to enter. Everything past this gate to be covered under liquor license.
6. Gate 2. Paid entrants only beyond this point
7. Service only gate to be fenced when not in use.
8. Smoking area on road off school grounds to be fenced. access through current gate in fence.
9. Big tent.
10. Small tents for reunions etc, and seating areas.
11. Food truck and vendor area.
12. Busking stage.
13. Beverage ticket sales.
14. We anticipate to use the basketball court (not shown) for the kids area.



School side

REGULAR BOARD MEETING MOTION

DATE: March 11, 2025

TO: Board of Trustees

FROM: Aaron Callaghan, Superintendent of Schools

SUBJECT: Calendar 2025-2026, 2027-2028

ORIGINATOR: Steve Wyer, Assistant Superintendent

REFERENCE: Calendars 2025-2026; 2027-2028 and 2025-2026 Calendar Feedback



PUBLIC BOARD MEETING

ISSUE

The Board of Education will receive feedback from the 2025, 60-day calendar consultation in order to approve a district calendar for 2025-2026 and a calendar in principle for 2027-2028.

CURRENT SITUATION

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

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

Each calendar requires a 60-day public consultation period in order to comply with School Act and District Bylaw requirements by March 31, 2024. Currently, the 2025-2026 and 2027-2028 calendars have received feedback according to the 60 day public consultation period. Additionally, the district has met with representatives from internal organizational partners to discuss and review the feedback received.

Feedback

The 60-day consultation window ran from the December 10, 2024 to February 8, 2025 and the district received 155 comments in response. A significant aspect of the feedback was in relation to a proposal to move all Non-Instructional days to within the bookends of the instructional year (the Tuesday following Labour Day to the Friday preceding July 1). There was also feedback related to organizational planning, the placement of Non-Instructional Days, childcare concerns, and Spring Break placement. While all feedback in its entirety is provided as an appendix to this report, A summary of the feedback and whether it resulted in any recommended changes is below. The feedback is captured in common themes, where possible.

It is important to note that the district received feedback for the 2026-2027 calendar year, even though it was already approved in principle last year and will not be moving out of "in principle" this year. Therefore, while that feedback is included in the Board Package, it is not relevant to the matter before this meeting. It will figure into the finalization of the 2026-2027 calendar in the process next school year. The following feedback was collected during the feedback cycle.



1. A number of people suggested the district consider a “pushing forward” of Spring Break to include the Easter weekend, which in the proposed calendar is the week of students’ return following Spring Break. This feedback was explored but ultimately did not lead to a recommended change for the following considerations:
 - Many provincial events for students rely on some district alignment of Spring Breaks to avoid missing large amounts of instructional time.
 - Employees (mostly Kimberley Zone) have students attending school in Southeast Kootenay and they would not be able to enjoy a holiday with their families.
 - Easter is a different type of holiday where peoples’ cultural plans may not align with those plans they have for Spring Break.

2. The majority of the feedback was specifically in support of Non-Instructional Days placed within the instructional bookends of the school year. This came in the form of general approval of the proposed calendars or in the form of specific reasons why they were in support. It is important to note that the support for this initiative was not one-sided. There was overwhelming feedback as well about maintaining the “up front” Non-Instructional days prior to Labour Day. Many people valued the “up front” days for their organizational value. Should the Board approve the calendar, as recommended, it will be important for the district to review the impacts and effect of this change in practice.

3. Contained in the feedback was a recognition of the importance of being organized to welcome students on the first day of school. People provided feedback about all types of strategic and collaborative tasks performed in the service of this objective. As a result of this feedback, a change to include an organizational admin day on the Tuesday following Labour Day, is designed to provide the time required for schools to prepare to successfully welcome students on Wednesday. The first day of school will be a full day and not a partial day. In discussing the feedback, it was determined that families find the partial first day difficult to manage with respect to provided transportation and finding care for the time students are not in school. The addition of an Organizational Administrative Day reduces the number of days of instruction by one (1). However, this reduction is only a half a day given the first day was previously a shortened day. This recommendation is reflected in the proposed calendar attached to this report.

4. Feedback was offered in relation to the specific dates chosen for the Non-Instructional Days. It is important to note that as per the Collective Agreement between Rocky Mountain School District and the Rocky Mountain Teachers’ Association, the dates of the Non-Instructional Days afforded by the agreement, require agreement between the association and the district. Those are five (5) of the Non-Instructional Days. Nevertheless, consideration was given to the most common suggestions which were to move the September date to the 29th and to move one of the dates to November 10. After some consideration a recommendation for change to proposed calendar was not forthcoming for the following reasons:
 - November 10 is the date schools are required by The School Act of BC to hold an Remembrance Day assembly.
 - September 29 is the date when schools participate in many activities centering on the impact of residential schools in Canada. This is a very important day to learn about the importance of Truth and Reconciliation.
 - Form many staff September 29 is also the date for all schools to finalize fall enrollment. This can often be a very hectic day. Many staff would be districted on this day should they be trying to focus on professional learning.



5. Concerns for childcare were raised by some people. While these concerns were not always detailed in terms of what the request for change could be, it is fair to assume when school is not in session there is an added burden created for parents of students. This burden is experienced more heavily for some than others. It is important for the school district to minimize these occurrences and to mitigate the impacts, where possible. It also reminds all of us on the importance of our work on those Non-Instructional Days.

FUTURE CONSIDERATIONS

1. The district will review the effectiveness of the change in Non-Instructional Day planning.
2. The district will review the effectiveness of the Organizational Administration Day.

FINANCIAL IMPLICATIONS

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

CONCLUSION

The district calendar for 2025-2026 requires final approval. The district seeks approval in principle for the district calendar 2027-2028.

RECOMMENDATION

Motion:

The Board of Education for Rocky Mountain School District approve the DRAFT 2025-2026 as the FINAL calendar for the 2025-2026 school year.

Motion:

The Board of Education for Rocky Mountain School District approve the DRAFT calendar for 2027-2028 in principle.





SCHOOL DISTRICT NO. 6 (Rocky Mountain)

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

Corporate Board Office

P: (250) 342-9243

F: (250) 342-6966

2025-2026 SCHOOL CALENDAR DRAFT

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

JULY

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

Canada Day: Jul 1
Instructional Days: 0

AUGUST

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

Civic Holiday - Aug 4
Instructional Days: 0

SEPTEMBER

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

Labour Day: Sep 1; Admin Day: Sep 2; Back to School: Sep 3
Non-Instructional Day: Sep 22
NII. Day for Truth and Reconciliation: Sep 30
Instructional Days: 18

OCTOBER

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

Thanksgiving: Oct 13
Non-Instructional Day (PSA): Oct 24
Instructional Days: 21

NOVEMBER

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

Remembrance Day: Nov 11
Instructional Days: 19

DECEMBER

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

Christmas/Boxing Day - Dec 25&26
Winter Break: Dec 22 - Jan 5
Instructional Days: 15

JANUARY

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

New Year's Day: Jan 1; School Reopens: Jan 5
Non-Instructional Day: Jan 26
Instructional Days: 19

FEBRUARY

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

Non-Instructional Day: Feb 17
Family Day: Feb 16
Instructional Days: 18

MARCH

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

Spring Break: Mar 16 - 27; School Reopens: Mar 30
Instructional Days: 12

APRIL

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

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

MAY

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

Victoria Day - May 18
Instructional Days: 20

JUNE

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

Last Day of school for students: Jun 24
Non-Instructional Day: Jun 25
Administrative Day: Jun 2
Instructional days: 18

LEGEND:

- Instructional Days
- Non-Instructional Days
- Statutory Holidays

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

Days of Instruction: 179
 Non-Instructional Days: 6
 Ministry NID: 1 (June 25)
 Admin Days: 2 (Sep 2 & Jun 26)



SCHOOL DISTRICT NO. 6 (Rocky Mountain)

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2027-2028 SCHOOL CALENDAR - DRAFT

JULY

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

Canada Day - Jul 1
Instructional Days: 0

AUGUST

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

Civic Holiday: Aug 2
Instructional Days: 0

SEPTEMBER

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

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

OCTOBER

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

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

NOVEMBER

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

Remembrance Day: Nov 11
Instructional Days: 21

DECEMBER

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

Christmas/Boxing Day: Dec 25/26
Christmas Break: Dec 20 - Jan 3
Instructional Days: 13

JANUARY

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

New Year's Day: Jan 1 / School reopens - Jan 4
Non-Instructional Day: Jan 24
Instructional Days: 19

FEBRUARY

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

Family Day Stat: Feb 21
Non-Instructional Day (for Pro-D): Feb 22
Instructional Days: 19

MARCH

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

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

APRIL

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

Non-Instructional Day (for Pro-D - RSA): Apr 24
Good Friday: Apr 14
Easter Monday: Apr 17
Instructional Days: 17

MAY

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

Victoria Day: May 22
Instructional Days: 22

JUNE

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

Last day of school for students: Jun 28
Administrative Day: Jun 30
Non-Instructional Day: Jun 29
Instructional Days: 20

LEGEND:

- Instructional Days
- Non-Instructional Days
- Statutory Holidays

Hours of Instruction Offered:

- Kindergarten: 853
- Grades 1-7: 878
- Grades 8-12: 952

Days of Instruction: 179
Non-Instructional Days: 7



Rocky Mountain SD6 Trustees
Co: Chairperson, Amber Byklum
CC: Secretary Treasurer, Alan Rice
SD No. 6 (Rocky Mountain)
Invermere, BC V0A 1K0

DELIVERED ELECTRONICALLY

Date February 3, 2024

RE: Feedback on Proposed Calendar Changes

Dear Trustee Byklum,

On behalf of the Rocky Mountain Teachers' Association (RMTA), I would like to express my gratitude for the opportunity to provide feedback on the proposed calendar changes. Ensuring that all stakeholders have a voice in this process is essential, and we appreciate the Board's commitment to meaningful consultation.

With encouragement from Assistant Superintendent Steve Wyer, the RMTA conducted a survey to gather teacher perspectives on the proposed changes. The survey addressed the following key questions:

1. What examples were shared outlining how these minutes would/could be made up?
2. Given that minutes would need to be made up, what is your preferred option? Why?
3. If minutes were added to each day, how would this impact your work life and home life?
4. If a week was lost at Spring Break (reducing from two weeks to one), how would this impact your work life and home life?

The feedback gathered from teachers provided valuable insights into the potential impact of these proposed changes. While there was a range of perspectives, several key themes emerged across all responses. Below is a summary of the feedback received for each question, highlighting both the common concerns and the preferred solutions shared by RMTA members.

Question 1: How Minutes Would Be Made Up - Lack of Clarity

One of the most significant concerns raised was the inconsistency in information provided to teachers about how instructional minutes would be adjusted. Many respondents reported that no concrete examples were shared, with some being told simply to "look into it" or only receiving a general request for feedback. This lack of clarity made it difficult for staff to accurately assess how their professional and personal lives would be impacted.

Possible solutions that were mentioned included:

- Extending the school day (e.g., adding minutes to the end of the day Monday to Thursday, starting earlier, or extending Fridays). Concerns were raised about earlier start times affecting staff with young children and students struggling with punctuality.
- Reducing break times, particularly lunch, which was met with strong opposition: *“We need our breaks for our own well-being.”*
- Losing a week at Spring Break, which faced overwhelming resistance.
- Incremental time additions, with reports ranging from 3–5 minutes per day to 25 minutes on Fridays, though no standardized approach was presented.

The general sentiment was frustration at the lack of transparent communication, with many teachers learning of these proposed changes informally, through the request for information through the RMTA survey, or only after noticing the revised calendar in a staff meeting.

Question 2: Preferred Options for Making Up Minutes

Given that minutes would need to be made up, respondents had a strong preference for adding small increments of time to each school day, as this was seen as the least disruptive option. Key findings included:

- Most teachers preferred adding 3–5 minutes per day, as this would cause the least impact on schedules.
- Spreading minutes evenly throughout the week was viewed as a way to maintain routine and minimize disruption.
- Adding all time to Fridays was highly unpopular, as many teachers use Fridays for personal and medical appointments.

The RMTA also conducted a review of instructional minutes. Our analysis suggests that schools in SD6 already exceed the instructional minutes as outlined in the School Act. Given this, we request a review of the district's instructional minute calculations and would like these shared with the RMTA.

Question 3: Impact of Adding Minutes to the School Day

The majority of respondents felt that adding 3–5 minutes per day would have minimal impact on their work-life balance. However, some concerns were raised:

- Teachers with young children or after-school commitments noted that even small changes could complicate their routines: *“Makes things a little more challenging with drop-offs and pick-ups.”*
- Lump sum additions to Fridays were particularly problematic, as many staff now use Fridays for medical appointments and errands.

Question 4: Reducing Spring Break - Strong Opposition

The RMTA reviewed all 60 School District calendars in British Columbia and found that all 60 currently maintain a two-week Spring Break. Only 6 of 60 districts use front-loaded non-instructional days, making SD6 an outlier. Given this, the RMTA strongly believes that reducing Spring Break should not even be considered as an option for making up instructional minutes.

Reducing Spring Break from two weeks to one would have severe consequences for teacher well-being, work-life balance, and retention. Teachers overwhelmingly rely on this time to recover from burnout, spend time with family, and prepare for the final term.

Key Concerns

- Mental Health & Burnout
“Teachers would be more burned out and less rested before returning.”
“Spring Break is a much-needed mental and emotional break for both me and my kids.”
“It takes about a week just to calm down so I can enjoy the second week!”

- Family & Work-Life Balance
"I have come to rely on the two-week break to refocus my mental health and spend time with my family."
"My wife would be off for two weeks, and I'd be back at school—travel would be limited."
- Retention & Recruitment
"I would actually look to move or quit. That is unacceptable."
"If I had known, I might have chosen another district."
- Impact on Planning & Student Learning
"Teachers utilize these breaks to plan for the upcoming term. Without this time, I worry about burnout."
"A one-week break is not enough to recharge for three more months of teaching."
- District & Policy Concerns
"Almost every other BC district has NI days and a two-week Spring Break. Why are we different?"
"Families will take two weeks regardless, and teachers will bear the burden of catching students up."

The overwhelming sentiment is that reducing Spring Break would harm teacher well-being, disrupt family life, and increase burnout, potentially leading to a loss of educators in the district.

The feedback gathered highlights significant concerns regarding the proposed adjustments to instructional time, particularly their impact on educator well-being, work-life balance, and alignment with broader provincial practices. As these decisions move forward, we trust that this input will be given meaningful consideration to ensure outcomes that best support teachers, students, and families.

On behalf of the RMTA, I want to express our sincere appreciation for your time and commitment to this consultation process. We recognize the complexities of balancing instructional requirements with the well-being of all stakeholders, and we strongly encourage the Board to reflect on these concerns as part of the decision-making process. Your dedication to engaging with stakeholders is valued, and we hope this feedback contributes to a thoughtful and informed approach to finalizing the calendar.

