

**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:** Windermere Elementary School

**Date:** April 8, 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 March 11, 2025
- 4.2. Synopsis of In-Camera Meeting of March 11, 2025 (Alan Rice)

**5. PRESENTATIONS/DELEGATIONS**

**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
  - 7.3.1. Policy 1600 Trustee Professional Learning
  - 7.3.2. District Practice 1600 Trustee Professional Learning
- 7.4. Second Reading
  - 7.4.1. Policy 2700 Acceptable Use of Digital Technology
  - 7.4.2. District Practice 2700.1 Employee Acceptable Use of Digital Technology
  - 7.4.3. District Practice 2700.2 Student Acceptable Use of Digital Technology
- 7.5. First Reading
  - 7.5.1. Policy 6300 District Facilities and Equipment Used by Staff

## **8. OPERATIONAL ISSUES**

- 8.1. Approve Capital Bylaw (Alan Rice)\*

## **9. REPORTS**

- 9.1 Superintendent's Monthly Update (Aaron Callaghan)\*
- 9.2 Mental Health Report (Sharon Collin)\*
- 9.3 Information Technology Report (Trent Dolgopol)\*
- 9.4 Marysville Traffic Update (Al Ure)\*
- 9.5 Budget Utilization Report (Alan Rice)\*
- 9.6 Field Trip Report (Steve Wyer)\*
- 9.7 BC School Trustees Association (Scott King)
- 9.8 BC School Trustees Association, Kootenay Boundary Branch (Rhonda Smith)
  - 9.8.1 Call for Agenda Items – KBB Branch Meeting Friday April 25
- 9.9 BC Public Schools Employers Association (Jane Thurgood Sagal)

## **10. INFORMATION ITEMS**

- 10.1. Correspondence – NIL
- 10.2. April and May 2025 Calendars\*

## **11. FORTHCOMING EVENTS**

2025.04.18	Good Friday (statutory holiday)
2025.04.21	Easter Monday (schools closed)
2025.04.24	BCSTA AGM, Vancouver (3 days)
2025.04.28	Professional Development Day (no classes)
2025.05.06	District Wellness Committee Meeting
2025.05.06	Labour Relations Committee, Virtual 12:30 p.m.
2025.05.06	Policy Committee, Virtual 4:30 p.m.
2025.05.13	Board of Education Meeting, Lindsay Park Elementary School <ul style="list-style-type: none"><li>• In-Camera, 4:45pm</li><li>• Regular Meeting, 6:00pm</li></ul>
2025.05.19	Victoria Day (statutory holiday)

## **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 Invermere District Offices in B.C. – **March 11, 2025**

Present:	Amber Byklum	Chairperson
	Jane Fearing	Vice-Chairperson
	Darryl Oakley	Trustee
	Rhonda Smith	Trustee
	Jane Thurgood Sagal	Trustee
	Betty-Lou Barrett	Trustee
	Ron McRae	Trustee
	Ryan Stimming	Trustee
	Scott King	Trustee
	Aaron Callaghan	Superintendent
	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
	Al Ure	Director of Operations
	Jacinda Harding	Manager, Finance
	Corinna Koss	Executive & Communications Assistant
Regrets:	Amanda Garand	Manager, Human Resources
	Crystal MacLeod	Director of Instruction, Early Learning and Child Care

### 1. CALL TO ORDER

Chairperson Byklum called the meeting to order at 18:00 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 AGENDA

**M/S FEARING / STIMMING**

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

**APPROVED**

### 4. APPROVAL OF THE MINUTES OF PRIOR MEETINGS

#### 4.1 Regular Meeting: 2025.02.11

**M/S STIMMING / KING**

**THAT** the Board of Education of School District No. 6 (Rocky Mountain) Regular Meeting Minutes held on February 11, 2025, be approved as presented.

**APPROVED**

**4.2 Synopsis of In-Camera Meeting: 2025.02.11**

**Alan Rice**

**4.2.1** Property Matters: An update regarding Columbia Valley Elementary School was received as presented.

**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** The Teacher Bargaining Report was received as presented.

**4.2.3.4** The CUPE Bargaining Report was received as presented.

**4.2.4** Student Matters: Nil

**5. PRESENTATIONS/DELEGATIONS**

**5.1 Public request to serve alcohol at JulyFest if hosted on McKim field**

Mr. Ron Christensen and Mr. Jer Christensen joined the meeting to discuss the JulyFest request and the event. Questions from Trustees were heard and answered around liquor service and creating a safe venue with no damage to site. Question directed to Mr. Ure if he has concerns about use of and potential damage to grounds. Mr. Ure stated it was top of his mind but not overly concerned if properly managed. Discussion around event. No further questions heard. Decision will be made later in the evening.

**5.2 Equestrian Academy Presentation**

**Heather English and Simone Randall**

Ms. English and Ms. Randall shared a presentation and an overview of the proposed program. Benefits to students highlighted and would be 12 credits within graduation requirements. Class size (18 students), fee structure and schedule reviewed along with possibility of grants for fees. Questions heard from the Trustees regarding fees and equality, class structure, transportation, and student safety. The Equine Facility's owner's background and experience highlighted. Student selection would be application based with older grade potentially having priority and student engagement benefits. The board thanked Ms. English and Ms. Randall for their presentation. Decision will be made later this evening.

**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 – NIL**

**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**

Mr. Callaghan stated no feedback has been received online in the past month. Reiterated that it's a new policy focused on ongoing learning to further develop capacity and skills of the Board of Education. Policy Committee Meeting discussion recapped. Policy will remain open for feedback.

Trustee Smith questioned budget of \$1,500 when there are no cost learning opportunities available. Mr. Callaghan clarified that the funds could be used for Trustees that do not travel as a means to continue their education, and the language will be clarified.

**M/S STIMMING / FEARING**

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

**APPROVED**

**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**

Mr. Dolgopol presented the policy and practice updates for Policy 2700 as technology is ever evolving. No questions heard from Trustees.

**M/S KING / 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**

**8. OPERATIONAL ISSUES**

**8.1 McKim Field Use – JulyFest**

**Al Rice**

Mr. Rice reminded the board we had the presentation earlier in the evening. Risk mitigation and liability are top concerns; RMSD would be a named insured on the policy obtained by JulyFest organizers.

Board questions and discussion around past JulyFest events, safety, permitting, and proposed layout of the event.

**M/S STIMMING / MCRAE**

**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.

**APPROVED**

**8.2 2025-2026 School District Calendar**

**Steve Wyer**

Mr. Wyer recapped the report presented to the board on approving the final calendar for 2025-2026 and approving in-principle the first draft of the 2027-2028 calendar.

Professional Development Days discussed with plan of first Tuesday after Labour Day being an NID Administrative Day and first day of classes moved to the Wednesday and be a full day. Non-Instruction Days reviewed. No questions or comments heard.

