

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: Lindsay Park Elementary School, Kimberley, BC

Date: May 13, 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 April 8, 2025*
- 4.2. Synopsis of In-Camera Meeting of April 8, 2025 (Alan Rice)*

5. PRESENTATIONS/DELEGATIONS

- 5.1. Composting in Kimberley Schools (Sarah DeRuiter, Lindsey Park Elementary)*

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 2700 Acceptable Use of Digital Technology
 - 7.3.2. District Practice 2700.1 Employee Acceptable Use of Digital Technology
 - 7.3.3. District Practice 2700.2 Student Acceptable Use of Digital Technology
- 7.4. Second Reading
 - 7.4.1. Policy 6300 District Facilities and Equipment Used by Staff
- 7.5. First Reading
 - 7.5.1. Bylaw 1 Procedural Bylaw – Indigenous Education Governance
 - 7.5.2. Policy 5250 Attendance Policy

8. OPERATIONAL ISSUES

- 8.1. School Fees 2025-2026 (Steve Wyer)*
- 8.2. Golden Secondary School Outdoor Academy (Steve Wyer)*

9. REPORTS

- 9.1. Budget Update (*including Budget Consultation Feedback*) (Al Rice)*
- 9.2. Superintendent's Monthly Update (Aaron Callaghan)*
- 9.3. Indigenous Education Report (Trent Dolgopol)*
- 9.4. Student Attendance Report (Steve Wyer)*
- 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)
- 9.9. BC Public Schools Employers Association (Jane Thurgood Sagal)

10. INFORMATION ITEMS

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

11. FORTHCOMING EVENTS

2025.05.13	Board of Education Meeting, Lindsay Park Elementary School <ul style="list-style-type: none">• In-Camera, 4:45pm• Regular Meeting, 6:00pm
2025.05.19	Victoria Day (statutory holiday)
2025.06.03	Labour Relations Committee, Virtual 12:30 p.m.
2025.06.03	Policy Committee, Virtual 4:30 p.m.
2025.06.10	Board of Education Meeting, Nicholson Elementary School <ul style="list-style-type: none">• In-Camera, 4:45pm• Regular Meeting, 6:00pm
2025.06.10	Kimberley Alternative School Grad, Nordic Club Lodge, time TBC
2025.06.14	Selkirk Secondary Grad Ceremony, 3:00pm
2025.06.17	KZ: Retirement & Recognition – Trickle Creek Lodge, 4:30pm
2026.06.17	Open Doors Alternative School Grad, CPR Lodge (TBC), time TBC
2025.06.19	GZ: Retirement & Recognition – The Island Restaurant, 4:30pm
2025.06.19	Golden Alternative School Grad, Bowling Alley, time TBC
2025.06.24	WZ: Retirement & Recognition – Beginnings Restaurant, 4:30pm
2025.06.25	Golden Secondary Grad Ceremony, 7pm
2025.06.26	David Thompson Secondary Grad Ceremony, 4pm
2025.06.26	Last Day of Class for Students

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 at Windermere Elementary School, B.C. and virtually – **April 8, 2025**

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

Regrets: Jane Thurgood Sagal Trustee

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 Board Meeting of March 11, 2025

M/S KING / FEARING

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

APPROVED

4.2. Synopsis of In-Camera Meeting: 2025.03.11

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. The Teacher Bargaining Ratification update was received as presented.

4.2.3.4. Local Teacher Bargaining Report was received as presented.

4.2.3.5. Superintendent Performance Review update 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 – NIL

7.3. Third Reading

7.3.1. Policy 1600 Trustee Professional Learning

7.3.2. District Practice 1600 Trustee Professional Learning

Mr. Callaghan reviewed the minor changes to policy and practice based on feedback from last month and the policy committee meeting.

M/S FEARING / SMITH

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

APPROVED

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

Mr. Dolgopol stated no changes other than housekeeping items. Discussion on definitions of terms.

M/S STIMMING/OAKLEY

THAT the Board of Education of School District No. 6 (Rocky Mountain) approve the second reading of Policy 2700: Acceptable Use of Digital Technology as presented.

APPROVED

7.5. First Reading

7.5.1. Policy 6300 District Facilities and Equipment Used by Staff

Mr. Wyer presented Policy 6300 which was repealed in 2021 and stated the district is looking at ways to bring back facilities and equipment use by staff. Updates to safety and liability. Questions on the use of specific equipment and safe and appropriate use discussed.

M/S STIMMING/SMITH

THAT the Board of Education of School District No. 6 (Rocky Mountain) approve the first reading of Policy 6300: District Facilities and Equipment Used by Staff as presented.