Sincerely,





Ashlee Dearin, Catherine McKenzie, Caroline Carl
 Rocky Mountain Teachers' Association Presidents

cc: Catherine McKenzie - KTA President & RMTA Co-President
 Caroline Carl - GTA President & RMTA Co-President
 Alan Rice – Secretary Treasurer

Rocky Mountain School District: Feedback for 2025-2026 School Calendar					
Id	Please provide any feedback you have in the space below.	Theme1	Theme2	Theme3	Theme4
1	Could we please move the non-instructional day from October 24 to October 31	Specific date change			
2	Move one of the Pro-D days in June to November. I find learning opportunities often spark new ideas that I am inspired to take into the classroom. It would be beneficial to have them spread out throughout the year to maximize the benefit of new learning, resources and teaching ideas (especially earlier in the school year).	PD day shift June to November	PD days throughout school year		
3	Front loaded days offer opportunities for staff not only to learn professionally, but for interested staff to gather outside of learning time during that time to consider how to best start the school year based on the enrollment and configuration. Starting on the Tuesday after Labour Day does not provide that opportunity, and the beginning of the year may be less organized.	Front load PD days			
4	Engagement for the final 2 pro D days in the year on each calendar I think will get minimal engagement and be the least helpful to practice as they are placed at the end of the school year. It would be better if one of those days moved earlier in the year , perhaps to November where the learning could be better utilized.	PD day shift June to November			
5	It's fantastic that the front-loaded PD days are being placed into the school year. Placing these professional development days throughout the school year, rather than at the end, would be far more beneficial. By integrating PD days within the school year, teachers can immediately apply what they've learned, enhancing their teaching practices and benefiting students right away. This continuous learning and application cycle is far more impactful than waiting until after the summer break.	PD days throughout school year			
6	I have some significant concerns about the lack of days before the school year starts. Those days are important to build a sense of community through shared understanding. A common purpose is important. Also, some staff will not be prepared for their students coming in on the first day of school, which I truly believe is disservice to our students.	Front load PD days			
7	instead of 2 admin days at the end of June, move 1 into an earlier month like november or the friday before long weekend in sept. too hot in schools and i am not thinking about new ideas at the end of June	PD day shift June to November			
8	I prefer the school district continues the practice of having 2-3 upfront Non-Instructional Days before school starts rather than having those days scattered throughout the school year. Having time to connect with colleagues and collaborate before school starts allows me to feel connected and grounded which enables me to welcome back students and families in a good way.	Front load PD days			
9	Both proposed calendars look good to our family.	Pleased with calendars			
10	The proposed calendars look great.	Pleased with calendars			
11	2025/2026 looks good, getting out a little earlier in June is nice and I like the dates for xmas and springbreak. 2026/2027 I don't like as much dates wise for Christmas break (going back in January). Is it not possible to have less days off at springbreak and get out earlier in June?	Pleased with calendars	Shorter Spring Break		
12	At least one upfront day is important to anchor the start of the year and review things like school-wide goals and priorities. If District day is happening every second year then alignment is also important so it's important to have a zone-based or school-based or blend of the two each year so the weekly schedule doesn't change significantly year to year. My vote would be for at least one day each year and for it to be the Thursday. I also think the two days that we did this year worked well then keep the September PD day but drop the end of January day. The end of January day is problematic at secondary where it is set as it's at end of semester with report cards being written. Strong engagement in PD at this time will be challenging. Not having the Friday PD worked this year allowing teachers to prep if they wanted to in advance of the long weekend and allowing offices to deal with new registrations and final timetabling items.	Front load PD days	No PD day in January		
13	Could the Sept non-instructional day align with Truth and Reconciliation day to create a four-day weekend? So they would be on Sept 29, 2025 and Oct 1, 2026.	Specific date change			
14	For the 26/27 end of school year I would have to prefer not having kids go back to school for JUNE 29 AND 30. Rather swap the ProD days on JUNE 25/26. Let the kids out on Friday June26.	Shorten school year			
15	Calendars look good. Especially being done earlier before winter break and being done a bit before the end of June.	Pleased with calendars			
16	I am in support of the proposed moving of the 2 August pro-d days into the school calendar. I would prefer the extra days during the school year and the longer school day.	PD days throughout school year			
17	It seems to me a long time in November to not have a pro d day- and doesn't make sense to have a pro d day in September- I'd suggest a pro d day on November 10 instead of September. Truth and Reconciliation Day ought to be standalone for reflection.	Specific date change			
18	I really like the idea of embedding the pro-d days into the school year because I do not find that I'm using my time as wisely during the beginning of the school year in August because my head is in starting up the school year. I would rather see the days embedded into the calendar so that I can get started in my school year, and then see what I would need to do better. I would prefer a calendar that does not start in August. However, having said that, I will of course be game with whatever everyone wants. I also am a parent, so paying for child-care during the summer is a challenge, but there are pro-d day camps during the school year I can sign up for. I like the draft calendars that do not have us starting the school year in August. Thank you for providing an opportunity to communicate and discuss this option.	PD days throughout school year			
19	Looks good. Thanks, Julie Brown	Pleased with calendars			
20	The spring break should overlap with Easter. It makes no sense to have two weeks off then the following two weeks, are 4 day weeks.	Shift Spring Break			
21	How do you get the same instructional hours with 6 less instructional days in 2026/2027?				
22	Please consider shifting March break one week later in the calendar. It's very frustrating to plan a trip for two weeks, return to school for 4 days and then have another 4 days off. Combining Easter with March break allows people with out of country family time to connect. Summers are so busy for work/business owners in town, many people can only travel in the off season.	Shift Spring Break			
23	Both look good. I don't see the 2026-27 calendar however.	Pleased with calendars			
24	I really like the proposed 2025-2026 schedule with the Pro-D day on June 25 and admin day on June 26. I like to see it all embedded into the school year so I can make the most of the days I have to learn.	Pleased with calendars	PD days throughout school year		

25	Are these correct? There is a year missing - just wondering if that is intentional. My feedback on these as they stand is that PD days in August/Sept prior to the school year starting are much easier for family planning and childcare. PD days throughout the year are incredibly difficult for families who have to secure and often pay (or lose pay) for childcare. During the summer we are already prepared to have care for our children. Additionally, as an educator myself, I find PD days throughout the year - but especially those in September - tremendously disruptive to establishing routines and structures for students. I also enjoy having time prior to the school year starting when I can count on PAID time to prepare for my students, rather than coming in UNPAID over the summer to prepare. Even if I do PD those days in August, it is better to stay longer those days than "volunteer" my summer holidays so that I can be prepared for my students. I understand the union may have expressed a desire for PD days to be embedded in the year in the best interests of staff, but who is concerned about and fighting for the best interests of students and families?	Front load PD days			
26	the two NIDs the end of June in the 25-26 calendar seem like a waste of time! Why wouldn't students have school the Thursday? What use is PD the end of June? Front loading PD in August or September is much more useful.	Front load PD days			
27	Having one non-instructional day on the Thursday before we start, and 5 throughout the year would be ideal. this way we would have time to meet with our colleagues before the students come in, and would have more opportunities for proD during the year. We need more proD time not less, so replacing a proD day with 3 minutes every day is not a good idea at all.	Front load PD days	PD days throughout school year		
28	Possibly combine the non-instructional 22 with the 30th in September. So instead, 29th non-instructional.	Specific date change			
29	Hi there, I think it is a great idea to have the pro d days scattered throughout the year. As a former teacher I think it is valuable to have more time throughout the year to continue working on professional goals and trainings. In Alberta, where I taught, this is how our pro-days were allotted. I think it also gives more much needed breaks for the kids at the highschool level. Though I understand it could be more challenging for working. parents with younger kids to arrange additional child care.	PD days throughout school year			
30	Putting the Feb profession day on the 17th after Family day is ridiculous. It's a Tuesday, so both attendance and attention will suffer for it. Move it to the 13th and give everyone a better 4 day weekend, and move the January professional day back to the 23rd to balance the weeks better. Also, forcing everyone back after Spring break for a whole solid 4 days right before Easter long weekend is another flop. I have no suggestions on how to fix that, but you're going to have a hell of a time, with your instructors suffering the most there. Maybe move Spring break to encompass Easter (23rd to 6th), and bring everyone back on the 7th? Then your Feb professional day has the option to move forward to the 27th, and leave the Jan date as is.	Specific date change	Shift Spring Break		
32	Looks good	Pleased with calendars			
33	I would like a simple black and white calendar to print. Right now the calendars are far too colorful and are a waste of resources.	Alternate format for printing			
35	I am not in favor of removing the Pro D Days at the end of Summer Break prior to the first day of school. They are always an excellent opportunity for learning and such a great time of getting together as a District. I have worked in the district for 26 years and always find them a very encouraging, motivational time both at a district level on District Day and on a school based level. It is a nice opportunity to get geared up, feel valued and connected and supported prior to the first day. Those days I believe would be missed and I think there timing is important at the start of the year. The extra 3 minutes added will be confusing to plan non-teaching staff scheduling and pay around I expect. The benefit to students will be imperceivable I expect. Why change a good thing???	Front load PD days			
36	I have significant concerns about this proposed calendar, both as a teacher and as a parent. As a teacher I am concerned by the lack of time at the start of the year to reconnect in learning with my colleagues, to transition back into the school year, and to set the tone for a successful school year with students and staff. Even having just two days at the beginning of the year has felt rushed and slightly overwhelming. Additionally, I have concerns that the required logistical supports essential for the launch of a new school year are being expected to be done by teachers on their own time and without regard for the collaborative nature often required of these supports. As a parent, my concern with having more professional development days dispersed throughout the school year is in the impossible challenge of finding suitable childcare for these days. In a community where childcare is scarce, and waiting lists can be years long, the worry of having to scramble to find somewhere for my children to go is stressful and highly problematic. Additionally, for families who are dependent on two working parents or single parent households, the burden of childcare is an additional expense that should not be overlooked. Thank you for your consideration to not accept this proposed calendar.	Front load PD days	Child care concerns		
38	How do Pro-D days during the school year benefit the students? What would be the reason this change was brought forward? Students don't need less days of school. They are already significantly behind compared to their peers in other provinces across the board.	Front load PD days			
40	I am satisfied with the current calendar and do NOT want to see it changed. Thank you	Pleased with calendars			
41	I completely disagree with changing the school schedule. We moved here three years ago and loved how the PD days were not during the school year. Having them during the school year disrupts the children's learning as well as create child care issues for those with younger children. I believe all PD days should be during the summer or spring break. I also think half days on Fridays should continue, but not have an early lunch break and just dismissing the kids early. I think this half day is motivation for the kids and then they can do extracurricular activities for their health and wellness. Thanks!	Front load PD days			
42	Looking at this without the front loaded 3 days for staff looks good in the big picture but also concerning as they will be walking in with no upfront classroom preparation or discussions between staff ahead of students arriving.	Front load PD days	Organizational Day in August		
43	I appreciate that Professional Development Days have been embedded in the calendar rather than front-end loaded. Not having time together as a staff before students enter is very concerning. I am wondering if the District has considered having organizational days before September 2. Many districts in Alberta begin with organizational days. These are days used to meet new staff members, come together as a team, set up rooms, collaborate, plan, discuss students, arrange supervision and to review important policies. Often, many of these things occurred during lunch and/or before and after the Professional Development in August. I feel that our staffs would really benefit from a day or two together before seeing students. I am also wondering about the NID day on June 25. Is this a Ministry Professional Development Day? And why has it been placed at the end of the school year? Christine Sherk	PD days throughout school year	Organizational Day in August		
44	As a staff member of the district the lack of preparation days prior to the start of the new school year (Aug/Sept) is doing a disservice to not only SD 6 employees, but the students as well! How are we setting our school community up for success when we are not allowing anytime for the teachers & support staff to prepare as a team for the upcoming year? How will all of the numerous tasks and health and safety measures be addressed? How are we supposed to be united as a team leading into the new school year when we have not been given the opportunity to come together and ensure we are supported and organized for the students arrival? For a district who claims to have the wellness and best interest of their staff in mind this is displaying the complete opposite!	Front load PD days	Organizational Day in August		

45	As a parent of a children who attend both laird and EMP, I do not know how staff are supposed to be prepared for the new school year without pro-d collaboration days prior to the start of the school year. Are staff expected to come in on their own time to do this? I think the teachers in our community do enough on their own time	Front load PD days	Organizational Day in August		
46	I am concerned that attendance will be very poor the week of March 30 as families will extend vacations to blend Spring Break and the Easter long weekend. Can Spring Break start 4 days later, blending these dates already and avoiding an awkward short week (4days) between SB and Easter weekend? This short week will also be awkward for continuity in classrooms.	Shift Spring Break			
47	Both calendars look good.	Pleased with calendars			
48	As both a teacher, and a parent, I would like to see the beginning of each new term starting with an organization day for teachers on the Monday or whatever the first day is after the break. This gives an opportunity for staff to collaborate about student needs, to collaborate in planning of engaging learning activities across classes, and a day when all staff are available in school to work together to be prepared to best meet learning needs for the largest number of students possible. When there is not an organization day for teachers at the beginning of term, it is very difficult to coordinate a day and time when staff can be in the building at the same time during the holidays to achieve this communication and collaboration to meet needs and be prepared for the term ahead. As a teacher, I would know that I have time to connect with staff to discuss provision for students and as a parent, I know that the teachers of my children are being given time so that they feel prepared. This will contribute to teacher wellness, and if our teachers are well, then our students are more likely to get what they need in the classroom to be well and achieve success. These days could be achieved by we are organizing days from the summer break extending the length of each day by so many minutes. Thank you for your consideration.	Organizational Day in August			
49	The calendar looks great. I like the non-instructional days following holidays.	Pleased with calendars			
50	Looks good to me. Good to spread out the non instructional days throughout the year and even add in some in September and January. Otherwise those months can be heavier without any other long weekends.	Pleased with calendars	PD days throughout school year		
51	I would like to see the high school have a full hour for lunch period. There are times kids have other appointments or commitment's that are completed during the lunch hour and shortened time is not enough to get your high schooler back in time for classes. When I attended GSS lunch was from 1200 to 100, a full hour. The shortened lunch break now is not easy to navigate when kids have other commitments during this hour. I also would not be apposed to school starting 15 minutes early and ending 15 minutes later. While I understand this is not a popular opinion I feel it would be beneficial for kids to have 30 minutes more instructional time each day and add a day early dismissal during spring or winter break. I feel that attitude towards education and learning is not a priority among students in high school and middle school. Even though our calendar is only the foundation of a students learning framework it sets the limit on what is achieved and accomplished. The additional instructional time and a full lunch hour can be the start of increasing moral among teachers and students.	Other			
52	Your number of instructional days in September is 19 not 20	Other			
53	The Calendars for 2025-26 and 2027-28 look great. Hoping that the Christmas and March holidays align with sd5's.	Pleased with calendars			
54	As a teacher, it would be very helpful to have an admin day at the end of August before the first day of school. Especially for new staff, team building, and organizational purposes, it worries me that the first day we will be all together will be the morning we are welcoming our students back. Also, it is always assumed that teachers will come in and get their classrooms set up on their own time, sometimes before their contract even starts?? It would be really nice to have a paid day with time to get school supplies, furniture, etc set up and ready. Everyone is always at their best when they are given time to feel ready. I like that Pro-D days are spaced throughout the year as I think that is the time when we are thinking most about how we can better support our students through professional development. It is always easiest to implement pro D after we have our spaces set up and have gotten to know our students. It's more relevant when it's spaced throughout the school year.	Organizational Day in August	PD days throughout school year		
56	I would like more information on how the school days may be changes (start/end times) with the spreading of PD days throughout the school year. I actually appreciate the upfront day (or days in August to allow the new school team to meet and gather without looming pressure of our day-to-day teaching, and administration assignments. Could we look at adding in one day - preschool start-up. This could even be the 1st school day in Sept. and students attend the day after - makes sense for start up reasons. I also have concerns about the January PD day, as it is during our secondary school reporting period (between Sem 1 and Sem 2). Could we move this day to another time, even a week earlier or later would be helpful (or move that day into August/Sept.	Front load PD days	No PD day in January		
57	I would like to propose that the School District consider moving the 2 months of summer break to June & July instead of July & August. With the heat and the ongoing wildfire issues in BC, it seems there is alot more for children to do outside those months as opposed to July and August. There are quite a few days where the AQHI level are so high it isn't healthy for children to go outside in August. Of course this cannot happen overnight, but to work towards it in the future would be great. Thank you.	Other			
58	I appreciate the changes made to the district calendar. I am in full agreement with the changes to when NI days are happening. My question is; how are the length of days, ie. Fridays, going to be affected to make up for the lost instructional minutes now that NI days have been moved into the school year? This information would be helpful in providing informed feedback. Also, Can our district day keynote speaker be done by a TEAMS call rather than having both Golden and Kimberley Zone staff travel to Invermere for the day. This would save time and resources for staff, work towards our district goal of stewardship, as well as give each zone the opportunity to set up PD that caters to their communities.	PD days throughout school year			