**M/S STIMMING / KING**

**THAT** the Board of Education of School District No. 6 (Rocky Mountain) approve the DRAFT 2025-2026 as the FINAL calendar for the 2025-2026 school year.

**APPROVED**

**M/S THURGOOD SAGAL / OAKLEY**

**THAT** the Board of Education of School District No. 6 (Rocky Mountain) approve the DRAFT calendar for 2027-2028 in-principle.

**APPROVED**

**8.3 Equestrian Academy**

**Steve Wyer**

Presentation earlier in the evening and the report in support of presentation reviewed. DTSS follows the School Act Requirements in requesting this academy. No additional questions heard.

**M/S OAKLEY / STIMMING**

**THAT** the Board of Education of School District No. 6 (Rocky Mountain) approve the Equestrian 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.

**APPROVED**

**8.4 Approve Capital Bylaw**

**M/S FEARING / BARRETT**

**THAT** the Board of Education of School District No. 6 (Rocky Mountain) table this item to the April 2025 Board of Education meeting.

**APPROVED**

**9. REPORTS**

**9.1 School Success Plans – Interim Report**

**Aaron Callaghan**

Mr. Callaghan highlighted this month's report which includes interim school success plans from every school in the district. Presentation done by Principals from across the district: Blaine Broderick, Lady Grey Elementary School; Dan Clark, Lindsay Park Elementary School; Keri Gust, Windermere Elementary School; Lisa Tenta, Rocky Mountain Alternative Education. Questions heard from Trustees around presentation and discussion had. Mr. Callaghan thanked the Principals for joining us this evening.

**9.2 Budget Utilization Report – February 28, 2025**

**Alan Rice**

Mr. Rice summarized his report as presented and current situation reviewed. No questions heard.

**9.3 Field Trip Report**

**Steve Wyer**

Mr. Wyer highlighted the Field Trip Report as presented. No questions heard.

- 9.4 BC School Trustees Association Scott King**  
Trustee King shared highlights to the Trustees via email earlier this week. Chairperson Byklum highlighted upcoming BCSTA AGM changes to process. Discussion around motions and amendments.
- 9.5 BC School Trustees Association, Kootenay Boundary Branch Rhonda Smith**  
Save the date for the 2025 KBB AGM in the works and will be sent this week by Senior Staff.
- 9.6 BC Public Schools Employers Association Jane Thurgood Sagal**  
Trustee Thurgood Sagal shared an update via email to Trustees. No questions.

## **10. INFORMATION ITEMS**

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

## **11. FORTHCOMING EVENTS**

- 2025.03.17 - Spring Break  
2025.03.28  
2025.04.01 Labour Relations Committee, Virtual 12:30 p.m.  
2025.04.08 Policy Committee, Virtual 4:30 p.m.  
2025.04.08 Board of Education Meeting, Windermere Elementary School
  - 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**

Call for questions from the floor. None heard.

## **13. ADJOURNMENT**

Trustees agreed to adjourn by consensus  
The meeting was adjourned at 19:55.

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Alan Rice, Secretary Treasurer

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Amber Byklum, Chairperson

## **Rocky Mountain School District No. 6**

### **Synopsis of In-Camera Meeting – March 11, 2025**

#### **4. NEW BUSINESS**

4.1 Property Matters: NIL

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 Ratification update was received as presented.

4.3.4 Local Teacher Bargaining Report was received as presented.

4.3.5 Superintendent Performance Review update was received as presented.

4.4 Student Matters: Nil



## **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 [provided by the British Columbia School Trustees Association](#) 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.

~~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. Travel to any conference other than those supported in item 1, course registration, or learning resource purchase requires the support of the majority of Trustees on the Board and Secretary Treasurer. To initiate this process, 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.

~~5. Additional professional learning expenses for a Trustee who has fully expended their budget may be approved by a majority vote of the Board.~~

~~6. 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.~~

~~7.5.~~ The Board may choose to limit the number of Trustees that may attend a specific activity or event.

~~8.6.~~ 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.

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**DISTRICT PRACTICE 1600**  
**TRUSTEE PROFESSIONAL LEARNING**

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**ADOPTED:**

**Amended:**



## 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.

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**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.

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

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#### 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](#)

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## 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](#)  
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## POLICY 2700

### ACCEPTABLE USE OF DIGITAL TECHNOLOGY

#### 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 behaviour 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 Modelling 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\\*](#)  
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## 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.

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#### 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  
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## DISTRICT PRACTICE 2700.1

### EMPLOYEE ACCEPTABLE USE OF DIGITAL TECHNOLOGY

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#### **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;~~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

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#### 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.
- 2.23.24 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

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#### 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.

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#### 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.

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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.
- 1.4 Protect access to their individual network account under the use of a private, personal password. Ensure that their password is not shared.
- 1.5 Refrain from deliberately disrupting system performance or interfering with the work of other students.
- 1.6 Refrain from unauthorized reading, modifying, or deleting personal files owned by other users.
- 1.7 Refrain from using technology to engage in or share discriminatory, obscene, profane, inflammatory, embarrassing, threatening, or disrespectful 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

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

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#### 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;~~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

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

#### 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.

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#### 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)

**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

#### 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.

[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



## POLICY 6300

### USE OF DISTRICT FACILITIES AND EQUIPMENT BY STAFF

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#### **POLICY:**

The Board of Education ("Board") will allow District employees to use District facilities and equipment (except vehicles), provided there is a written waiver of liability in place, that the District employee is competent to use those facilities and equipment, and that the use:

- a) does not conflict with District or community use;
- b) is considered a safe and appropriate use by the site supervisor;
- c) is occasional and personal, not commercial;
- d) does not consume materials and supplies without reimbursement;
- e) has no adverse effect on the condition of the facilities and/or equipment;
- f) does not threaten the security of buildings or the safekeeping of equipment;
- g) does not interfere with the regular work hours or job performance;
- h) does not include the use of shops/supplies or equipment at any operations building;
- i) does not include the use of auto, wood, or metal shops except by those trained teachers who normally use these tools and machines for course instruction;
- j) receives the prior approval of the individual responsible for the administration site supervisor of the facility on forms 6300.1 and 6300.2.

FORM 6300.1 USE OF DISTRICT FACILITIES AND BORROW EQUIPMENT APPLICATION  
6300.2 USE OF DISTRICT FACILITIES AND EQUIPMENT BY STAFF APPLICATION

#### REFERENCES: LIST AND HYPERLINK APPROPRIATE REFERENCES

ADOPTED: June 2001  
Amended: April 2020  
Repealed March 8, 2022



**ROCKY MOUNTAIN**  
School District #6

## ISSUE

## BACKGROUND

If the Minister of Education approves a capital plan or a capital plan with modifications the board of education will prepare a capital bylaw according to section 143 of the School Act. Boards of Education require a capital bylaw for the following: site acquisitions, expansion program, replacement program, bus acquisition program, seismic mitigation program, building envelope program, school enhancement program, carbon neutral capital program, and playground equipment program.