APPROVED

8. OPERATIONAL ISSUES

8.1. Approve Capital Bylaw

Alan Rice

Mr. Rice presented the Capital Bylaw Report for approval and reviewed the projects subject to funding received. Three readings required for Capital Bylaw Approval. Questions from Trustees and discussion around projects and funding. Mr. Ure highlighted the projects for Selkirk Secondary School as summarized in the report.

M/S FEARING / OAKLEY

THAT the Board of Education of School District No.6 (Rocky Mountain) unanimously approve all three readings of the 2025-26 Five-Year Capital Plan.

APPROVED

M/S STIMMING / FEARING

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.

APPROVED

M/S OAKLEY / KING

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.

APPROVED

M/S MCRAE / STIMMING

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. 2025/26-CPSD06-01.

APPROVED

9. REPORTS

9.1. Superintendent's Monthly Update

Aaron Callaghan

Mr. Callaghan reviewed the Superintendent's Monthly Update prepared and highlighted stories from around the district and community. No questions from Trustees.

9.2. Mental Health Report

Sharon Collin

Ms. Collin reviewed the Mental Health Report prepared and shared some highlights. Trustee comments heard.

9.3. Information Technology Report

Trent Dolgopol

Mr. Dolgopol reviewed the Information Technology Report prepared and shared key highlights and updates. Trustee comments heard.

9.4. Marysville Traffic Update

Al Ure

Mr. Ure provided an update from the initial December 2024 report and recent Ministry of Transportation (MoT) and RCMP communications and actions. MoT is planning to do an audit this spring to determine if pedestrian lights will be installed. Trustee Oakley proposed inviting in delegation from MoT to present audit results and any timelines. Mr. Ure stated that MoT has said they would be willing to attend a meeting and present at our request once their audit has been completed.

M/S OAKLEY / KING

THAT the Board of Education of School District No.6 (Rocky Mountain) prepare a letter to the Ministry of Transportation and invite delegates from the Ministry of Transportation to a future Board of Education meeting to present audit results and discuss traffic concerns at the intersection of Highway 95A and 309th Avenue near Marysville Elementary School.

APPROVED

9.5. Budget Utilization Report

Alan Rice

Mr. Rice reviewed the Budget Utilization Report prepared and shared key highlights. Mr. Rice highlighted the Budget Consultation Process is live with a survey. Information is on the district website and the survey is open until April 30, 2025.

9.6. Field Trip Report

Steve Wyer

Mr. Wyer presented the Field Trip Report as prepared. Lower amount due to Spring Break in March 2025. Trustee Oakley asked about year over year numbers and respect to lower/medium care trips. Mr. Ure stated Operations is seeing an uptick on low-risk trips through bus usage. Trustee discussion around Field Trips.

9.7. BC School Trustees Association

Scott King

Trustee King circulated a report via email earlier in the week and reviewed highlights.

9.8. BC School Trustees Association, Kootenay Boundary Branch

Rhonda Smith

9.8.1. Call for Agenda Items – KBB Branch Meeting Friday April 25

Trustee Smith asked if there were any Agenda Items for the April 25, 2025 KBB Branch Meeting and stated items can be emailed to her if needed.

9.9. BC Public Schools Employers Association

Jane Thurgood Sagal

Trustee Thurgood Sagal circulated her report via email earlier in the week.

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">• In-Camera, 4:45pm• Regular Meeting, 6:00pm
2025.05.19	Victoria Day (statutory holiday)

12. QUESTIONS FROM THE PUBLIC

Chenoa Paccagnan asked a question regarding the \$200K received for the MES playground and when did the government start funding playground equipment. Mr. Rice stated that within the last 6 years there has been funding support for playground equipment, and it is based on prioritizing the high needs and the playground must be accessible to receive the funding.

No additional questions from the public heard.

13. ADJOURNMENT

Trustees agreed to adjourn by consensus.

The Regular Board of Education Meeting adjourned at 19:09 hours.

Alan Rice, Secretary Treasurer

Amber Byklum, Chairperson

Rocky Mountain School District No. 6
Synopsis of In-Camera Meeting – April 8, 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 Committee Minutes was received as presented.

4.3.3 The Pending Board Approval Report was received as presented and approved.

4.3.4 The Trustee Remuneration Report was received as presented and approved.

4.4 Student Matters: Nil



**STEWARDSHIP FOR THE
FUTURE:
COMPOST AND RECYCLING
KIMBERLEY ZONE**

VISION

**TO EXPAND SD6 WASTE
MANAGEMENT
PRACTICES TO INCLUDE
COMPOST AND
RECYCLING**

WHERE ARE WE NOW?



STAKEHOLDERS

STUDENTS

TEACHERS

EAS AND YCW

ITINERANTS

ADMINISTRATIVE STAFF

PRINCIPALS

CUSTODIANS

OPERATIONS

TRUSTEES

FAMILIES

COMMUNITY ORGANIZATIONS

THE LAND

WE KNOW THE WHY

**WE ARE WORKING ON
HOW TO DO IT
DIFFERENTLY WITHOUT
ADDING MORE**

Infrastructure

Bins, cleaning,
pickup, put out,
storage, cost

Staffing

Who will do it? Does
it have to add to
their workload?