59	The proposed school calendar for 2025/2026 introduces a thoughtful structure that ensures a more balanced approach to both instruction and non-instructional days, particularly with respect to the timing of Professional Development (P-day) breaks. By placing non-instructional days right before or after statutory holidays, the calendar offers several key advantages for educators, students, and families. Firstly, aligning P-days with statutory holidays helps extend breaks for both teachers and students, allowing for longer periods of rest and recuperation. This extended break reduces the disruption to learning and teaching schedules, as it consolidates time off into longer, more manageable chunks. For example, a P-day scheduled right before a statutory holiday such as Labor Day offers teachers time to prepare without cutting into instructional time, while also providing students a more consistent break. Additionally, this alignment is more efficient for families, as it reduces the number of fragmented days off throughout the year. Parents can plan ahead for extended breaks and avoid having to make multiple arrangements for child care on random days off. This scheduling also creates a better sense of rhythm throughout the school year, where students can anticipate longer breaks and the overall pace of the year is more predictable. Moreover, it allows teachers to use their P-days more effectively. Professional Development sessions are often most valuable when teachers have ample time to reflect on new ideas or collaborate with colleagues. When these days fall next to holidays, it provides teachers with the mental space to fully engage with the material without the immediate stress of returning to regular classroom duties. In conclusion, the proposed school calendar for 2025/2026, with its strategic placement of non-instructional days around statutory holidays, reflects a well-thought-out approach to enhancing the overall school experience. It supports better planning for families, ensures more meaningful breaks for both students and staff, and optimizes professional development opportunities for educators. This thoughtful consideration of schedules makes the new calendar a positive step toward a more balanced and efficient academic year.	Pleased with calendars	PD days throughout school year		
60	I have always loved having the shortened Fridays; I find it is a reward for both students and staff. It always makes for a fun Friday while still focusing on subjects. I have never minded the Pro D in the summer and prefer coming in and catching up with the team before the school year begins. I always come in on my own to get ready, but it is nice to touch base with everyone in the group setting before the year, just makes for smoother start.	Front load PD days	Organizational Day in August		
61	I feel that having a day or two at the end of August would be helpful for getting the staff together and preparing for the school year.	Front load PD days	Organizational Day in August		
62	Certain changes that I think should be considered: 2025-2026:-Moving the September 22 pro-d day, to September 2nd and start school on Sept 3rd. As an educator, not having a day with staff before school begins, I believe is detrimental to our preparations as a team. For new staff, I feel that this would be difficult to go right into our first school day. 2026-2027: Stop school mid week in December and start mid week in January. School until Dec 22nd, and return on Jan 7th. Students need more time to rest after new years.	Front load PD days			
63	I think the proposed calendars look great!	Pleased with calendars			
64	Will moving the Pro-D days from August to during the school year affect the school day hours? If yes, then that isn't a good idea. How have other districts accommodated the Pro-D days during the school year and continuing the shorter days. After-school activities are currently planned around our zone's school day. Adding a day at the end of the school year, Monday, June 29, and one day in August could be considered.	Front load PD days			
65	I don't think that it's a good idea to remove the NI days in August and add them during the school year as I imagine the hours will need to be made up during the week. Long story short, keep the school hours as is and do not make changes.	Front load PD days			
66	I am concerned that both the 2025-2026 and the 2027-2028 proposed calendars have teachers going back to work on the first day of school with students, the Tuesday after Labour Day, without any prior pro-d or admin days. I don't think teachers' first day back being the same day as students in September is good for teachers or good for students. With the August days being pro-d days, it is important to have teachers in the same place before school starts. Meetings and conversations happen after and before pro-d sessions on those days outside of pro-d time, to discuss things like class lists, prepare school supplies, set-up classrooms, and have other very important conversations about student needs and support. If we weren't able to come together before school starts I think it would be a more chaotic and stressful start to the school year, and this is not good for anyone's well-being! Please consider moving at least one of the non-instructional days at the end of June to the end of August/start of September, before students return. It is far more valuable in September/August than June! Thank you!	Front load PD days	Organizational Day in August		
67	I am a current teacher employed on a temporary contract with SD6. I have concerns about the upcoming school year calendar because as the lack of any organizational, or preparatory time to get ready for a school year. In the upcoming 2025/2026 calendar there are no days budgeted for teaching employees to set up their classrooms, meet staff, and/or have any safety training to the buildings we are expected to work in. As a temporary contracted employee, I am only paid for the months that classes are in session. As such, I need to work during the summer months in a separate profession in order to earn a living. Any expectation for me to sacrifice my working time in the summer, to come in on days when I am not actually part of my contracted time with sd6 affects the income I earn in the summer. This seems extremely disrespectful to temporary employees and the reality of them needing to earn an income during July and August. As this district has a large number of temporary contracted employees, this is another reason that temporary employees look elsewhere for employment outside of sd6. Furthering the difficulties in retention of teaching staff. I also find it frustrating that the reasons I have been given for the change to the calendar often include an assumption that as working professionals we are expected to give up outside time in order to complete the work necessary to fulfill our contracts. As a temporary employee, I am not employed by sd6 during July and August and therefore should not be expected to provide my expertise and professional knowledge when I am not contractually employed by sd6. The reasons I have provided are centered on my employment contracts, but as a teacher, removing the preparation and organization time at the beginning of the year only takes away time from planning and preparing for lessons for students. The beginning of the year sets the tone for much of the school year to follow. With an adequate amount of preparation time at the beginning I can focus on welcoming students and families to a new school year.	Organizational Day in August			
68	Love the change. Having no days in August sounds so amazing.	Pleased with calendars	PD days throughout school year		
69	I do not like the idea of having to start the school year without the opportunity to meet with the Special Education Teacher to discuss the timetable and the student(s) that I will be supporting. A new Education Assistant to the school would not be able to have an opportunity to familiarize herself with the school, classes and teachers. CUPE will be losing days of work with the elimination of the front loaded Professional Development days. Also parents who have small children will be put into a position of having to find reliable daycare for their children on the Professional Development days being fit into the school year.	Organizational Day in August	Child care concerns		
70	Two thumbs up. Great calendars.	Pleased with calendars			

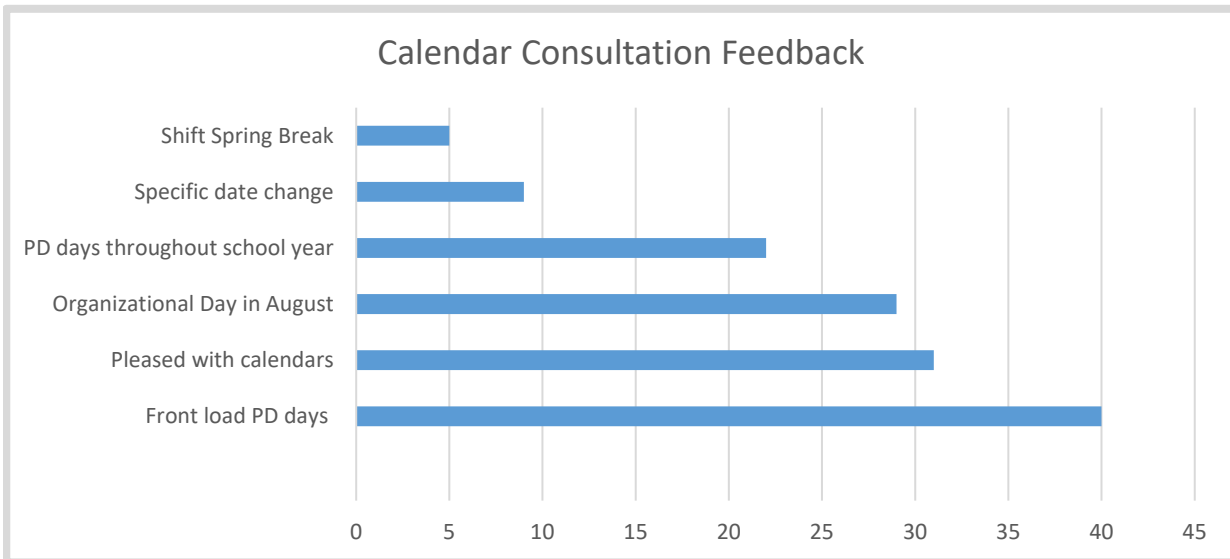
71	I agree with this updated calendar schedule with no pro-d in the summer holidays.	Pleased with calendars	PD days throughout school year		
72	I am open to it. I don't find the August days necessary or meaningful and think pro-d throughout the year would be much more beneficial. Thank you for the consideration.	Pleased with calendars	PD days throughout school year		
73	Staff need at least one day prior to students arriving to prepare materials, meet with admin, collaborate with other staff, and read student files. This does not need to be a pro-d day, but rather a "teachers in schools" day.	Organizational Day in August			
74	Hello, as an SD6 staff and parent of a child in school, I am interested in the ways that the proposed schedule will affect the school day. From my conversations with other staff and with my friends who are also parents of school-aged children, I feel that people don't know how the day to day will be affected. I also think that parents don't realize what the actual changes will be or when the NI days are different when compared to last year for example. I think that this needs to be outlined in a few sentences in addition to attaching the visual calendar. I feel strongly that this information will help people accept or reject the proposed schedules. The more information we can be given, the better.	Other			
75	I would prefer to see some of the pro d days at the end of august / beginning of September as done in the past.	Front load PD days			
76	Both the 25/26 and 26/27 calendar have no August days. In my opinion this puts staff and students at a disadvantage to starting the new school year because the staff have not had a chance to meet prior to students walking through the doors. I think staff should have one day in August (Wednesday or Thursday), or have students return back to school the Wednesday after Labor Day. The advantages to giving staff one day at school prior to students returning are: -the principal has a chance to meet with their staff and set the tone for the new school year -teachers and EAs have a chance to meet in their teams and collaborate -EAs have a chance to receive their assignments and get to know who their students are and what their needs are -EAs are able to build a transition plan for their students I work with one of the most complex students in our school and not knowing whose class he is in, who my team is, and the physical spaces he will be in would provide unnecessary stress on myself, my team, and on the student and their family. Having staff and spaces prepared on the first day of school is necessary for all students, not just students with complex needs, to have a successful transition back to school which will start them off the new year on the right foot. Please don't schedule the staff no prep days prior to the school starting. In my view, that's just asking the staff, students and families to take the burden of increased stress and anxiety before a new school year and asking for an avoidable amount of chaos when students arrive. It is not in keeping with the idea of protecting staff wellness either.	Front load PD days	Organizational Day in August		
77	I would prefer to keep the august pro d days so that we don't have time added to our days or lose any days off. More specific information of how moving the Aug pro d days into the calendar is needed for good feedback. It's very vague and unsure and feels unfair.	Front load PD days			
78	I am really opposed to moving the August pro-d days into the school hours, or adding another day at the end of the year. Staff require those august days to build staff relationships, connect on school start up plans, begin thinking about the school year, begin pro-d, etc. An extra day at the end of the year would be very unproductive as staff are mentally exhausted and any planning/review of school success plans would not be done to the best of our ability. This change seems really unnecessary and I do not support it at all.	Front load PD days	Organizational Day in August		
79	It's difficult to give specific feedback when specific information has not been provided. There are too many variables and outcomes that could potentially happen. Childcare and family should be at the center of decision making i.e. what hours and operation days are best for optimizing easy transitions to and from home? Taking away a week of spring break would negatively impact student and teacher capacity and output. It would also negatively impact opportunity for school families and teacher families to travel. It's difficult to see the value in the August days when districts like SD5 do not have them and seem to operate just fine. Keynote speakers have been interesting, but no real classroom or instructional value has come from them. The ROI for these days doesn't seem profitable or efficient -- feels like a check box. It doesn't seem like the district has taken the opportunity to align these days with any other strategic vision other than equity. Lengthening the day-to-day schedule and then rotating district days over two years feels logistically difficult to sustain the year-to-year change -- bussing, daily timetables, etc. Overall, it feels like this is change for change's sake. What exactly is the vision of this change? What are we aiming at?	Other			
80	Changes look great! I like the extra NI day in Jan. And at the end of the year.	Pleased with calendars			
81	Yes, as long as the Christmas holidays and March break align with sd5	Pleased with calendars			
82	They look ok. Glad to hear in sync with sd5 it makes daycare sports and arts camps etc available glad to have no August days. Teachers go in any way and work and meet so there's no need to force pro d when we don't even know the attention needed for our class as we don't know them	Pleased with calendars	PD days throughout school year		
83	I am curious how the changes will impact the bell schedule and the length of the school days. I do not like the idea of an NI Day at the end of the year- we use the NI days well for professional development and learning and there isn't any point in having it after the school year is over and everyone is tired. I feel like we would really benefit from having an NI Day in November sometime instead. I also worry about teachers not feeling like they have connected with new/returning staff (sense of belonging) before the school year starts if they don't have time for that at the end of August/beginning of September.	Organizational Day in August			
84	2025-26 Calendar: I would like to see the September 22nd instructional day to September 29th to allow for a long weekend if possible	Specific date change			
85	If moving pro d days into the school year instead of August, I think time should be added to the number of instructional days we currently have. Winter Break and Spring Breaks would remain the same length of 2 weeks. I would like to see time given for classroom preparation or school set up at the beginning of the year. Year end planning for the following school year would need to be done with great deal and communicated well to ALL staff to help with preparedness.	Organizational Day in August			
86	I like the change as long as it doesn't affect having 2 weeks at Christmas and 2 weeks at spring break. I want those holidays to stay the same duration. I'm also curious what this means for daily time, will school days be longer or stay earlier? I'm imagining this time has to be made up somewhere and hopeful it would be in a way that also considers teachers time.	Pleased with calendars			
87	Keep the august pro-d days as they are. Adding more pro-d within the school year will make it more difficult for parents to arrange child care. The resulting longer school day schedule to make up the minutes will make after school activities less accessible to families and appointment less available for staff resulting in an increase for more medical leaves.	Front load PD days			
88	Provide prep days before school starts and don't add any more pro days during school time. It is too hard on parents to take time off from work.	Front load PD days	Child care concerns		
89	Use Monday Nov 10th as a non instructional day	Specific date change			
90	Both calendars look great!	Pleased with calendars			