As per the response letter we received, below is the list of capital projects that are approved for funding:

- School Enhancement Program –
  - Interior Renovations (SEP) at SSS - \$700,000
  - HVAC (SEP) at DTSS - \$600,000 (Phase 1)
  - Kitchen equipment (FIP) at various schools - \$65,000
  - Kitchen upgrades (FIP) at various schools - \$12,000
  - Delivery Vehicle (FIP) - \$85,000
  - Accessible Playground at MES - \$200,000



## **CONCLUSION**

That the Board of Education of School District No. 06 (Rocky Mountain) consider all three readings of Capital Plan Bylaw No. 2025/26-CPSD6-01 at this meeting.

## **POSSIBLE MOTIONS**

**THAT** the Board of Education of School District No. 6 (Rocky Mountain) unanimously agree to proceed with all three readings of the 2025-26 Five-Year Capital Plan cited as School District No. 6 (Rocky Mountain) Capital Plan Bylaw No. 2025/26-CPSD06-01.

**THAT** the Board of Education of School District No.6 (Rocky Mountain) approve first reading of the 2025-26 Five-Year Capital Plan cited as School District No. 6 (Rocky Mountain) Capital Plan Bylaw No. 2025/26-CPSD06-01.

**THAT** the Board of Education of School District No.6 (Rocky Mountain) approve second reading of the 2025-26 Five-Year Capital Plan cited as School District No. 6 (Rocky Mountain) Capital Plan Bylaw No. 2025/26-CPSD06-01.

**THAT** the Board of Education of School District No.6 (Rocky Mountain) approve third reading of the 2025-26 Five-Year Capital Plan cited as School District No. 6 (Rocky Mountain) Capital Plan Bylaw No. 2025/25-CPSD06-01.



**SCHOOL DISTRICT NO. 6 (ROCKY MOUNTAIN)  
CAPITAL PLAN BYLAW NO. 2025/26-CPSD06-01**

A BYLAW by the Board of Education of School District No. 6 (Rocky Mountain) (hereinafter called the "Board") to adopt a Capital Plan of the Board pursuant to Sections 143 (2) and 144 (1) of the *School Act*, R.S.B.C. 1996, c. 412 as amended from time to time (called the "Act").

WHEREAS in accordance with provisions of the *School Act* the Minister of Education (hereinafter called the "Minister") has approved the Board's Capital Plan.

NOW THEREFORE the Board agrees to the following:

- (a) authorizes the Secretary-Treasurer to execute project agreements related to the expenditures contemplated by the Capital Plan;
- (b) upon approval to proceed, commence the Project and proceed diligently and use its best efforts to complete each Project substantially as directed by the Minister;
- (c) observe and comply with any rule, policy or regulation of the Minister as may be applicable to the Board or the Project(s); and
- (d) maintain proper books of account, and other information and documents with respect to the affairs of the Project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

1. The Capital Plan Bylaw of the Board approved by the Minister that specifies the supported projects in the Ministry's letter of March 25, 2025 from the Annual Five-Year Capital Plan Submission for 2025/26 is hereby adopted.
2. This Bylaw may be cited as School District No. 6 (Rocky Mountain) Capital Plan Bylaw No. 2025/26-CPSD06-01.

Read a first time the 8<sup>th</sup> day of April, 2025.

Read a second time the 8<sup>th</sup> day of April, 2025.

Read a third time, passed and adopted the 8<sup>th</sup> day of April, 2025.

(Corporate Seal)

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Board Chairperson

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Secretary Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 6 (Rocky Mountain) Capital Plan Bylaw No. 2025/26-CPSD06-01, adopted by the Board the 8<sup>th</sup> day of April, 2025.

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Secretary Treasurer



March 25, 2025

Ref: 23223

To: Secretary-Treasurer and Superintendent  
School District No. 6 (Rocky Mountain)

**Capital Plan Bylaw No. 2025/26-CPSD06-01**

Re: Ministry Response to the Annual Five-Year Capital Plan Submission for 2025/26

This letter is in response to your School District's 2025/26 Annual Five-Year Capital Plan submissions for Major Capital Programs and Minor Capital Programs. This letter also contains important information regarding your upcoming 2026/27 Annual Five-Year Capital Planning submission. The following tables identify major capital projects that are supported to proceed to the next stage of development and minor capital projects that are approved for funding and can proceed to procurement.

On March 13, 2025, the Province introduced legislation that identifies country of origin requirements for all procurements. What this means is U.S. bidders must be excluded, except in certain circumstances, for all future procurements. The Ministry will have further conversations with school districts as the tariff situation evolves and commit to working closely with you to navigate this challenging situation.

**MAJOR CAPITAL PROJECTS**

Major capital consists of the following program areas:

- Seismic Mitigation Program (SMP)
- Expansion Program (EXP)
- Replacement Program (REP)
- Site Acquisition Program (SAP)
- Rural District Program (RDP)

A variety of emergent issues including a significant number of school fires, unprecedented enrolment growth and a challenging fiscal environment have resulted in a limited ability to advance major capital projects. As a result, there are no new major capital projects in your School District that were supported to move forward at this time.

**MINOR CAPITAL PROJECTS**

The table below reflects approved minor capital projects for your School District in the following program areas:

- School Enhancement Program (SEP)
- Food Infrastructure Program (FIP)
- Carbon Neutral Capital Program (CNCP)
- Building Envelope Program (BEP)

- Playground Equipment Program (PEP)

**New projects for SEP, FIP, CNCP, BEP, PEP**

Facility Name	Program Project Description	Amount Funded by Ministry
David Thompson Secondary	SEP - HVAC Upgrades	\$600,000
Selkirk Secondary	SEP - Interior Construction Upgrades	\$700,000
Alexander Park Elementary, David Thompson Secondary, Edgewater Elementary, Eileen Madson Primary, Golden Alternate, Golden Secondary, Invermere Open Doors Alternate, J Alfred Laird Elementary, Kimberley Alternate, Lady Grey Elementary, Lindsay Park Elementary, Martin Morigeau Elementary, Marysville Elementary, Mckim Middle, Nicholson Elementary, Selkirk Secondary, Windermere Elementary	FIP - Kitchen Equipment	\$65,000
Alexander Park Elementary, David Thompson Secondary, Edgewater Elementary, Eileen Madson Primary, Golden Alternate, Golden Secondary, Invermere Open Doors Alternate, J Alfred Laird Elementary, Kimberley Alternate, Lady Grey Elementary, Lindsay Park Elementary, Martin Morigeau Elementary, Marysville Elementary, Mckim Middle, Nicholson Elementary, Selkirk Secondary, Windermere Elementary	FIP - Kitchen and Equipment Upgrades	\$12,000



Alexander Park Elementary, David Thompson Secondary, Edgewater Elementary, Eileen Madson Primary, Golden Alternate, Golden Secondary, Invermere Open Doors Alternate, J Alfred Laird Elementary, Kimberley Alternate, Lady Grey Elementary, Lindsay Park Elementary, Martin Morigeau Elementary, Marysville Elementary, Mckim Middle, Nicholson Elementary, Selkirk Secondary, Windermere Elementary	FIP - Delivery Vehicle	\$85,000
Marysville Elementary	PEP - Universally Accessible Playground Equipment	\$200,000

All projects are now to proceed to design, tender and construction, and to be completed by March 31, 2026.