Culture

Sorting, smell,
communication of
change, pilot,
troubleshooting/
feedback loop

**CLASSROOM
Equipment
Sorting
Removal**

- **Tasks**
- **Costs**

Tasks:

- Custodial Formula – workload redistribution
- Classroom participation optional

Costs (optional)

- Classroom compost bins
- Liners

**HALLWAY
Equipment
Sorting
Removal**

- **Tasks**
- **Costs**

Tasks:

- Remove compost/recycling/garbage
- Maintenance of bins
- Education

Costs:

- Product to add to compost
- Hallway bins

**OUTDOOR
HOLDING AREA
Equipment
Removal**

- **Tasks**
- **Costs**

Tasks:

- Compost bin to the curb for pickup as per city schedule and bylaws.

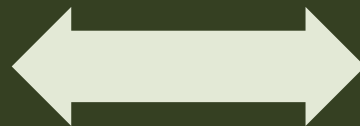
Costs:

- Additional city bins (as required)
- \$12.50/month (added to utility bill) compost pickup

**School
Champions**



Administrators



Stakeholders

OUR REQUESTS

1. Classroom bins for compost
2. Hallway bins for compost/recycling/garbage
3. Additional city bins (as required)
4. Custodial support
5. Operations support



A close-up photograph of green wheat stalks, showing the long, thin awns and the developing grain heads. The image is slightly blurred, giving a sense of movement or a shallow depth of field.

OTHER DISTRICTS IN BC THAT ARE COMPOSTING

SD46- CENTRALIZED IN HALLWAYS

SD73- PILOT PROGRAMS IN A COUPLE SCHOOLS

ABBOTSFORD- COMPOST COLLECTION SERVICE

SD48- SOME SCHOOLS NOT ALL STUDENTS

**SD61- ENGAGES YOUTH IN CONSERVATION AND
GARDENING**

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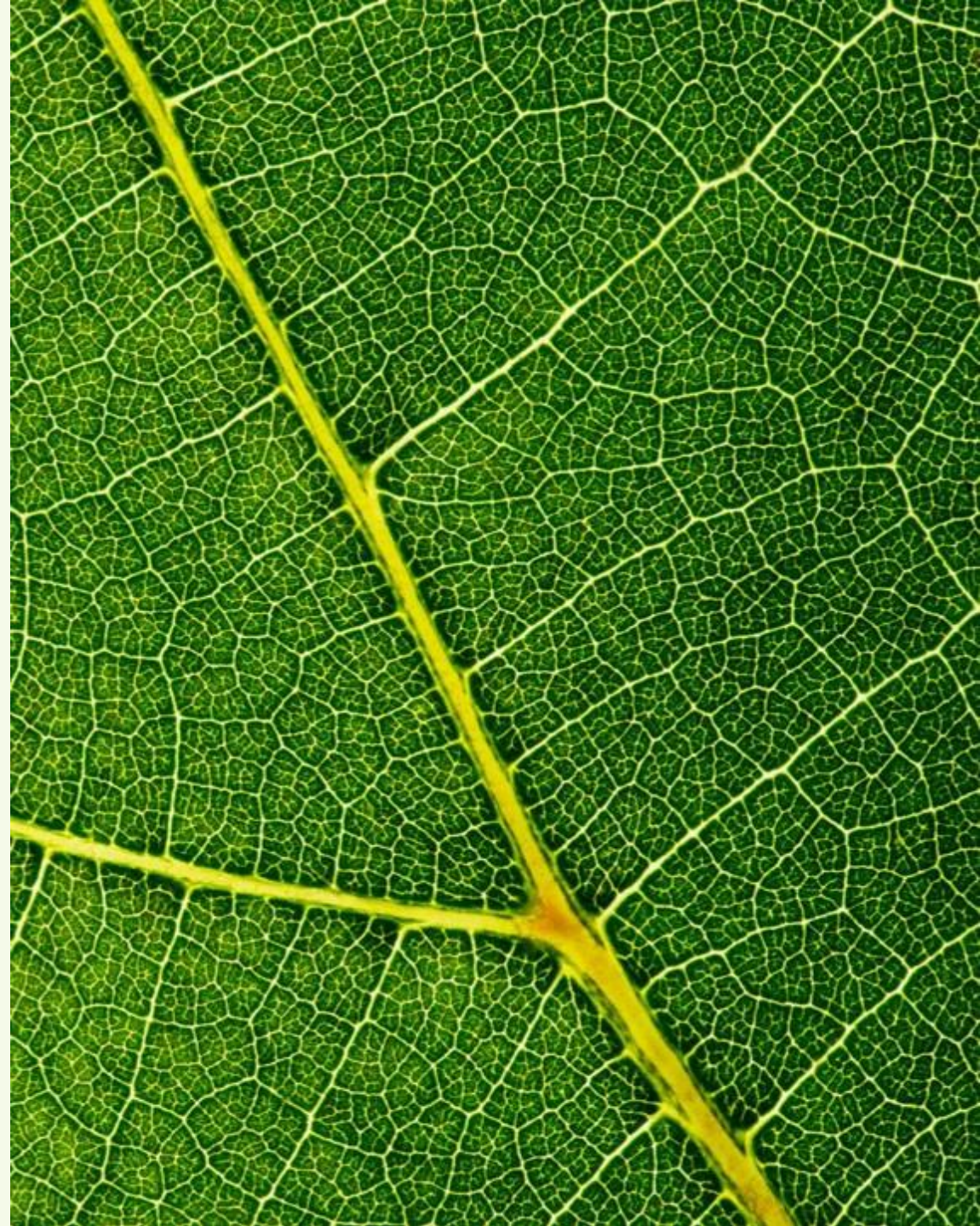
QUESTIONS?