91	Please provide an organization/collaboration day for staff BEFORE students arrive on the first day in September. This will help front-load teachers to prepare for their classrooms and students as many changes happen over the summer break, including new teachers being hired, new students arriving and changes in classroom composition. This type of day will help ease the transition to new grades and new buildings for both adults and students.	Organizational Day in August			
92	I'm wondering if one of the June NIDs could be used for planning the following school year? Removing the August days might make the beginning of the year feel less organized and cohesive. I think the January NID is good timing. I would much prefer working longer days, but less days overall in the year. (2025/26) Is there any way to adjust the Winter holidays to go work closer to Christmas in 2027/28 or do we need to finish on a Friday? Sorry if this is obvious- we asked in a staff meeting and it wasn't clarified.	Pleased with calendars			
93	The dates moved into the calendar will impact our teaching minutes. I'd like more transparency from the district if we move those days in where the teachable minutes will be added to. Further, it seems that the professional development days have just been moved to the end of June, which is not an appropriate time to complete professional development and would possibly have the same effect as the August days, which are used for meetings, and school planning.	Front load PD days			
94	I think it is great that the front loaded days have been added to the school year, I think this will promote ongoing professional development, and give teachers/admin time to set up for the school year. I also think it is better for recruitment and retention that our calendar reflects the majority of other districts calendars.	PD days throughout school year			
95	Having no pro d before the school year starts means there is no time for support staff to get the areas ready for the students they support. No time to read IEPs.	Organizational Day in August			
96	I did not consider how the proposed changes to the calendar would affect the school day when I first looked at it. When we asked our administrator how the changes would affect the teaching day, he was unable to tell us. I do not think putting a NI day at the end of January is a good time for secondary teachers to have one. If teachers are unsure about the impact the proposed changes will have on the school day, I am pretty sure that most parents haven't even considered it (if they bothered to look at the proposal at all). I think many parents will be unhappy to find out that this was proposed without explaining to them that there are major changes that need to be considered so they could send feedback.	No PD Day in January			
97	I like not having the August days, and I like having 2 weeks spring break. Where is 2026-2027 calendar? Wished the winter break could start on a Thursday and return on a Wednesday after new years. The closer to Christmas Day the better, I would rather work until December 23rd than have a week off before Christmas!	PD days throughout school year			
98	Having a two week Spring Break is VERY important to me as a teacher AND as a parent of school age children. I would like the extra minutes to be added on to each day so that our schedule with a 2 week Spring Break and short Fridays does not change!	Pleased with calendars			
99	The addition of June 25th makes it hard for families with two working parents. There are no school camps already for the Friday day off and adding the Thursday makes that even harder. The teachers also gain benefit from doing some pro d days at the start of the new school year and even eases all staff back into school. School support staff don't get paid to be back to school the week before and often rely on the pro d days to get caught up for the year ahead. And please don't make our kids lose 2 extra days of school, making it up with a few extra minutes each day doesn't count for two full days of actual learning. Plus again 2 working parents are always struggling to have their kids looked after when more pro d days are added. (In regards to 2025-2026 calendar). Thanks for your consideration about not making these changes.	Front load PD days	Child care concerns		
100	As an uncert EA in SD6..I know I have to reapply every year and won't be told if I've been rehired until July - this year was nice having a staff meeting the Thursday prior to the Sept long weekend to meet and see what day 1 will look like before welcoming students into the school. If we don't have a day beforehand just curious what that would look like? Emails saying what teacher/class you'll be with for day 1? Until students are dismissed and then see where we land?	Organizational Day in August			
101	I'd prefer it to remain the same and continue having August days. - a Kimberly teacher	Front load PD days			
102	Teachers need time at the beginning of the year to prepare before students arrive. Having the first day back at work with students does not give staff time to meet and prepare for the first day. It also means that the district is requiring teachers to volunteer their time to set up their classrooms and prepare for the first day. This does not show respect for teachers or their wellness. It does not set new staff up for success. They will be starting without having met their staff or learning the daily routines of the school. They will have no time to meet with other teachers to transition students successfully to their classroom. They need time to learn about the essential strategies students require to be successful before they meet their students. Taking away the days at the beginning of the school year will definitely increase the stress of all staff starting a new year.	Front load PD days	Organizational Day in August		
103	The calendar should begin with the month of January, instead of beginning with July.	Other			
104	Not critical but it would be nice for families if the non instructional days in September and November 2025 took place around the stat holidays, ie Sept 29 and Nov 10.	Specific date change			
105	Looks good! Thank you for all your work!	Pleased with calendars			
106	Moving the August days is a positive move for professional development for educators in the district and also for teacher recruitment and retention.	PD days throughout school year			
107	After being given correct information from our Zone representative, of the options being considered, please move the PD days from August into the calendar year and just add the extra minute(s) to each day as described. Having a 1 week spring break makes no sense and leaving the days in August does nothing to improve the PD days from being used as staff meetings and school year preparation rather than PD.	PD days throughout school year			
108	Looks good, glad to see spring and winter break are both 2 weeks blocks instead of splitting it up.	Pleased with calendars			
109	Hello, I think everyone appreciates that the non-instructional days fall on Mondays or Fridays! Could we possibly take it one step further and tag them on to stat holidays when possible too? Could we do to September and October like you have done to the one in February? Obviously depending on the holiday that is not always possible but it certainly is for the 2025/26 year. Something like Thanksgiving always falls on a Monday and is typically significant for family gatherings and therefore travel. Adding an extra day off for students around this holiday would hopefully lessen the amount of school missed and give extra time to enjoy family and friends. It is also extremely helpful when alternate childcare needs to be arranged. It is much easier to arrange 2 days in a row rather than one one week and another single day 2 weeks later. Thank you for your consideration.	NID aligns with Stat holidays			

110	I don't like how there are no pro-d days at the start of the school year and they have now been placed at the end of the school year. At the very least there could be one at beginning and one at end. I speak here both as a staff and as a parent. As a parent, I don't feel overly comfortable sending my kid to school to a group of people who haven't had a chance to meet up together before welcoming a bunch of kids who haven't been at school for two months. The time we have been getting together as a team prior to welcoming kids is very important so we can plan their incoming and so we are all clear on roles and where we will be and what the schedule will look like. As a parent knowing the ins of the school, I'll be sheepish sending my kid to school knowing school staff haven't had a chance to make a clear plan for first day of school as a group. It's unfair to kids and staff. As a support staff talking about incoming kids and who I am to support before they are actually onsite is very important. That first week of school is a whirl wind as a support staff. There are no clear schedules but as a team who has connected we're all there to support each other. Having time before the school year to talk and prep as a team is invaluable. We all wouldn't be ready if we had to show up first day to kids without any prep time, time to chat about what it will look like, where we will be, and who we are to support (and knowing their needs/plans immediately) if we didn't have at least one day before welcoming kids to go over this stuff..plus, is it fair to those kids with needs/support plans if EAs show up and are placed with them without having had a chance to look at this information?	Front load PD days	Organizational Day in August		
111	When do school staff meet before school starts in September for planning for classes and first day? Can the first day back be a pro d day September 2 for planning and students go back Wednesday? September 3 Can Golden be half day Fridays with the rest of the district? What will the June days look like for staff?	Organizational Day in August			
112	Don't like that there is no pro d days before students arrive	Front load PD days			
113	It is not in the best interests of the students to not have pro D days before school start. I speak as a parent and a support staff team member of 6yrs in this district. Those days in August are vital for staff to reconnect and prepare to welcome students.	Front load PD days	Organizational Day in August		
114	I am concerned about the ability for staff to prepare effectively with the lack of scheduled days prior to the first day with students	Organizational Day in August			
115	The two days should be moved into the bookends of the year	PD days throughout school year			
116	There needs to be more time between semesters to allow for planning and a smooth transition.	Other			
117	I do not mind the August days - am happy to run longer days to accommodate having the non-instructional days within the school year - I feel strongly that we (all school staff) benefit from the two week Spring break, prior to the busiest months of the school year. Thank you.	Pleased with calendars			
118	I like the new proposed calendar. I would prefer the August days to be in the school year and have the extra minutes a week to make up. I often find it difficult to use the Pro-d meaningfully at the start of the year, because I haven't met my class yet and don't know what the dynamics or needs are. I often am not totally sure what grade level I will be teaching until we have bums in seats. I think the pro-d can be used more effectively once school has started.	Pleased with calendars	PD days throughout school year		
119	I think moving the August NIDs to within the calendar year inconveniences parents, who have to find more childcare days during the school year. Having them front loaded means they can incorporate them into summer holidays, camps, etc... I also think teachers use these days to reconnect, coordinate and front load learning to help prepare themselves for the school year. Starting school on the first day of school limits this opportunity for teachers. Also, adding 5 minutes/day (or whatever number of minutes need to be recouped) of instructional time is not the equivalent of 3 full days of actual learning. I fully disagree with both of these calendar changes and think we should return to having August pro D days, both as a parents and a teacher.	Front load PD days	Child care concerns		
120	I would like to see the teachers have PD days before the start of the school year. They need time to prep their classrooms and to discuss the upcoming year and students needs. I have a child with medical needs, and I would feel more comfortable if the staff have time for reviewing his file, and others with medical needs, before the first day of school.	Front load PD days	Organizational Day in August		
121	I would strongly advise the school board give teachers PD days before the start of the school year. Teachers' need time to prepare the classrooms, discuss the upcoming year, and create plans for students who have special needs. I give this feedback as I have a child with medical needs, and I would feel more comfortable if the staff have time for reviewing his file, and others with medical needs, before the first day of school.	Front load PD days	Organizational Day in August		
122	I am in favour of the calendars as they have been drafted.....no Pro D days in August, continuing with the two weeks of Spring Break	Pleased with calendars			
123	Spring break should include Easter 1 week for spring break and have 1 week off in start of November over Remembrance Day. Like really, go to school Mon, Tues, Wed off, then back Thurs Fri. What a waste. Break up the fall a bit. From a teacher's view, Sept to Dec is a LONG haul. Split it up a bit. Why doesn't Golden have half day Fridays?? I don't understand why Golden is different. Even Nicholson has half day Fridays, 10mins away.	Shorten Spring Break			
124	It seems strange to have non-instructional days at the end of a school year, rather than the start. Please front-load administrative days before school starts so teachers and schools feel fresh and prepared for students.	Front load PD days	Organizational Day in August		
125	I had a look at the 25-26 calendar. I'm feeling that it is a loss to remove the professional development days we have previously had prior to the start of the school year. It has been time well used in the past to support employees to learn about the complex students they will be working with for the year. Time for professional development specific to the role an employee is assigned for the year directly before starting is an asset. I hope that this can be reconsidered.	Front load PD days	Organizational Day in August		
126	2025-2026 calendar feedback: I would above all else have two professional development days before Labour Day, on August 27 & 28. Or if not possible, I would have at least one on Aug. 28. I would shift spring break to combine it with Easter. I would not have a professional development day at the end of the year. One administrative day would be best. I would put the pro-d day in September on Sept. 29 instead of the 22. Individual note for schools: I would shift the timetable so that students had 10:00 - 12:00 classes on the first day of school, so that a staff meeting could be planned before that. I would also have a half day of school (morning only) on the last day of school for students, so they can pick up report cards and be dismissed at lunch.	Front load PD days	Shift Spring Break	Specific date change	Organizational Day in August

SUMMARY OF MAJOR THEMES

Front load PD days	40
Pleased with calendars	31
Organizational Day in August	29
PD days throughout school year	22
Specific date change	9
Shift Spring Break	5
Child care concerns	5
No PD Day in January	3
PD day shift June to November	3



DATE: March 5, 2025
TO: Board of Trustees
FROM: Aaron Callaghan
SUBJECT: Equine Studies Academy



ORIGINATOR: Steve Wyer, Assistant Superintendent

REFERENCE: Fee Schedule, Support Document PAC, Program Proposal, [School Act BC S 82.1](#)

ISSUE

The Board will evaluate a request for an Equine Studies Academy at David Thompson Secondary School (DTSS) under the guidance of Section 82.1 of the School Act of BC.

BACKGROUND

Specialty academies are allowed and regulated in legislation. *The School Act of BC* requires all specialty academies to meet the guidelines set out in *Section 82.1*.

A specialty academy is described as an educational program that emphasizes learning within the context of a particular sport, activity, or subject area. In approving an academy prior to July 1 of the school year, boards of education must ensure:

1. That consultation with parents has occurred.
2. They approve the fee schedule for the program and confirm it has been approved by the PAC of the school and is publicly available – (unlike discreet subject area courses, boards may charge fees for the costs of running an academy that are in addition to the regular costs incurred by running the courses alone)
3. The board is of the opinion there is sufficient interest to run the program
4. And, that other programming continues to be offered.

CURRENT SITUATION

DTSS has designed an academy for Equine Studies. It is a blend of on-site and off-site learning with a heavy emphasis on experiential learning with horses in the field.

The Sponsor Teacher and the Leadership Team at DTSS have consulted with the Parent Advisory Council (PAC) and have shared with the PAC the fee schedule for the program (\$1200). The fee schedule offers multiple options for payment. Also, the hardship policies of the school apply should a student be interested in the program but unable to pay the associated fees.