An Annual Programs Funding Agreement (APFA) accompanies this Capital Plan Response Letter which outlines specific Ministry and Board-related obligations associated with the approved Minor Capital projects for the 2025/26 fiscal year. Please email a signed/dated copy of the Annual Programs Funding Agreement to the Ministry at [CMB@gov.bc.ca](mailto:CMB@gov.bc.ca)

In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw (template can be found on the Ministry [website](#)) using the Capital Bylaw Number provided at the beginning of this document, for the supported and/or approved 2025/26 Five-Year Capital Plan projects as identified in this letter. The Capital Bylaw must be adopted by your Board and uploaded onto your School District's online MyCAPS portal in order for the Ministry to issue Certificates of Approval. A step-by-step guide of this process is attached for your reference.

Please contact Branch Director [Michael Nyikes](#) with any questions regarding Minor Capital projects.

### **2026/27 ANNUAL FIVE-YEAR CAPITAL PLAN SUBMISSIONS**

Capital Plan Instructions for the 2026/27 Annual Five-Year Capital Plan submission process will be available on the Ministry's capital planning [website](#) in early April.

School districts' capital plan submission deadlines for the 2026/27 fiscal year are:


- **June 30, 2025**
  - Major Capital Programs (SMP, EXP, REP, RDP, SAP)
- **September 30, 2025**
  - Minor Capital Programs (SEP, CNCP, PEP, BEP, BUS)
- **October 1, 2025**
  - Minor Capital Programs (FIP)

Additionally, the Annual Facility Grant (AFG) project requests for the 2025/26 fiscal year are to be submitted using the MyCAPS portal, on or before **May 16, 2025**. The 2025/26 AFG Allocation Table will be available on the Ministry's capital planning [website](#) in early April.

The Ministry recommends school districts discuss draft versions of their intended capital projects and Annual Facility Grant project requests with minor capital staff in advance of submission deadlines.

The staggered deadlines are intended to provide the Ministry with input required to initiate planning for the next budget cycle, while enabling school districts additional time and flexibility to plan over the summer.

Sincerely,

A handwritten signature in black ink that reads "Damien Crowell". The signature is fluid and cursive, with the first name "Damien" and last name "Crowell" clearly distinguishable.

Damien Crowell, Executive Director  
Education and Child Care Capital Branch  
Ministry of Infrastructure

pc: Geoff Croshaw, Director, Major Capital Projects, Education and Child Care Capital Branch  
Michael Nyikes, Director, Minor Capital Projects, Education and Child Care Capital Branch

# SUPERINTENDENT'S MONTHLY UPDATE

## APRIL 2025

*This monthly update features stories of success from schools around the district, as well as highlights related to the implementation and impacts of the Board of Education's Strategic Plan in Rocky Mountain School District.*

## NUTRITION & CORE COMPETENCIES COLLIDE AT WINDERMERE ELEMENTARY

Across the Windermere Elementary School community, social emotional learning (SEL) is an area of growth as students learn, play, and work both together and individually. Social and emotional proficiencies are included in BC's Core Competencies, skills that allow students to engage in deep, lifelong learning. Students develop competencies when they are engaged in the "doing" within a learning area.

Miss Aldene, Nutrition Lead and Youth Care Worker at Windermere Elementary School, is an important support for students strengthening their core competencies. She has created a strong sense of community and belonging using food as a way to connect with students and families. Using the school kitchen as her learning space, Miss Aldene supports students through the breakfast program, hot lunch, and small group learning/cooking in the kitchen. She also shares tips and healthy recipes with families through the school newsletter, supporting the community with solid foundations in nutrition and wellness.



*Windermere Elementary School Nutrition Lead & Youth Care Worker Miss Aldene supports students with a recipe in the school's kitchen.*



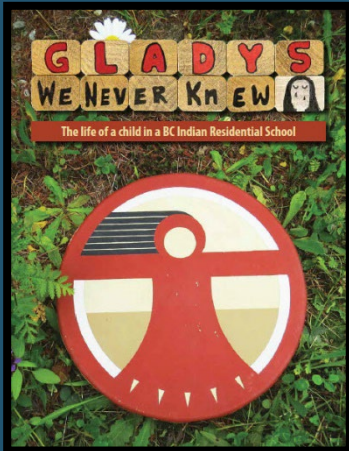
Students too are learning about different cultures and traditions through food. They know the cultural significance of Three Sisters soup, and are becoming increasingly aware of the important role that Indigenous knowledge plays in their community.

Like with many other schools in the district, student growth has also been widely enhanced through the support of external partners. In the case of WES, students have benefited from the service and expertise of many local groups with a focus on food and nutrition, including local First Nations. From greenhouse visits to hosting bees in the school yard, the students at WES are engaging in learning opportunities that are having impact!





## STUDENTS ENGAGE IN RECONCILIATION AT EDGEWATER ELEMENTARY



Students in the Gr 4-5 class at Edgewater Elementary recently used the text 'Gladys We Never Knew' to support their learning about BC Residential Schools.

As part of their Truth & Reconciliation journey, Ms. Tegart's grade 4-5 students at Edgewater Elementary recently used the BC Teachers' Federation Resource 'Gladys We Never Knew' to support their learning about BC Residential Schools. In their letters to Gladys' family, students noted their learning about Residential Schools and their understanding of reconciliation. In the family's response to the class, they expressed their gratitude for the children's engagement:

*Dear Heather,*

*On behalf of my family, I would like to extend our heartfelt gratitude for your kind and thoughtful gesture of teaching your class about Gladys. We were deeply touched by the compassion and thought-filled letters the students wrote to our family.*

*Illuminating this painful part of Canada's history is incredibly important, and we truly appreciate you taking this step to share these caring thoughts from your students. Thank you once again for your kindness and for helping to keep this important history alive through your teaching.*

*With much respect,*

*Gail Stromquist (Gladys' niece)*

## THE POWER OF 'BECAUSE' AT MARYSVILLE ELEMENTARY

Staff at Marysville Elementary this year have been working to improve student meaning making through summarizing and justifying, and students have been encouraged to extend their thinking by including the word "because" in their sentences. This has carried over into their 'Stewardship for the Future' efforts, with students using the sentence frame: "I think it's important to learn outdoors and not only in our classroom because..."

Students have been reflecting on the importance of place-based learning and noticing the different ways they access learning when they are outside on the land. Teachers regularly bring students outdoors for authentic learning experiences, often including community members and in partnership like with "Batty Patty" from Wildschool and HCTF. (Habitat Conservation Trust Foundation), Wildsite BC and others.



*Batty Patty (right) is one of many partners supporting authentic learning for MES students.*





APRIL 2025

## ENHANCING LEARNING AT ALEXANDER PARK ELEMENTARY



*Students engage in school-wide square-dancing lessons at Alexander Park Elementary.*

Staff at Alexander Park Elementary recognize that student learning is enriched with the active participation of the community. Learning focused on connectedness, reciprocal relationships, and a sense of place are all principles of learning staff are actively striving to achieve.

This year the school has been intentionally deepening their connections to the broader community and celebrating those contributions to learning. They have taken advantage of many diverse opportunities, and several team members have stepped forward to coordinate visits and events.

Special recognition goes to Ms. Linda Poon, the school's Teacher Librarian, who with the support of a grant, worked closely with the Parent Advisory Council to arrange and fund some of the more substantive events this year. These included a drumming program and school-wide square-dancing lessons.

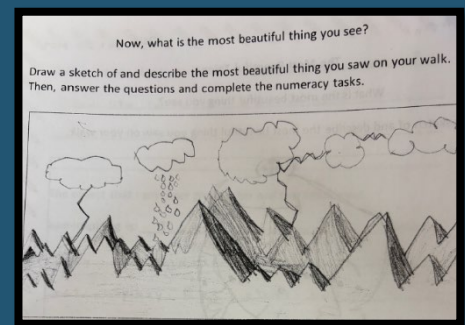
Working together with a common goal, student learning experiences have been enhanced this year at Alexander Park Elementary thanks to collaborative efforts across the school community.

## A NUMERACY PEN-PALS PROJECT

Students in Ms. Barrett's (Nicholson) and Ms. Tegart's (Edgewater) classes have participated this year in a unique Numeracy pen-pals project centred around how we view the world. Students have engaged in mathematical thinking, communication and perspective-taking using mentor texts by Indigenous authors Richard Van Camp and Richard Wagamese. Teachers have been supported in their work over the course of the project by Kristin Insull, District Vice Principal of Numeracy.

Throughout the project, mathematical concepts were woven into various activities including perspective-taking which encourages spatial awareness and visual estimation. Students will also soon focus on estimation and measurement, comparing dimensions such as height, weight, and distance and verifying their estimates against actual data. Their thinking will be reflected in future letters to their pen-pals, enhancing their ability to communicate mathematical reasoning clearly and more.

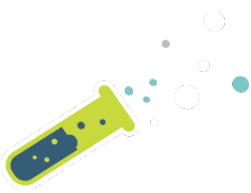
Students will also intentionally explore Indigenous perspectives as part of this project, connecting mathematical thinking to historical and cultural contexts.



*Students at both Nicholson & Edgewater Elementary Schools make a connection supported by rich numeracy tasks. The pen-pal project will culminate with the creation of a class book and field trip to Lake Enid.*







APRIL 2025

## CAREER EXPLORATION & DUAL CREDIT

Who doesn't like two for the price of one? Or better yet, two for one with a gift card!! Oddly, this familiar sales pitch describes Academic Dual Credit, an option that allows Gr. 11-12 students to earn credits for a post-secondary course and count them twice: once for post-secondary credential, and again towards their high school diploma. An added advantage: the District pays the tuition!

Darren Danyluk, the district's Dual Credit Enhancement Manager, has worked this year to build capacity and understanding of Dual Credit among our communities. His work, aligning with the priorities of the Strategic Plan, has led to a growing interest among secondary students in Dual Credit opportunities for 25-26.

Two related achievements this Spring include the development of a Dual Credit & Career Education landing page on the district's web site, as well as a comprehensive information package jointly developed with College of the Rockies, inviting students to explore career pathways and expand their academic horizons.



*RMSD secondary school students recently attended a Justice Fair at College of the Rockies. The event showcased related career and Academic Dual Credit opportunities.*

## CONSTRUCTION PROJECT ON TRACK



*Construction of Invermere's new childcare facility near Eileen Madson Primary School is expected to wrap up in the Fall.*

The Rocky Mountain School District Invermere childcare project continues to move forward with many significant aspects of construction now complete including:

- Site services (sewer, water, BC Hydro and Telus)
- Rough grading of the entrance driveway, parking lot and outside play areas
- Electrical and mechanical rough-in inside the building
- Insulation and vapor barrier inside the building

Further elements including exterior siding, drywall, painting, millwork, interior finishing, and landscaping are either currently underway or are expected to kickoff soon.

Lots of work is happening behind the scenes, like procurement of furniture, equipment and supplies, as well as recruitment of staff and preparations of licensing documentation. Windermere Valley Child Care Society, the third-party operator of the facility, will be in a position to arrange for an inspection with Interior Health once construction is complete. Huge thanks are extended to all those involved in this exciting community venture!





## KTUNAXA LANGUAGE LEARNING AT MCKIM MIDDLE SCHOOL

An innovative project is underway at McKim Middle School, aligning with the school's strategic goals and serving to strengthen student communication skills.

In preparation for National Indigenous Day, McKim Middle School Indigenous Education Support workers, Jacinta Marina and Indra Stefanek, have been offering Ktunaxa language lessons to students. As part of this initiative, Jacinta and Indra launched a fun and engaging contest with students being challenged to count in Ktunaxa. This activity not only expands students' cultural awareness, but also fosters an environment of respect and inclusion, supporting the school's goal to resolve conflicts and interact with integrity, honesty, and empathy.



*McKim Middle School students have been learning the Ktunaxa language in an initiative led by the school's Indigenous Education Support Workers Jacinta Marina & Indra Stefanek. The school anticipates partnering with Ktunaxa Language Learning Facilitator Mara Nelson for some upcoming opportunities.*

This initiative ties directly to the staff's inquiry question: *Can we continue to enhance student communication skills by improving conflict resolution and interpersonal relationships?* By integrating Indigenous language and cultural knowledge, staff are enhancing students' understanding of diverse perspectives, which is key to resolving conflicts and building positive relationships.

The fun contest also supports the school's broader strategy of using Indigenous education to enrich cultural and interpersonal awareness. This aligns with McKim's "Stewardship for the Future" goal, where learning beyond the classroom, such as through community partnerships and local Indigenous knowledge, plays a vital role in fostering student self-awareness and supporting their achievement.