PUBLIC BOARD MEETING

The DTSS team believes there are greater than 18 students who would choose to participate in the academy. The academy would consist of 300 hours of instruction in three courses – Equine Studies 10 (BAA), Physical Health Education 10, and Environmental Science 11 – for a total of 12 credits towards a Dogwood Diploma.

FINANCIAL IMPLICATIONS

Since many of the additional costs to running the academy are included in the student fee schedule, the financial implications to the school or district are minimal.

CONCLUSION

DTSS has designed an academy called Equine Studies 10 consisting of three courses and 12 credits. They have met the conditions required to establish a specialty academy as set out in Section 82 of the School Act of BC.

RECOMMENDATION/POSSIBLE MOTION

That the Board of Education for School District No. 6 (Rocky Mountain) approve the Equine Studies Academy at David Thompson Secondary School for programming beginning in the 2025-2026 school year, including approval for the fee schedule and other associated aspects of a specialty academy set out in the School Act.



Equine Equestrian Academy at DTSS

March 5, 2025

DTSS would like to propose the development of an Equestrian Academy. This academy would provide students the opportunity to engage in coursework not previously offered in our school community. The academy would include the Equine Studies 10 BAA, Environmental Science 11 and Physical Health Education 10.

In Equine Studies 10, students will learn the basics of riding and develop their skills with professional horse coaches. Students will be expected to demonstrate correct safety procedures while working with and around horses at all times while acquiring basic knowledge of the following units of study:

- Barn Safety, Horse Psychology, Horse Handling, Vocabulary
- Horse Breeds, Colours, Markings, Anatomy, Gaits, Grooming, Tack & Equipment
- Saddling, Bridling, Leg-wrapping, Lunging, Mounting/Dismounting, Riding, Maintaining a detailed Riding Journal
- Horse Health, Care, and Nutrition
- History of the Horse, Equine Disciplines/Sports, Equine Industry Trades & Professions
- Special Inquiry Project Portfolio (equine-related topic of choice).

Students may have the opportunity to achieve rider-level certification in a Horse Council BC accredited program (such as EC, or CHA), discipline-specific testing levels (dressage testing, reining pattern testing, etc), or other equally credible programs (such as Pony Club, or 4-H.)

This program is individualized and experiential, providing 300 hours of instruction, delivered both on DTSS campus (2 days/week, or its equivalent) and off-campus at the barn (3 days/week, or its equivalent), rain or shine. Equine Studies 10 represents 100 of those instructional hours. Students do not require any previous horse handling/or horseback riding experience. Students will learn everything from how to work safely around horses, basic care and maintenance (grooming, feeding, etc.), as well as riding skills. Riding instruction will happen in small groups, with experienced coaches, and will be individualized based on each rider's initial level of comfort and experience, with an emphasis on safety, fun, and equestrian sport education. Students will each ride once a week and then work on other written/online/and fieldwork components related to the program during the rest of the week's classes. The programming for Environmental Science 11, and Physical and Health Education 10 will follow the Provincial Ministry of Education and Child Care established curriculum.

The fees for the Academy would follow the attached fee schedule to cover the expense of contracting out the barn, horses, and coaching. We have measured interest levels for the program during our course selection process and over 18 students, our max capacity, have indicated interest.

Thank you for your consideration of this program. We feel it will bring a new level of excitement and engagement to our students.

DTSS Equestrian Fee Schedule 2025-2026

Date	Option 1 1 Single Payment	Option 2 2 payments	Option 3 Monthly semester	Option 4 Monthly linear
September 19	-	-	-	\$120
October 24	-	-	-	\$120
November 21	-	-	-	\$120
December 19	-	-	-	\$120
January 16	-	-	-	\$120
February 20	\$1200	\$600	\$240	\$120
March 13	-	-	\$240	\$120
April 17	-	\$600	\$240	\$120
May 15	-	-	\$240	\$120
June 19	-	-	\$240	\$120

*These four options are just suggestions and not the only options that families have. With School Cash Online, families can set up any payment plan that they would like, ranging in dates and amounts. More options could be, 4 equal payments, 3 equal payments, bi-monthly semester, etc.

Rocky Mountain School Board #6
620 4th Street,
Invermere BC, V0A1K4

Dear Board Members of SD6,

On behalf of the DTSS Parent Advisory Council (PAC), I am writing to express our strong support for the proposed equine program at DTSS, set to begin in the spring semester of 2026. We are especially grateful to Ms. Simone Randell, a dedicated teacher at DTSS, for introducing this innovative initiative during our recent PAC meeting. Her passion for education and commitment to providing students with unique and valuable learning experiences has inspired great excitement among the DTSS PAC members.

The proposed equine program will offer students the opportunity to engage in hands-on learning teaching them horsemanship, animal science, environmental science, outdoor education while promoting student well-being and so much more. It offers a way to diversify the curriculum to meet the needs of a wide range of students. In addition, it opens the minds of students to explore potential careers in agriculture and the equine industry.

The program's emphasis on outdoor, hands-on learning will encourage students to spend more time away from screens. In today's digital age, creating opportunities for students to connect with nature and engage in physical activities is essential. By involving them in equine care and outdoor activities, we can help promote a healthier, more active lifestyle while fostering important social skills, teamwork and leadership and connections with animals, people and the environment.

The DTSS PAC fully supports this initiative and we are confident that it will bring tremendous value and positive impacts to the students of DTSS.

Sincerely,

Christine DuBois
Treasurer, DTSS Parent Advisory Council
dtsspac@gmail.com

DATE: March 11, 2025

TO: Board of Trustees

FROM: Aaron Callaghan

SUBJECT: School Success Planning - Interim Report

ORIGINATOR: Aaron Callaghan

REFERENCE: [2024-25 School Success Plans – Rocky Mountain School District](#)



PUBLIC BOARD MEETING

ISSUE

Rocky Mountain School District’s fifteen K-12 schools have all been engaged in implementing their 2024-25 School Success Plans. At this time, principals are sharing their mid-year update with the Board of Education on progress being realized.

BACKGROUND

Annually, schools in Rocky Mountain School District engage their communities in the creation of an authentic plan to meet identified goals related to student success. These plans are responsive to the evidence, perspectives and needs identified at each school and are therefore unique. Despite this fact, goals areas for each school align across the four priority areas identified in the Board of Education’s Strategic Plan 2023-27.

Schools use an inquiry approach supported by qualitative and quantitative evidence in determining overarching goals for the year. To meet these goals, a number of targeted actions are determined, and many typically serve to build the professional capacity of the adults in the school, allowing them to best meet the needs of their learners.

Over the course of the year, schools keep their eye on key metrics used to track progress towards goal attainment. Typically in the Spring, the school again returns to the engagement process to firm up plans for the following year.

CURRENT SITUATION

At the mid-point of the 2024-25 year, school principals in Rocky Mountain School District used a common reporting template to document some of their observations in relation to the implementation of School Success Plans. Required reporting components included:

- Aspects of their school plan that have had positive traction;
- One piece of student evidence aligning with their priority work;
- One example of how staff are growing professionally to meet students’ needs, and
- One thing staff remain curious about pertaining to student success.



PUBLIC BOARD MEETING

In their reports to the Board, schools have identified details across a wide variety priority areas. Just a few themes emerging across their report include:

- Student and staff engagement with their community;
- Developing an appreciation of diversity and inclusive practices;
- Learning about local Indigenous cultures, perspectives, and ways of knowing and being, and
- Development of students' personal awareness

In support of this report, four Rocky Mountain School District principals will speak to their specific observations this year in implementing School Success Plans. These include:

- Blaine Broderick, Lady Grey Elementary School;
- Dan Clark, Lindsay Park Elementary School;
- Keri Gust, Windermere Elementary School, and
- Lisa Tenta, Rocky Mountain Alternate Education

CONCLUSION

When authentically created and collaboratively implemented, School Success Plans are arguably the best drivers of professional capacity and student success for any school community. In Rocky Mountain School District, school plans that are well aligned with the Board's Strategic Plan 2023-27 are being implemented with intention, and in many cases mid-year evidence indicates they are leading to improved outcomes for students.

KEY MESSAGES

The following are key messages related to the implementation of School Success Plans:

- All schools in Rocky Mountain School District are implementing School Success Plans with goals across the four priority areas identified in the Board's Strategic Plan 2023-27.
- School Success Plans are informed by student evidence as well as perspectives from across the school community (staff, parents, caregivers, etc). School plans, therefore, are unique to each school.
- School Success Plans form the basis for intentional actions and learning opportunities over the course of the year related to the overarching goal areas.
- Ongoing conversations about School Success Plans help keep the school community on track with implementation.





INTERIM REPORT SCHOOL SUCCESS PLAN

Alexander Park Elementary
Bob Wilson, Principal

Identify one priority area from the School Success Plan that has had traction in 2024-25.

Our Success for Each Learner goal's primary action involves teachers using Seesaw (home-school communication application) or home-school journals to collect traces of learning and engage in Collaborative Dialogue with families.

7 classes have been using it regularly (ranging between 60 and 293 individual/group posts about learning). 163 family members have logged in since the beginning of the year.

Describe one piece of student evidence that confirms your efforts on the school priority identified above.

There have been 924 student posts this year, including 215 with student voice or video. Family members have responded 185 times to student learning posts.

Seesaw Example (student picture of a pool):
Teacher <student>'s favourite place in our community. He loves swimming he talks about his swimming lessons all the time to me and in morning circle.

Parent <student> loves telling Mom and Dad about all the other kids he knows who take swim lessons too! He said <another student> goes to Coach Kim too. Does <student> want to try swimming in a lake, instead of a pool, this summer?

Identify one example of how staff have grown in their capacity to better meet the needs of students.

Work with the Principal of Early Learning (Glenn Goslin).

- Individual work with teachers
- Professional learning during August days

With Glenn teachers have been working on strategies to capture student voice using technology. Teachers also self-organized a SeeSaw learning opportunity in October.

In 2023-24 two classrooms used Seesaw regularly, this year we have seven.

Identify one thing staff are curious about pertaining to student success.

How can we engage families to connect to shared learning beyond liking posts or commenting with generic comments ("Wow", "That's great!"); moving towards more Collaborative Dialogue to support and plan student learning?





INTERIM REPORT SCHOOL SUCCESS PLAN

David Thompson Secondary
Heather English, Principal

Identify one priority area from the School Success Plan that has had traction in 2024-25.

Students are accessing the outdoors for learning in new ways:

- Life Skills Outdoor Programming- inclusive outdoor experiences- Multigrade
- Greenhouse and Community Garden use- Culinary Arts
- Accessing Community resources – Wildsight Watershed studies: Science for Citizens 11
- Ktunaxa Language Learning Field Trip- Alfred’s Walkabout- Grade 8
- Weather tracking studies- Geography 12
- Shuswap Salmon Project- Life Sciences 11

Identify one example of how staff have grown in their capacity to better meet the needs of students.

By focusing on professional learning about Universal Design for Learning planning processes, we prioritize classroom practices promoting inclusion. Staff have engaged in discussion, practice sharing, and professional development as a regular staff meeting feature.

Staff engagement with planning for all has been improving- self-report- Department Head report Staff have engaged with UDL philosophy at 3 staff meetings through guided in-service and collaborative

Next steps: Staff identified the need for practical strategies to facilitate increased change in practice.

Describe one piece of student evidence that confirms your efforts on the school priority identified above.

Planning and celebrating outdoor experiences for students with complex needs shows staff and students that outdoor experiences are best when inclusive. The joy students experienced through the Life Skills series of outdoor experiences was palpable and infectious!



Identify one thing staff are curious about pertaining to student success.

The staff is curious emphasizing literacy strategies that focus on synthesis will improve student’s background knowledge and critical thinking.

- Using cross-curricular text and graphic resources to improve fluency
- Highlighting synthesis of media in all subject areas- making connections and generating personal responses to improve relevance





INTERIM REPORT SCHOOL SUCCESS PLAN

Edgewater Elementary School
Darryl Turner, Principal

SSP Goal - Will a focus on teaching personal awareness and responsibility, support students in demonstrating an increase in achievement.

Identify one priority area from the School Success Plan that has had traction in 2024-25.

Equity, Diversity & Inclusion

We administered surveys to all students at the start of the year (questions collaboratively developed by staff for intermediate and primary students) aligning with our goal of personal awareness and responsibility. These 'I can' questions provided each teacher with valuable feedback for each individual classroom. After reviewing the data, each classroom teacher is working jointly with the YCW, counselor, and afterschool programs (LIF funded) to address the identified need for their classroom. Needs range in various ways from social-emotional to academic (i.e. – K-1 class working on students recognizing their feelings, Gr 4-5 students understanding that actions can have an impact on others).

Describe one piece of student evidence that confirms your efforts on the school priority identified above.

We are seeing a positive difference in the classroom and on the playground with student behavior. Students interaction with others, ability to resolve issues, and understanding emotions. Of course, it varies from week to week as this is an on-going challenge. We will continue to monitor and provide support with a focus on students taking responsibility for their role in the situation. We will reassess with the student reflection survey in the Spring.

Identify one example of how staff have grown in their capacity to better meet the needs of students.

Growing the Capacity of Self & Others

Our staff have been actively engaged in Collaboration days. Recently our K-3 teachers participated in a numeracy driven day... (focus areas below)

...looked at curriculum, content vs. curricular competencies in math K – 3

...reviewed the Learning Pathways, connected them to curriculum and assessment

...SNAP, discussed the disconnect btw teaching only in the 'solve' aspect, making SNAP more meaningful, shifting practice to include all 5 pathways – numeracy

... looked at strategies to shift practice including tasks vs problems, number sense routines, & overall planning

...writing report card comments that honor the reporting order, the learning pathways/curriculum and including pedagogical narration, in a succinct way.

Identify one thing staff are curious about pertaining to student success.

Staff expressed a desire for assistance and direction in supporting students in Numeracy (number sense) and fondly remembered Pro-D 'Learning Rounds' used to support teachers with Literacy. Release time was recently provided for teachers (outlined above) and we have further plans scheduled in March for teacher demonstrations (Numeracy Learning Rounds) on how to implement numeracy within a classroom. This will align learning pathways, SNAP assessments, and implementing into the classroom.





LIF Funded Afterschool Program - SEL focus.



Teacher Collaboration Day – Numeracy Focus.



YCW Collaboratively Working in Gr 1-2 Classroom.



INTERIM REPORT SCHOOL SUCCESS PLAN

Eileen Madson Primary
Jodi Casey, Principal



Increased social awareness and responsibility will lead to positive student outcomes.

Identify one priority area from the School Success Plan that has had traction in 2024-25.