In the near future, McKim hopes to expand their students' learning opportunities with the support of Ktunaxa Language Learning Facilitator Mara Nelson, who works closely with Alfred Joseph, teaching the Ktunaxa language through Columbia Basin Environmental Education Network (CBEEN).



**DATE:** April 2, 2025

**TO:** Board of Trustees

**FROM:** Aaron Callaghan, Superintendent of Schools

**SUBJECT:** Mental Health in Schools Update

**ORIGINATOR:** Sharon Collin, Director of Instruction – Instruction and Learning

**REFERENCE:** [RMSD Mental Health in Schools Strategy](#);  
[2023/24 YDI School District Report: School District 6 Rocky Mountain](#);  
[Interior Health: 2023 BC Adolescent Health Survey](#)



#### ISSUE

That the Board receive an update on the Rocky Mountain School District (RMSD) Mental Health in Schools Strategy.

#### BACKGROUND

In RMSD we recognize schools as playing a lead role in supporting the mental health and well-being of children and adolescents. Mental well-being plays a crucial role in achieving our collective mission of best possible outcomes for students. The Mental Health in School Strategy articulates our commitment.

#### CURRENT SITUATION

IN RMSD well-being is a shared responsibility throughout the organization. Through individual and collective action employees promote health and well-being for all. The Compassionate Systems Leadership (CSL) network within RMSD continues to mentor systems leaders in how to integrate evidence-based approaches from social-emotional learning, health, and systems thinking to nurture caregiver well-being and resilience. Through an extension of professional learning opportunities, the network of educators implementing systemic actions to support well-being has grown. Facilitated by the University of British Columbia Human Early Learning Partnership a group of 16 professionals from across the district have committed to a combination of online and face-to-face learning to foster collaboration for systems improvement.

Schools are recognized as the most appropriate environment for universal mental health promotion, as well as early recognition of mental health challenges. This school year, school and district administration prioritized the hiring of additional Child and Youth Care Workers across our school communities to support universal and targeted support of mental health, mental illness and related issues in children and young people. Several times this school year these caring and dedicated professionals came together with school counsellors and Indigenous Education Support Workers to engage in professional learning to grow their practice in supporting mental health, recognizing students in distress and supporting youth on a pathway to care. The “SEL Team”





worked together to plan improved student transitions, enhance their understanding of the services of community partners, and learned strategies to recognize and prevent child and youth exploitation. Most importantly, each school team was able to identify their role within systems of support and were empowered to meet emerging student need.

Continuing, student survey data offered by the *Youth Development Instrument* and *BC Adolescent Health Survey* at the end of the 2023/24 school year identified that there were gender and grade differences in mental health ratings. Of significance, 19% of nonbinary youth identified their mental health as good or excellent. To lend student voice and agency to this important issue student leaders from high schools across the district were invited to participate in activities to share student story and generate momentum for building more inclusive school communities. Supported by teacher advisors, student leaders returned to their community with a commitment to help make their school a safe and affirming environment for students who identify as 2SLGBTQIA+.

Lastly, a continued commitment to prevention and health promotion saw the expanded offering of *Preventure*, an evidence-based substance use prevention program. *Preventure* was offered to grade 7 students in the communities of Golden, Nicholson and Kimberley, as well as grade 8 students in Invermere. Additionally, teachers in the communities of Golden and Invermere had the opportunity to participate in the School Activity and Physical Literacy in BC Schools project. The professional development workshops and coaching in physical literacy taught participants how to engage students through meaningful movement in the gym, class, playground and beyond.

## FINANCIAL IMPLICATIONS

RMSD acknowledges the financial support of the Province of British Columbia through the Ministry of Education and Child Care, in the amount of \$55, 000, to support the Mental Health in Schools Strategy. RMSD also commits to Healthy Schools BC, a partnership between the Ministries of Health and Education and Child Care, to effectively implement healthy school initiatives within a Comprehensive School Health framework. Healthy Schools grants within RMSD totaled \$29 584 this fiscal year.

## CONCLUSION

RMSD will continue to work with students, staff and parents to evaluate and inform mental health priorities within the core elements of the Mental Health in School Strategy.



**DATE:** April 8, 2025

**TO:** Board of Trustees

**FROM:** Aaron Callaghan, Superintendent of Schools

**SUBJECT:** District Technology Update

**ORIGINATORS:** Trent Dolgopol, Director of Instruction

**REFERENCE:** [2024-2025 Operational Plan](#)  
[2023-2027 District Technology Plan](#)



### ISSUE

That the Board of Education receive the District Technology Update as information.

### BACKGROUND

The SD6 Technology Team (Tech Systems Support) continues to implement strategies that support priorities outlined in the District Strategic Plan and District Technology Plan.

The Technology Team uses the information gathered from the District Technology Advisory Committee (DTAC) and the Tech Leaders Network (TLN) as well as feedback from individual staff and students to inform priorities and next steps. Additionally, we use survey data and external review recommendations to assist in the development plans.

### CURRENT SITUATION

The SD6 Tech Systems Support Team (TSS) is currently down a team member, with the IT Manager role being vacant. The district has decided to replace this role with a Director of Technology and is in the process of hiring to the position.

TSS has implemented several initiatives this year that support the District Strategic Plan, Operational Plan, and Technology Plan. A few initiatives to note are:

- Copier/printer and phone system refreshes
- Improved password complexity requirements
- Additional Conditional Access requirements (MFA)
- Cybersecurity Learning Modules for staff
- NGN bandwidth improvements
- Collaboration with Ministry cybersecurity specialist to improve firewall configuration
- Server, backup, and wired and wireless networking upgrades
- Policy and resource development to support the use of Artificial Intelligence (AI) in the district
- Secondary and alternate school refresh planning

Recently, TSS surveyed both staff and students regarding district technology. We received 181 staff responses and 606 student responses. We are currently collating the input and will review the





**DATE:** April 4, 2025

**TO:** Board of Trustees

**FROM:** Aaron Callaghan, Superintendent of Schools

**SUBJECT:** MES Pedestrian Crossing

**ORIGINATOR:** Al Ure, Director of Operations



**REFERENCE:** [Kimberley Bulletin – RCMP Quarterly Report to Kimberley City Council](#)

**ISSUE**

This report provides an update on the exploration of the detailed traffic concerns at the intersection of Highway 95A & 309 Avenue in Marysville.

**BACKGROUND**

It is anticipated that with the opening of the childcare facility in Marysville there will be a higher volume of foot traffic accessing the crosswalk at the intersection of highway 95A and 309<sup>th</sup> Ave in Kimberley, BC. Traffic pressure along highway 95A continues to be strong as it is a main corridor for traffic commuting between Kimberley and Cranbrook.

**CURRENT SITUATION**

On December 5, 2024, we reported that there is a signed crosswalk in place. The Ministry of Transportation reports that signage and accessibility were updated in 2022; however, the School District wishes to improve the visibility of this crosswalk due to the anticipated increased pressure of foot traffic.

SD6 Operations Director reached out to the Ministry of Transportation in October and since then has continued to put pressure on them. To date, the lighting around the crosswalk has been upgraded and is brighter, portable road signs were in place for the first 3 weeks of the childcare facility being opened, and based on our request, the RCMP have now voiced their concerns about the intersection to the Ministry of Transportation as well. The Ministry of Transportation has committed to conducting an audit of the site this spring and will report back findings in coming months.





## REGULAR MEETING: INFORMATION, RECOMMENDATION

**DATE:** April 8, 2025

**TO:** Board of Trustees

**FROM:** Alan Rice, Secretary Treasurer

**SUBJECT:** Budget Utilization Summary – March 31, 2025

**ORIGINATOR:** Alan Rice

**REFERENCE:** Budget Utilization Summary – March 31, 2025

**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 \$1,073,000 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 0.38% above estimated for the current year.

Administration: increase of approximately \$217,000 from prior year which is attributable to increases to salaries and benefits. Actual amounts are in line with budget with a variance of 0.12% below estimated.

Operations and Maintenance: increase of approximately \$21,000 from prior year. Although salaries and benefits increased, this has been offset by slightly lower than anticipated maintenance costs (parts) and furniture/equipment replacement year to date. Actual amounts are in line with budget with a variance of 0.73% below estimated.

Transportation: increase of approximately \$60,000 from prior year. Primarily attributable to salaries and benefits. Actual amounts are in line with budget at 2.82% below estimated. Extracurricular travel is below budgeted but anticipated to increase as weather becomes more suitable for outdoor activities.



## CONCLUSION

Expenditures to date are above budget by 0.07% and greater than the prior year by \$1,370,000 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.

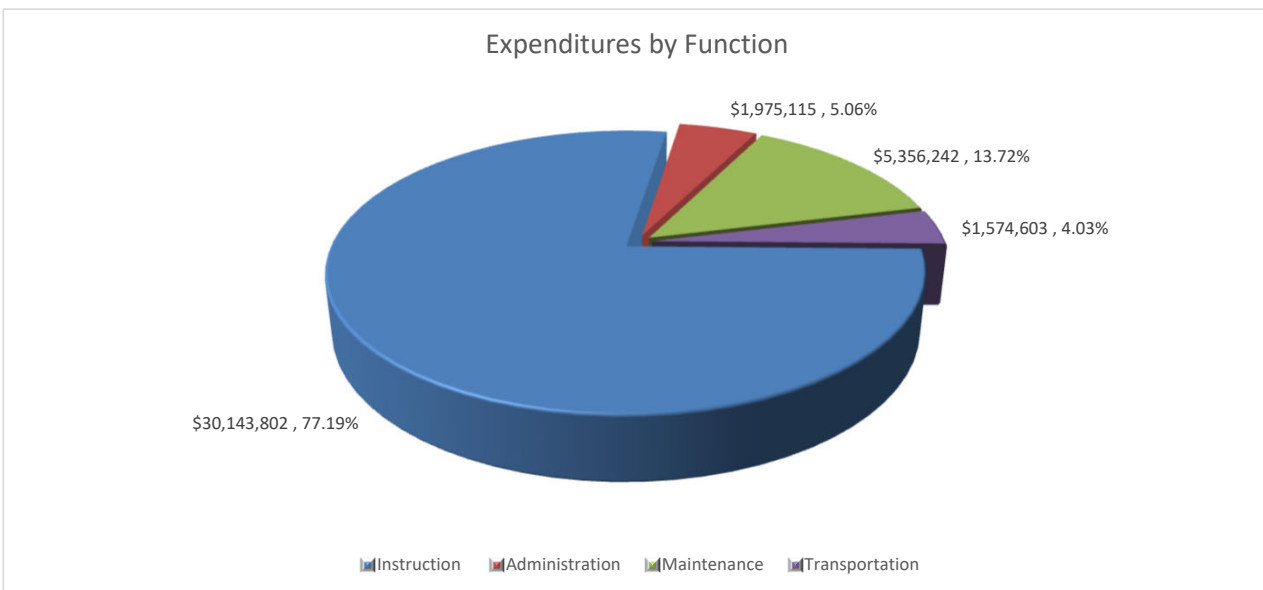
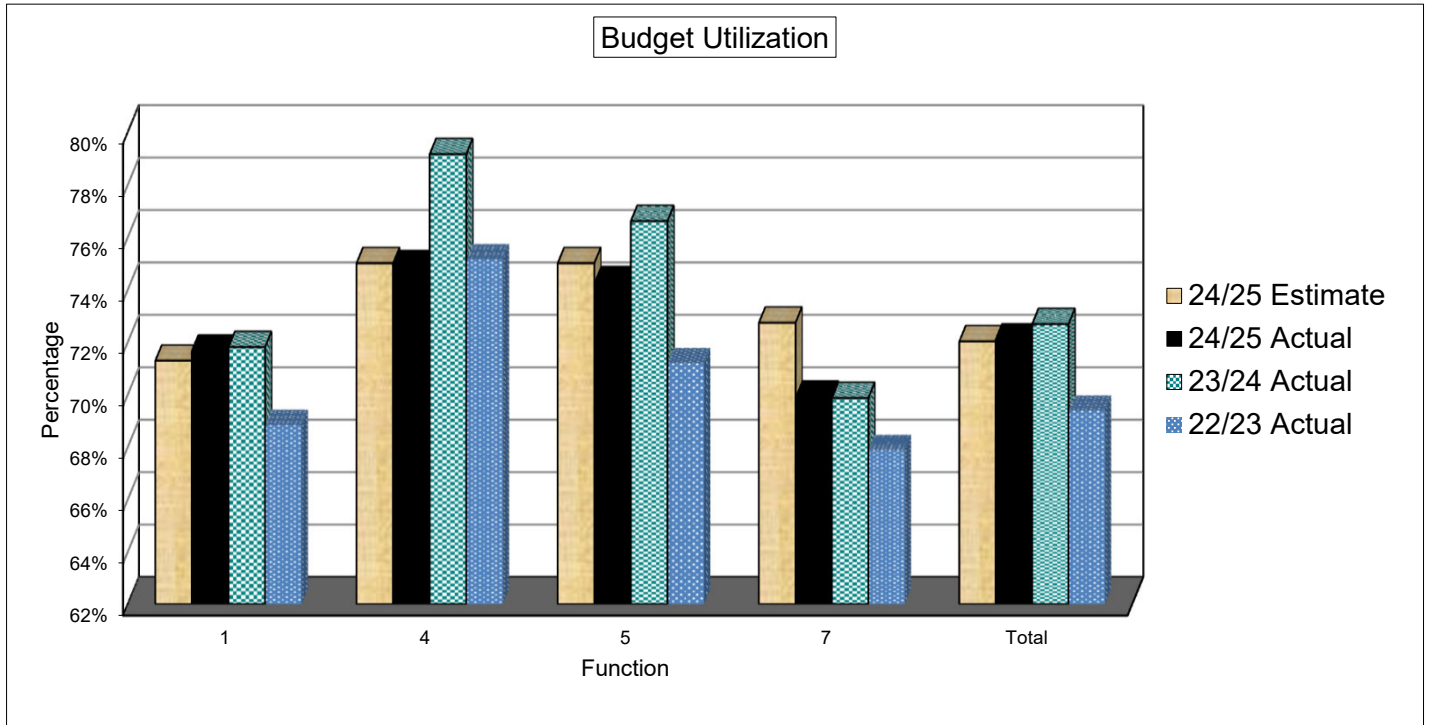
## STRATEGIC ALIGNMENT