Growing the Capacity of Self and Others

We are pleased to share that our priority area, Growing the Capacity of Self and Others, has gained significant momentum in our school. To enhance social awareness and responsibility among students, the EMP staff increased their focused attention towards engaging in collaborative planning, observing and learning from colleagues, and professional development **specific to this goal**. We believe these initiatives can boost student achievement. One key step is scheduling release time for collaborative numeracy and literacy planning, allowing teachers to create more social learning opportunities. We look forward to the positive impact of these efforts on our school community!

Describe one piece of student evidence that confirms your efforts on the school priority identified above.

Student Evidence of Growth

We are excited to see positive changes among our students that reflect our focus on growing the capacity of self and others. Key indicators of student growth include:

- **Increased Mathematical Discourse:** Students are engaging in deeper discussions about mathematical concepts and articulating their thought processes.

Identify one example of how staff have grown in their capacity to better meet the needs of students.

Collaborative Learning

Our staff has significantly grown through collaborative learning with professionals from our school, zone, and district. By embracing opportunities to share insights and strategies during staff meetings, we collectively gain new ideas for our classrooms. This ongoing exchange enhances our teaching practices and reinforces our commitment to student achievement. Teachers are excitedly sharing resources, tasks, and demo lessons focused on high-yield social tasks in literacy and numeracy, fostering a culture of continuous improvement that benefits both staff and students.

Identify one thing staff are curious about pertaining to student success.

Impact of Discourse on Student Success

As we reflect on the positive changes in our students, a key question has emerged: How will increasing discourse and social learning opportunities among younger students, particularly in Kindergarten and Grade 1, affect their success in higher grades? We believe that fostering discourse and social learning opportunities in Numeracy and Literacy, is essential for building foundational skills. Our staff is eager to explore the long-term effects of



- **Risk-Taking in Learning:** Students are stepping outside their comfort zones to tackle new challenges and explore diverse problem-solving approaches.
- **Collaborative Math Opportunities:** Initiatives like Mixed Up Math and Buddy Math encourage teamwork and peer support within our school community.
- **Core Competency Reflections:** Students are increasingly able to share reflections related to core competencies, particularly in communication and social learning.

These signs of growth affirm our efforts and motivate us to continue fostering an engaging, collaborative, and supportive learning environment for all students.

this early engagement on students' academic performance and social interactions as they progress through their education.





INTERIM REPORT SCHOOL SUCCESS PLAN

Golden Secondary School
Mike Archibald, Principal

Identify one priority area from the School Success Plan that has had traction in 2024-25.

Inquiry - If we can teach students to understand themselves as learners, will their achievement increase in all areas?

Identify one example of how staff have grown in their capacity to better meet the needs of students.

Using the 'Think' sheet for students who may be removed from class for inappropriate behavior to reflect on why the behavior may have happened, and how the behavior may have affected others.

Describe one piece of student evidence that confirms your efforts on the school priority identified above.

Every reporting term, students reflect on their progress in their course (Social Studies) and set a specific goal related to the class (e.g. improve my focus, demonstrate sophisticated thinking; share learning with new peers). Their goal is inserted into their reporting comment along with how they will be supported. The following term, the student's progress toward meeting their goal is communicated home

Identify one thing staff are curious about pertaining to student success.

Staff are curious about restorative practices and their impacts on students and the learning environment. They are considering:

- I empower students to make decisions about their learning.
- I build relationships and nurture them daily.
- I model expected behaviour and explain the impact unexpected behaviour has on others.
- When an unexpected behaviour arises, I converse with the students in a separate space to share my observations and seek information.
- I maintain a calm manner when responding to unexpected behaviour.





February 2025 INTERIM REPORT SCHOOL SUCCESS PLAN

J. A. Laird Elementary School
Terri Hayes, Principal
Kari Mason, Vice Principal

Identify one priority area from the School Success Plan that has had traction in 2024-25.

Equity, Diversity and Inclusion

Learning is holistic, reflexive, reflective, experiential, and relational

We committed to having an elder-in-residence at Laird at least once a week. In addition to having an elder at school each week, this initiative has grown to include:

- having Indigenous crafts offered at each of our Fantastic Friday sessions;
- having Indigenous students act as peer leaders by going to Eileen Madson Primary School every second week to engage in traditional activities with their younger peers;
- morning announcements and a language board to teach all students and staff basic vocabulary in Secwépemcstin;
- and the development of a weekly Secwépemcstin language program at Laird which includes students from DTSS, WES, EES, and EMP.

Identify one example of how staff have grown in their capacity to better meet the needs of students.

This year, all staff have been meeting once a month for lunch, using a book club format to discuss an Indigenous-focused text of their choice. The books being discussed are: *Wahi.Wah*?*, *Braiding.Sweetgrass*, *Ensoulng.Our.Schools*, and *Season 2 of Four.Seasons.of.Reconciliation;Learning.From.the.Land*.

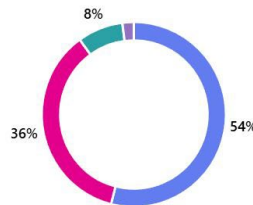
As a result of these discussions, we see innovative new ideas being implemented in classrooms, including each student writing their own land acknowledgement and taking turns sharing their acknowledgement during morning circle. In other classes, students go outside once a month and create reflections based on the 4 quadrants of the Circle of Courage. We are seeing a growing respect for Indigenous ways of knowing and being throughout the school, and a greater sense of pride and belonging amongst our Indigenous students.



Describe one piece of student evidence that confirms your efforts on the school priority identified above.

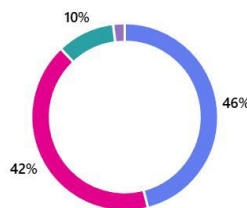
Do you participate in any Indigenous (First Nations, Inuit, Metis) activities at school?

all of the time	27
most of the time	18
sometimes	4
almost never	1
never	0



Is school a place where you feel you belong?

all of the time	23
most of the time	21
sometimes	5
almost never	1
never	0



February 2025 survey results from 50 Indigenous students at J. A. Laird.

Indigenous students were surveyed in September 2024, and again in February 2025. We have seen a significant increase in the number of students who participate in Indigenous activities (90% most, or all of the time), and in the number of students who experience school as a place where they belong (88% most, or all of the time).

Other survey questions confirm significant improvement in areas such as being proud of their culture, feeling like their culture and language are respected at school, and receiving academic support when needed.

Identify one thing staff are curious about pertaining to student success.



After being introduced to the picture book *The Animal People Choose a Leader*, by Richard Wagamese, our staff would like to explore using this book as a “mentor text” for the upcoming school year. They have requested collaboration time in order to create a series of lessons and activities across all grade and curricular areas. In so doing, staff hope to create a school culture based on shared leadership, and recognition of each student’s unique gifts and value.





INTERIM REPORT SCHOOL SUCCESS PLAN

Lady Grey Elementary School
Blaine Broderick, Principal

Identify one priority area from the School Success Plan that has had traction in 2024-25.

Equity, Diversity and Inclusion

Our Inquiry question was “Will a weekly community circle practice increase students’ sense of belonging?”

Teachers have reported that because of the circle practice, they are feeling more connected to students.

Vice Principal, Jamie Beauchamp, and other staff have created circle discussion items based on school values (Respect, Kindness, Community, and Teamwork/Collaboration),

For classrooms that are participating regularly, teachers report a high level of engagement.

Identify one example of how staff have grown in their capacity to better meet the needs of students.

Staff have reported that they are getting better at differentiating and trying to ensure students are getting what they need. Staff attribute this to knowing students better, and because of collaboration with Learning Services Teachers (LST). Competency Based Individual Education Plans (IEP) and Learning Plans (LP), have allowed Learning Services to shift to a more student centred approach to learning and support. Teachers feel more involved with implementation of LPs and IEPs. Regular check ins and collaboration occur between classroom teachers, parents and LST. Learning strategies are discussed, applied, and adjusted.

Describe one piece of student evidence that confirms your efforts on the school priority identified above.

We created a locally developed survey using Microsoft Forms and administered in January 2025. When compared to the same survey in January of 2024, students are reporting an increased connection to their classroom (91% in 2025 vs. 84% in 2024) and increased connection to each other (68% in 2025 vs. 59% in 2024). See data on next page.

Identify one thing staff are curious about pertaining to student success.

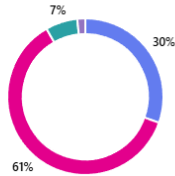
Creating optimal conditions for classroom learning remains a challenge for teachers. Teachers wonder if classroom conditions are quieter, will academic achievement improve?



2025

I feel welcome in my classroom

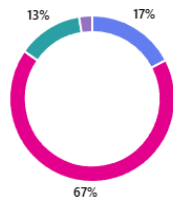
● Strongly Agree	55
● Agree	111
● Disagree	12
● Strongly disagree	3



2024

I feel welcome in my classroom

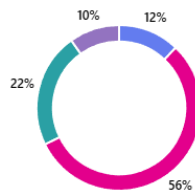
● Strongly Agree	34
● Agree	132
● Disagree	25
● Strongly disagree	5



2025

My school is a place where other students care about each other

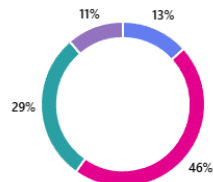
● Strongly agree	22
● Agree	102
● Disagree	41
● Strongly disagree	18



2024

My school is a place where other students care about each other

● Strongly agree	26
● Agree	91
● Disagree	57
● Strongly disagree	22





INTERIM REPORT SCHOOL SUCCESS PLAN

Lindsay Park Elementary School
Dan Clark, Principal

Identify one priority area from the School Success Plan that has had traction in 2024-25.

Staff have developed regulation spaces in indoor learning areas (plus the gym and office) and taught strategies appropriate for students to use the “Peaceful Spot”.



Identify one example of how staff have grown in their capacity to better meet the needs of students.

These regulation spaces are connected to the “Spot of Emotion” program which is being taught in many classes and in the library. Staff have identified a scope and sequence for this program, and are sharing this language with TTOCs and families.

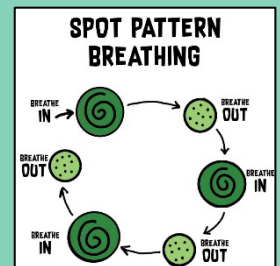


Describe one piece of student evidence that confirms your efforts on the school priority identified above.

Staff have identified the need for a “Peaceful Spot” outdoors or on field trips to provide a consistent regulation space for students who are dysregulated. After a tough time on a field trip, a student reflected, “*There was no peaceful tent to go to.*” This example confirms the success of the strategy, and the need to consider supports in environments that are unfamiliar to students.

Identify one thing staff are curious about pertaining to student success.

Some classes are pre-teaching strategies to stay calm before academic work or transitions. Staff sharing at future meetings will encourage more consistent use of these strategies across all learning areas. Focusing on ways to decrease transitions will further support student success.





INTERIM REPORT SCHOOL SUCCESS PLAN

Martin Morigeau Elementary School
Crystal Woodworth, Principal

Identify one priority area from the School Success Plan that has had traction in 2024-25.

Stewardship for the Future

Inquiry

If students are provided regular opportunities to interact with treasured community partners..., will they be better able to identify and demonstrate actions they have taken to nurture and maintain their environments?

Action

All staff will engage students in multiple community opportunities to build relationships and take learning beyond the classroom and school.

Identify one example of how staff have grown in their capacity to better meet the needs of students.

Learning about local history, resources and connecting with locals for authentic and community-based learning opportunities.

Colin Cartwright – Socials and Science
Menshed – ADST – building and gardening projects
Senior Centre – class visits and Valentine’s Day Tea
Catherine DeGeer – Music instruction
Pheb Goulet – Metis Elder – Art

Describe one piece of student evidence that confirms your efforts on the school priority identified above.

Attendance – We have documented a noticeable improvement in school-wide monthly attendance this year over last, and students are reporting that they don’t want to miss school due to special projects that are happening.

Students are participating in more community events such as community dinners, movie nights, and public skating. Community members are reporting increased engagement by our students.

Identify one thing staff are curious about pertaining to student success.

Can we improve literacy and numeracy skills through a cross-curricular approach to outdoor education and physical literacy education.

The staff is keen to participate in the School Physical Literacy and Sport for Life program. We had the initial presentation and were scheduled to start this work in January, but the facilitator was no longer available.

Staff are also excited to collaborate with Hahn Vincent (Outdoor Educator) to strategically plan and implement more outdoor lessons. This work is ongoing.

Staff are very interested in advancing their understanding and use of the Science of Reading resources and exploring ways to increase student self-perception of success.



INTERIM REPORT SCHOOL SUCCESS PLAN

Marysville Elementary School
Stacy DeCosse, Principal



Identify one priority area from the School Success Plan that has had traction in 2024-25.

One area where we have seen much traction is Success for Each Learner. Our over arching goal is to improve student meaning making through summarizing and justifying. Our Inquiry is “will a focus on sharing thinking during math tasks and number talks improve number sense? We have had amazing learning rounds where we have written and observed math tasks in all grade levels with almost all teachers.

Identify one example of how staff have grown in their capacity to better meet the needs of students.

Staff have really begun to embrace math task writing, encouraging the use of white boards in groups of three for solving tasks, (following Peter Liljedahl’s “Thinking Classrooms” work), and planning for asking probing questions to keep children engaged. We have used the Unassigned Teacher time to work in multi-grade groups together, and staff have also planned individually and in grade groups. Teachers feel more confident in using math tasks with white boards, assessing the thinking to adjust planning, and planning for asking thoughtful questions.

Describe one piece of student evidence that confirms your efforts on the school priority identified above.

We use all the district and provincial assessments, and Learning Pathways, but the most powerful evidence sharing this year has been in staff tracking two students and bringing evidence of their learning in numeracy to staff meetings. We talk about how evident the growth of the students learning is through these samples and how encouraging and empowering that can be for students but also for staff and parents. For example, one staff member saved a September “how many ways” numeracy activity and compared it to one in December and it was clear that the student had developed a deeper understanding of number sense.

We can then compare this tangible evidence of student work to assessments and report card marks and have deeper discussions about learning.

Identify one thing staff are curious about pertaining to student success.

We are curious if circle practice with a focus on EDI (My behaviour shows inclusion because...) will increase students’ strategies for including others. The shift here is the justification (because) so that students are just rating if they feel like they belong but are explaining how they create a culture of inclusion. We are curious if we need a more formal structure or if talking about it, sharing examples and bringing it to each student’s attention will have a positive effect.





INTERIM REPORT SCHOOL SUCCESS PLAN

McKim Middle School
Scott Sharun, Principal

Identify one priority area from the School Success Plan that has had traction in 2024-25.

Growing Capacity of Self and Others

Through our Professional Learning Communities (PLCs), a focus on collaborative learning has significantly enhanced staff capacity to support students in literacy and numeracy. By providing opportunities for staff to explore the BC Learning Pathways document and create classroom posters, we have integrated pathways language into our lessons more frequently. Additionally, our PLCs focus on critical areas that require attention in our school such as: understanding and applying Learning Pathways in literacy and numeracy, building connections with community agencies and groups, French learning, and the Students Helping Students (SHS) initiative. Our staff is dedicated to finding ways to support students both inside and outside the classroom.

Equity, Diversity, and Inclusion

We emphasize promoting respectful interactions and conflict resolution among students through consistent staff interventions, capacity building in core competencies, and targeted mini-lessons addressing student concerns. We continue to build confidence in peer communication and model conflict resolution through our Overcoming Obstacles program. In addition, our Mustang Morning program—which focuses on breathing, meditation, and visualization techniques—helps set a positive tone for the day.

Describe one piece of student evidence that confirms your efforts on the school priority identified above.

The success of the Overcoming Obstacles program, combined with our Mustang Mornings initiative, has shown remarkable results in student development. Anecdotally, students participating in conflict resolution lessons are demonstrating improved interpersonal skills, empathy, and confidence in their communication. For instance, reflections from students reveal a deeper appreciation for the impact of their words and an increased willingness to resolve conflicts constructively.

A powerful piece of student evidence confirming our efforts is the engagement observed during the recent conflict resolution lesson. Students actively participated in discussions about the impact of words, leading to personal commitments to use language that fosters kindness and empathy. The toothpaste activity particularly resonated, reinforcing the idea that while words can be easily said, their effects are long-lasting (it's hard to put paste back into the tube).

Identify one example of how staff have grown in their capacity to better meet the needs of students.

Growing Capacity of Self and Others

Through PLCs, staff have developed targeted approaches to integrate literacy and numeracy across various subjects. Collaborative planning sessions and shared resources have empowered teachers to adapt their instructional methods, leading to improved student engagement and understanding in these foundational areas. Moreover, the collaborative work within the PLCs has produced tangible outcomes, such as classroom posters (Learning Pathways PLC) and enhanced resource sharing among staff.

Equity, Diversity, and Inclusion

Staff members have shown significant growth through participation in the Overcoming Obstacles program. By modeling and teaching conflict resolution skills through case studies, they are developing key competencies in focused areas. Additionally, workshops and Professional Learning Communities have refined their instructional strategies, fostering a supportive school community.

Identify one thing staff are curious about pertaining to student success.

Staff are curious about how to further integrate mindfulness practices from Mustang Mornings into literacy and numeracy instruction. They're exploring strategies to create a holistic learning experience that nurtures both emotional and academic growth, with a particular focus on deepening the connection between mindfulness and effective communication in the classroom.





INTERIM REPORT SCHOOL SUCCESS PLAN

Nicholson Elementary School
Margo Reinders, Principal

Identify one priority area from the School Success Plan that has had traction in 2024-25.

Equity, Diversity, and Inclusion

By using critical thinking skills, students will grow in their understanding of diversity, that will support their awareness of each other's strengths and differences, that will lead to more acceptance and inclusion in our school community.

Identify one example of how staff have grown in their capacity to better meet the needs of students.

The staff have collaborated on identifying the focus area related to diversity, such as Neurodiversity or Family Dynamics. They have shared their ideas and plans so that the students are learning about diversity using similar content, appropriately adapted for the age group. Included in the discussion is how to support the students in the use of critical thinking skills to investigate the different forms of diversity.

Describe one piece of student evidence that confirms your efforts on the school priority identified above.

Students each created an artifact of their learning by using a brain template. They filled in their brain with all their thoughts, feelings and passions. These were displayed on the bulletin board outside of each classroom so that students could see how each of our brains look different.

Identify one thing staff are curious about pertaining to student success.

The staff are curious about making lessons on diversity authentic so that the students can develop compassion and understanding of how different diversities impact students' lives and how each student can be an advocate for themselves and others.





INTERIM REPORT

SCHOOL SUCCESS PLAN

Rocky Mountain Alternate Education
Lisa Tenta, Principal

Identify one priority area from the School Success Plan that has had traction in 2024-25.

Strategic Priority 4: Stewardship for the Future

INQUIRY:

How will the infusion of Indigenous Worldviews and Perspectives affect students' understanding and commitment to Truth and Reconciliation, as well as their appreciation of local Indigenous peoples?

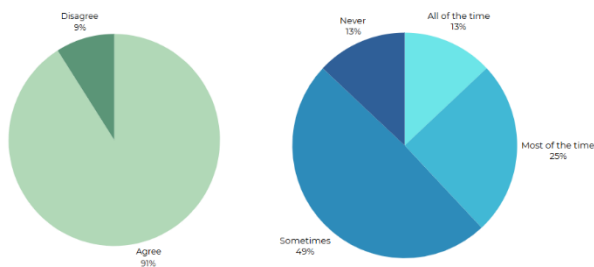
Identify one example of how staff have grown in their capacity to better meet the needs of students.

Staff have been participating in site-based cultural activities (beading, language, medicine bags, smudging), which has increased their knowledge level as it pertains to local indigenous cultures and perspectives.

Also, circle talks have been embedded into weekly practice.

Describe one piece of student evidence that confirms your efforts on the school priority identified above.

The results from the RMAE 2023-2024 Student Learning Survey identified the need to build capacity for intercultural understanding with an emphasis on connecting with local First Nations and planning authentic learning opportunities. The need for an infusion of Indigenous knowledge into daily instruction and school culture was also identified. Progress has been made in each of these areas in the 2024-2025 school year as identified in the graphs below:



At school, are you being taught about local First Nations?

At school, do you participate in any ongoing Indigenous programs or activities?

Identify one thing staff are curious about pertaining to student success.

Staff curiosity ...

How will our ongoing emphasis on learning about local Indigenous peoples and Truth and Reconciliation affect our students' lives beyond school and in community?



INTERIM REPORT SCHOOL SUCCESS PLAN

Selkirk Secondary School
Clint Dolgopol, Principal



Identify one priority area from the School Success Plan that has had traction in 2024-25.

Our **Equity, Diversity, and Inclusion** goal with a focus on student voice is going well. As a school, we have made great traction on this goal, not only with our leadership groups, GSA, and Student Focus Group, but also across all classrooms during homeroom feedback sessions on how we are doing as a school. The school-wide focus on communicating and justifying our thinking and learning within this goal area highlights the importance of our school values. We receive ongoing feedback from student groups on how language and negative comments are decreasing and avenues for increased student voice is blossoming. We look forward to continued growth in this area.

Identify one example of how staff have grown in their capacity to better meet the needs of students.

During the 2024-25 school year, staff at Selkirk Secondary School have significantly increased their capacity to meet student needs by effectively implementing Competency-Based Individual Education Plans (CBIIEPs). This approach, which incorporates student voice and promotes justification of thinking, has deepened the understanding of diverse student needs and improved communication and collaboration among staff. Teachers now have a better grasp of Learning Pathways and competency-based assessments, leading to more tailored instruction. Enhanced descriptive feedback from staff further supports student growth and fosters a more inclusive learning environment. Moving forward, we'll continue to dive deeper into all aspects of the pathways for a balanced approach to literacy and numeracy across the curriculum.

Describe one piece of student evidence that confirms your efforts on the school priority identified above.

We have had ongoing discussions with our Student Focus Group which includes students who are part of the District Student Agency team and with our Senior Leadership students. The groups are focused on moving our goals forward positively through student voice. We have received a summary of those conversations from teachers indicating positive traction.

Students have expressed appreciation for the opportunity to discuss our core values and share their voice connected to those values and our school-wide goals.

Identify one thing staff are curious about pertaining to student success.

As a staff, we continue to discuss proficiency-based assessment practices and alignment as a school while promoting our values of Mastery and Independence. Within this area, we continue to have discussions on student resiliency, absenteeism, and accountability to timelines and strategies for success.



Students have indicated that while they still hear inappropriate language regularly, it is happening less than before and that they rarely see malicious behaviour or intent. We look forward to continued discussions in the Spring that bring staff and students together.

Below are additional items that have provided evidence:

- Student Focus Group joined a staff meeting to share their thoughts and action items and generate conversation and ideas with staff connected to our values.
- Teachers and support staff have facilitated three goal setting sessions connected to the core competencies. They will facilitate two more before the end of the year.
- Teachers and support staff have facilitated three class-wide conversations on how we are doing with our values. A summary of those conversations is compiled after each discussion. In the Spring, we will survey students for additional results.
- Our GSA group has presented at two staff meetings, sharing their focus area and the language they hear in the building that can be harmful including new acronyms and phrases that adults may not be aware of.
- Our Belonging group, together with staff, have created a few lunch hour club options.
- Our Generosity group has created a token system for teachers to be able to acknowledge students who regularly go out of their way to be generous or students who have shown improvement.
- Our Independence group will join department meetings to discuss strategies to foster student resiliency and accountability.
- Our Mastery group has worked with staff to collaboratively offer lunch hour and afterschool tutorials with teachers and peer tutors both available to support.

Note: We currently have 20 suspensions of some kind this year compared to 40 at the same point last year.

Our new cell phone policy is going well, and a curiosity we have is the correlation between the policy and a decrease in negative social media events.





INTERIM REPORT SCHOOL SUCCESS PLAN

Windermere Elementary School
Keri Gust, Principal

Identify one priority area from the School Success Plan that has had traction in 2024-25.

WES staff are committed to providing a safe and welcoming environment for students to learn and grow. Our overriding goal for the 2024-25 school year is: *To increase student personal awareness to persevere in difficult situations, and exercise responsibility, which will result in higher achievement in literacy, numeracy and SEL.*

- Clearly communicating playground expectations for problem solving has increased students' ability to solve their own recess problems, with or without an adult.
- Staff respond to behaviours with a clear, consistently articulated plan for support.

Identify one example of how staff have grown in their capacity to better meet the needs of students.

WES staff work collaboratively to create problem solving models which are then woven into daily teachable moments in the classroom. Explicit criteria for successful recess time have been identified and are discussed in classes often.

- Monthly Pillar Assemblies – catching kids following the Pillars, highlighting positives within our school community, increasing student led opportunities for students to shine.
- Supported Recess – one on one time with an adult at recess to give back to the school community after an infraction of school expectations.
- School Vision – WES is a safe place to learn and grow.

Describe one piece of student evidence that confirms your efforts on the school priority identified above.

- Staff report that clearly articulating recess expectations has reduced minor infractions slightly. More importantly, we have seen fewer major infractions because the minor incidents have been responded to with consistent adult support (e.g. supported recess)
- Supported Recess across each month: Sept – 7, Oct – 7, Nov – 11, Dec – 6, Jan – 5, Feb - 4
- Parents are aware of how we respond to behaviours and because staff respond in an aligned way, we have parent support.

Identify one thing staff are curious about pertaining to student success.

WES staff are interested in having a more collective understanding of assessment – especially in relation to the proficiency scale. On February 18, ProD day, WES staff have reserved time with Ms. Karley Alleyn, BC based educator, to learn more about proficiency scale indicators and what they mean for our reporting. It is exciting to be diving into this together as a staff on a professional development day.





2024-2025 INTERIM REPORT FROM SCHOOLS

Blaine Broderick, Principal - Lady Grey Elementary School

Dan Clark, Principal - Lindsay Park Elementary School

Keri Gust, Principal - Windermere Elementary School

Lisa Tenta, Principal - Rocky Mountain Alternative Education

ENGAGEMENT



At Lindsay Park Elementary staff reviewed Core Competencies to identify student proficiencies that were impacting academic and social/emotional growth.

- Staff completed activities during staff meetings to identify regulation as the core competency that would provide the greatest impact.
- Families were involved in activities at PAC meetings and at the spring open house to identify focus areas.
- Staff collaborated on goals to create regulation spaces and teach strategies to support student engagement in literacy and numeracy activities.



PROFESSIONAL LEARNING



Assessment:

- Learning together
 - Collaborative Team Meetings
 - Professional Development days
- Communication to students and parents about proficiency scale indicators
- Identify success criteria across all areas of our school success plan
 - Literacy
 - Numeracy
 - Recess/Unstructured time

"I now use proficiency scale indicators in my daily teaching. If the students know what developing versus proficient means, then they can explain it to peers and parents." - Mrs. Stimming, Grade 2 teacher

"When students understand the success criteria, they take charge of their own learning and can talk about next steps with each other." - Mrs. Habart, Grade 3 teacher



DATA GATHERING

Stewardship for the Future:

- How will the infusion of Indigenous Worldviews and Perspectives affect students' understanding and commitment to Truth and Reconciliation, as well as their appreciation of local Indigenous peoples?

Data Sources:

- RMAE – Completion School Based Student Survey
- BC Ministry of Education Student Learning Survey
- Student voice

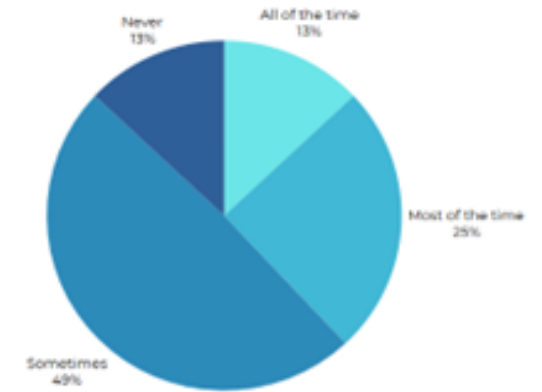
Communication:

- Mid-Year Report - Staff, students, parents/guardians
- Evidence of growth: stories, artifacts

RMAE Student Survey results October 2024



At school, are you being taught about local First Nations?



At school, do you participate in any ongoing Indigenous programs or activities?

IMPLEMENT, MONITOR, REVIEW, ADJUST, REPEAT



Staff Meetings are a time to share successes, learn from each other, and make any necessary changes.

- Standing staff meeting agenda item
- Student exemplars
- Staff dialogue
- Focus and direction
- Adjust and Implement
- Monitor impact



DATE: March 11, 2025
TO: Board of Trustees
FROM: Alan Rice, Secretary Treasurer
SUBJECT: Budget Utilization Summary – February 28, 2025
ORIGINATOR: Alan Rice
REFERENCE: Budget Utilization Summary – February 28, 2025



PUBLIC BOARD MEETING

ISSUE

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

BACKGROUND

This report is to provide the Board with information concerning fluctuations in operating expenditures on a monthly basis. The budget figures have been updated to the preliminary amended budget figures based on fluctuations to enrolment and staffing.

CURRENT SITUATION

Instruction: increase of approximately \$762,000 from prior year attributable to increase in salaries and benefits which is a combination of enrolment growth and wage increases. Actual amounts are in line with budget with a variance of 0.27% above estimated for the current year.

Administration: increase of approximately \$134,000 from prior year which is attributable to increases to salaries and benefits. Actual amounts are in line with budget with a variance of 0.29% below estimated.