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

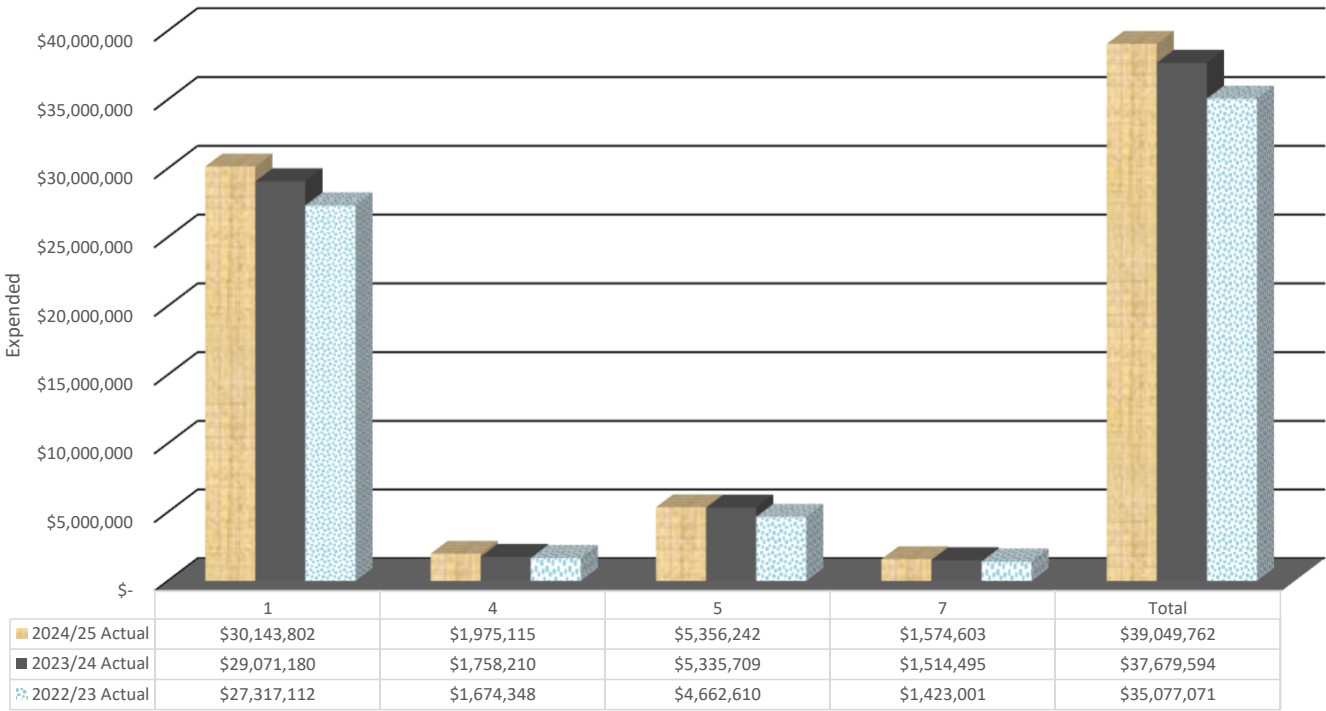


**ROCKY MOUNTAIN SCHOOL DISTRICT**  
**BUDGET UTILIZATION SUMMARY**  
**3/31/2025**

<b><u>FUNCTION</u></b>	<b><u>#</u></b>	<b><u>MONTHS</u></b>	<b><u>BUDGET</u></b>	<b><u>2024/25 EXPENDED</u></b>	<b><u>ACTUAL</u></b>	<b><u>ESTIMATE</u></b>	<b><u>2023/24 ACTUAL</u></b>
Instruction	1	10	\$ 42,064,912	\$ 30,143,802	71.66%	71.28%	71.80%
Administration	4	12	\$ 2,637,800	\$ 1,975,115	74.88%	75.00%	79.16%
Maintenance	5	12	\$ 7,211,645	\$ 5,356,242	74.27%	75.00%	76.61%
Transportation	7	11	\$ 2,252,184	\$ 1,574,603	69.91%	72.73%	69.86%
<b>Total</b>			<b>\$ 54,166,541</b>	<b>\$ 39,049,762</b>	<b>72.09%</b>	<b>72.02%</b>	<b>72.68%</b>



3 Year Actual Expenditure Comparison





**DATE:** March 31, 2025

**TO:** Board of Trustees

**FROM:** Field Trip Committee

**SUBJECT:** March 2025 Approved Higher Care Field Trips

**ORIGINATOR:** Corinna Koss, Executive & Communication Assistant

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

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#### 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 to happen 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

Rocky Mountain School District has approved four (4) high care field trips for the month of March 2025.



April 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		<b>1</b> <b>Labour Relations Committee</b> Virtual at 12:30 pm  <b>Policy Committee</b> Virtual at 4:30 pm	2	3	4	5
6	7	<b>8</b> <b>Board of Education Meeting, WES</b> 4:45 pm In-Camera 6:00 pm Regular	9	10	11	12
13	14	15	16	17	<b>18</b> Good Friday – Statutory Holiday	19
20	<b>21</b> Easter Monday – Schools Closed	<b>22</b> Earth Day	23	<b>24</b> BCSTA – Vancouver	<b>25</b> BCSTA – Vancouver	<b>26</b> BCSTA – Vancouver
27	<b>28</b> Non-Instructional Day (no classes)  Federal Election Day	29	30			

May 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	<b>6</b> District Wellness Committee Meeting  <b>Labour Relations Committee</b> Virtual at 12:30 pm  <b>Policy Committee</b> Virtual at 4:30 pm	7	8	9	10
11	12	<b>13</b> <b>Board of Education Meeting, LPES</b> 4:45 pm In-Camera 6:00 pm Regular	14	15	16	17
18	<b>19</b> Victoria Day – Statutory Holiday	20	21	22	23	24
25	26	27	28	29	30	31