Operations and Maintenance: increase of approximately \$2,000 from prior year. Although salaries and benefits increased, this has been offset by lower than anticipated maintenance costs (parts) and furniture/equipment replacement year to date. Actual amounts are in line with budget with a variance of 2.19% below estimated as we head into the remaining colder weather months.

Transportation: increase of approximately \$63,000 from prior year. Primarily attributable to salaries and benefits. Actual amounts are in line with budget at 3.30% below estimated. Extracurricular travel is below budgeted but anticipated to increase as weather becomes more suitable for outdoor activities.



CONCLUSION

Expenditures to date are below budget by 0.23% and greater than the prior year by \$960,000 for the same timeframe. The operating variance of actual to budget for year-to-date is considered reasonable.

RECOMMENDATION

Continue to monitor on a monthly basis.

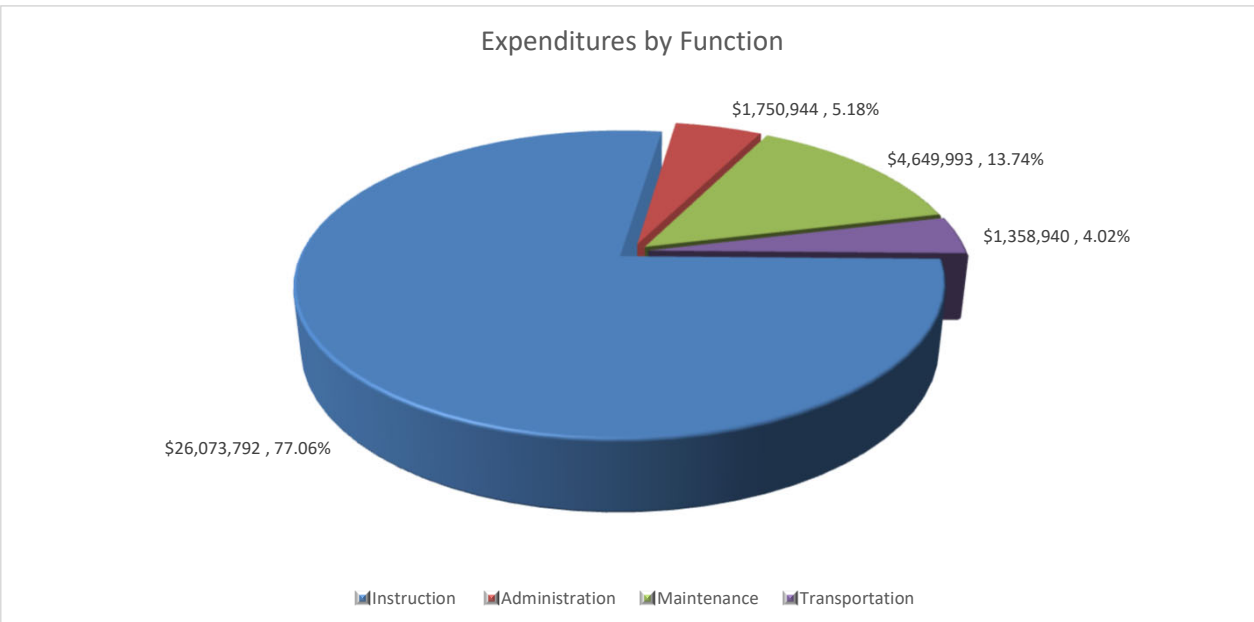
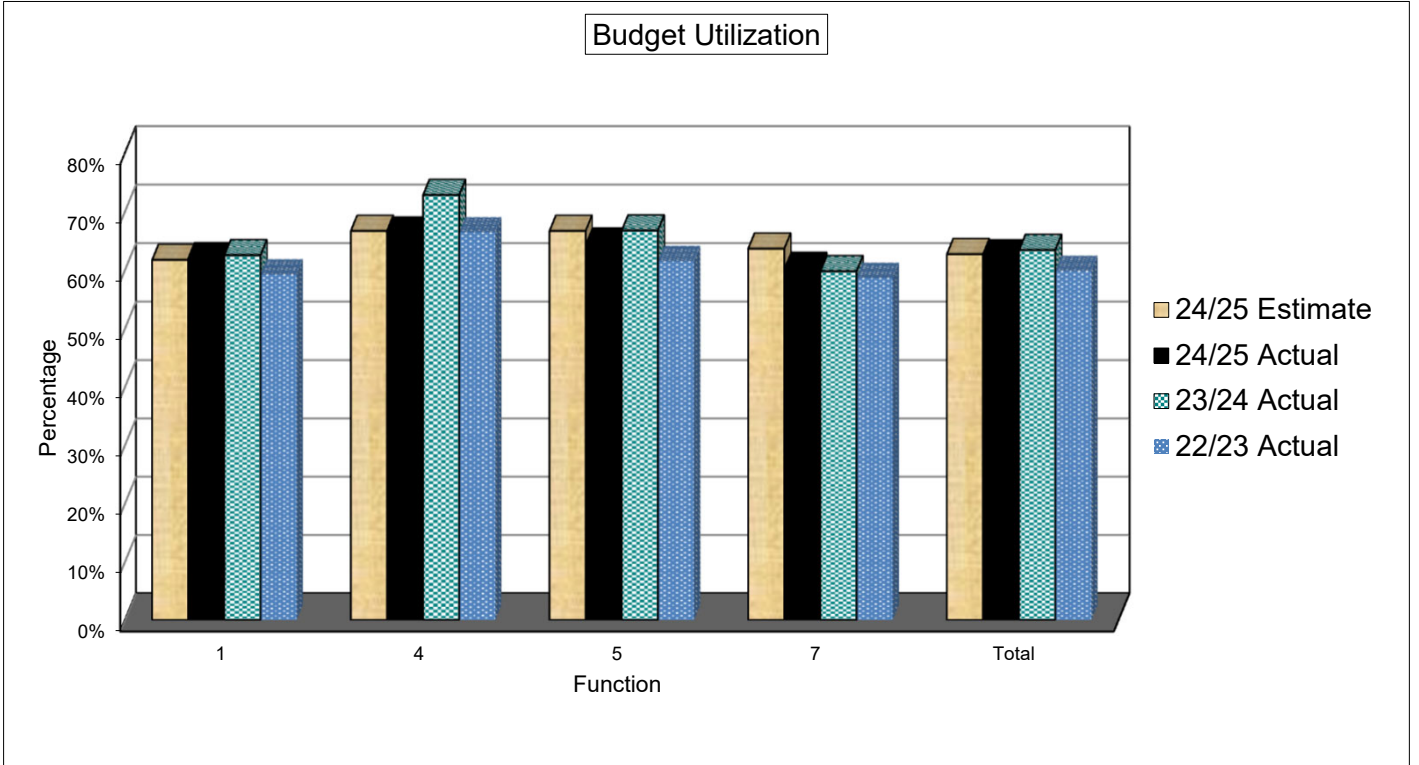
STRATEGIC ALIGNMENT

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

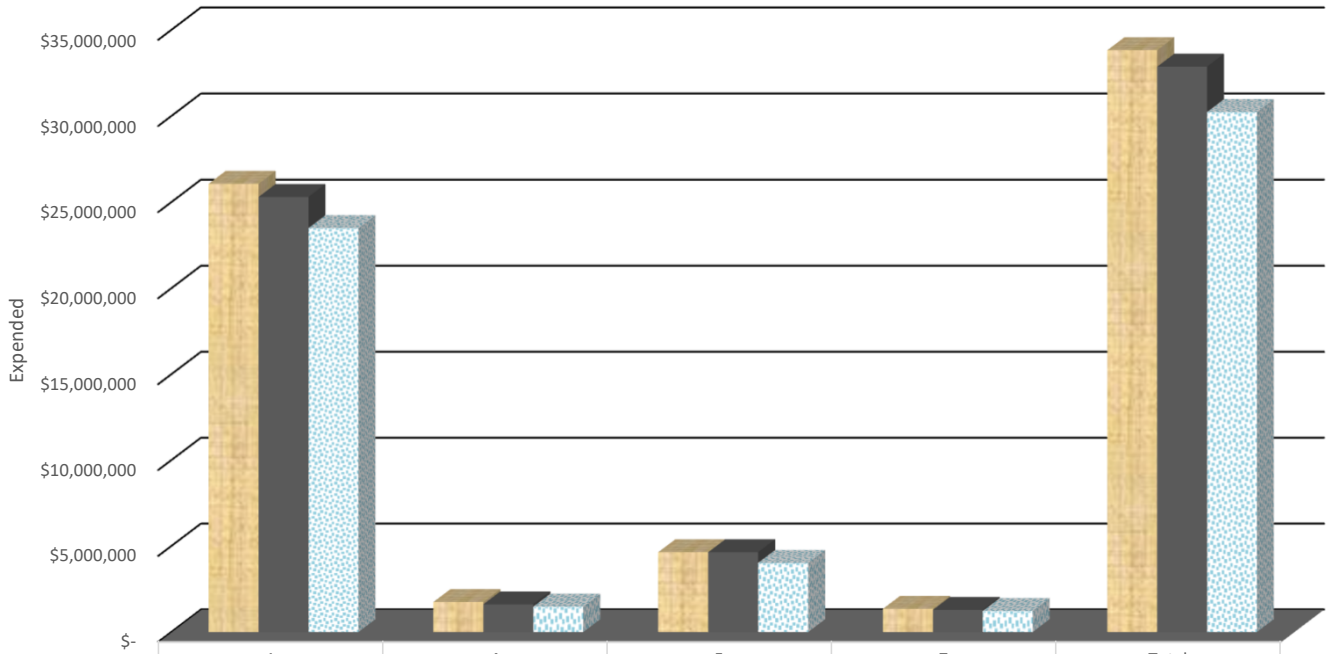


**ROCKY MOUNTAIN SCHOOL DISTRICT
BUDGET UTILIZATION SUMMARY
2/28/2025**

<u>FUNCTION</u>	<u>#</u>	<u>MONTHS</u>	<u>BUDGET</u>	<u>2024/25 EXPENDED</u>	<u>ACTUAL</u>	<u>ESTIMATE</u>	<u>2023/24 ACTUAL</u>
Instruction	1	10	\$ 42,064,912	\$ 26,073,792	61.98%	61.71%	62.52%
Administration	4	12	\$ 2,637,800	\$ 1,750,944	66.38%	66.67%	72.81%
Maintenance	5	12	\$ 7,211,645	\$ 4,649,993	64.48%	66.67%	66.74%
Transportation	7	11	\$ 2,252,184	\$ 1,358,940	60.34%	63.64%	59.78%
Total			\$ 54,166,541	\$ 33,833,669	62.46%	62.69%	63.41%



3 Year Actual Expenditure Comparison



	1	4	5	7	Total
■ 2024/25 Actual	\$26,073,792	\$1,750,944	\$4,649,993	\$1,358,940	\$33,833,669
■ 2023/24 Actual	\$25,312,107	\$1,616,970	\$4,648,630	\$1,295,979	\$32,873,686
■ 2022/23 Actual	\$23,500,506	\$1,479,948	\$4,028,405	\$1,229,158	\$30,238,017

PUBLIC BOARD MEETING

DATE: March 3, 2025
TO: Board of Trustees
FROM: Field Trip Committee
SUBJECT: February Approved Higher Care Field Trips



ORIGINATOR: Corinna Koss, Executive & Communication Assistant

REFERENCE: [Policy](#) and [District Practice](#) 8600

ISSUE

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

BACKGROUND

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

There are two categories of field trips: high care field trips, and low care field trips. This report will only be reviewing the monthly high care field trips that have been approved during the month.

HIGHER CARE FIELD TRIP

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



PUBLIC BOARD MEETING

CURRENT SITUATION

School	High Care Field Trips (#)
David Thompson Secondary School	4
Grade 12: Alpine Skiing & Snowboarding at Fairmont Hot Springs Resort (3 sessions total in January & February)	
Grade 8-12: Alpine Skiing & Snowboarding at Panorama Mountain Resort (3 sessions total in February)	
Grade 12: Nordic Skiing & Fat Biking at Nipika Resort (3 sessions total in February & March)	
Grade 9-11: BCSS Ski & Snowboard Provincials at Troll Ski Resort, Quesnel (5 day trip)	
J.A. Laird Elementary School	1
Grade 4-7: Alpine Skiing & Snowboarding at Panorama Mountain Resort (3 sessions per grade in February)	
Lady Grey Elementary School	8
Grade 4/5: Alpine Skiing & Snowboarding at Kicking Horse Mountain Resort (2 sessions total in February & March)	
Grade 4/5: Alpine Skiing & Snowboarding at Kicking Horse Mountain Resort (2 sessions total in February & March)	
Grade 5/6: Alpine Skiing & Snowboarding at Kicking Horse Mountain Resort (2 sessions total in February & March)	
Grade 5/6: Nordic Skiing at Golden Nordic Centre Dawn Mountain (2 sessions total in February & March)	
Grade 4/5: Nordic Skiing at Golden Nordic Centre Dawn Mountain (2 sessions total in February & March)	
Grade 6/7: Nordic Skiing at Golden Nordic Centre Dawn Mountain (2 sessions total in February)	
Grade 7: Nordic Skiing at Golden Nordic Centre Dawn Mountain (2 sessions total in February & March)	
Grade 4 & 7: Alpine Skiing & Snowboarding at Kicking Horse Mountain Resort (2 sessions total in February & March)	



PUBLIC BOARD MEETING

Selkirk Secondary School	1
Grade 9-11: BCSS Ski & Snowboard Provincials at Troll Ski Resort, Quesnel (5 day trip)	

CONCLUSION

Rocky Mountain School District has approved eight (8) high care field trips for the month of February 2025.



March 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4 Labour Relations Committee Virtual at 12:30 pm Policy Committee Virtual at 4:30 pm	5	6	7	8
9	10	11 Board of Education Meeting, Virtual 4:45 pm In-Camera 6:00 pm Regular	12 Intensive French Program Lottery	13	14	15
16	17 Spring Break	18 Spring Break	19 Spring Break	20 Spring Break	21 Spring Break	22
23	24 Spring Break	25 Spring Break	26 Spring Break	27 Spring Break	28 Spring Break	29
30	31 Schools Reopen					

April 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 Labour Relations Committee Virtual at 12:30 pm Policy Committee Virtual at 4:30 pm	2	3	4	5
6	7	8 Board of Education Meeting, WES 4:45 pm In-Camera 6:00 pm Regular	9	10	11	12
13	14	15	16	17	18 Good Friday – No School	19
20	21 Easter Monday – No School	22 Earth Day	23	24 BCSTA – Vancouver	25 BCSTA – Vancouver	26 BCSTA – Vancouver
27	28 Non-Instructional Day	29	30			