THANK YOU

Sarah DeRuiter

Sarah.deruiter@sd6.bc.ca





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 [Clever School](#) 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 technology 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](#)
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ADOPTED: June 1998

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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](#)
[FORM 2700.2 STUDENT ACCEPTABLE USE OF DIGITAL TECHNOLOGY](#) (See [Cleveland School](#) Start-up Form)

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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](#)
[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

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](#)
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POLICY 2700

ACCEPTABLE USE OF DIGITAL TECHNOLOGY

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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;~~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.
- 2.23.24 [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

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.

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 [Cleveland School](#) 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.

~~1.9~~1.10 Be mindful of the personal information you share when using online and AI tools.

~~1.10~~1.11 Leave devices and peripherals in their designated places.

~~1.11~~1.12 Leave equipment/devices in good condition.

~~1.12~~1.13 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 Clev~~er~~ School 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

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 Clevel~~and~~ School 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.

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 [Cleveland School](#) 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 [Cleveland School](#) 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 6300

USE OF DISTRICT FACILITIES AND EQUIPMENT BY STAFF

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



BYLAW I PROCEDURAL BYLAW

PART 2 - REGULAR MEETINGS

- 2.1 A regular meeting shall be held at least once a month on the second Tuesday of the month at 19:00 hours or upon such other day or at such other hour as the Board may decide. In any case a meeting shall be held not less than once in every three months. Additional meetings shall be held as the Board may decide.
- 2.2 A quorum of the Board is a majority of the Trustees holding office at the time of the meeting.
 - 2.2.1 At the appointed time for commencement of a meeting the presiding officer shall ascertain that a quorum is present before proceeding to the business of the meeting. If a quorum has not been made within one-half hour after the appointed time, the meeting shall stand adjourned until the next regular meeting date or until another meeting shall have been called in accordance with this bylaw.
 - 2.2.2 After a meeting has commenced, if notice is drawn to a lack of quorum, the officer presiding shall ascertain whether there is a lack of quorum and, if so found, adjourn the meeting to the next regular meeting date or to another meeting called in accordance with this bylaw.
- 2.3 Forty-eight hours notice in writing shall be given of each regular and special meeting of the Board, which notice must be given to each Trustee by delivery of same at the place designated by him for notice, or failing any such designated place, then at his address as set out in his nomination paper.
 - 2.3.1 The agenda and notice of meeting shall be prepared by the Superintendent in consultation with the Secretary Treasurer and the Chairperson.
 - 2.3.2 Written notice of any special meeting of the Board may be waived provided that reasonable steps shall have been taken to notify all Trustees of the meeting and that not less than the number of Trustees required to make a quorum agree to the waiving of the written notice.
- 2.4 The order of business at regular meetings shall be:
 - (a) Call to Order;
 - (b) Acknowledgement of Territory;
 - (c) Approval of Agenda;
 - (d) Approval of the Minutes of Prior Meetings;
 - (e) Presentations or Delegations;

Reference: [School Act](#)

ADOPTED: Feb. 1996

Amended: June 1998, Jan 2014, Oct. 2017, April 2019, Nov. 2019, HOUSEKEEPING UPDATE January 2025



BYLAW I PROCEDURAL BYLAW

- (f) Matters Arising From the Minutes;
- (g) Strategic and Policy Issues;
- (h) Indigenous Education Governance
- ~~(h)~~(i) Operational Issues;
- ~~(i)~~(i) Reports;
- ~~(j)~~(k) Information Items;
- ~~(k)~~(l) Forthcoming Events;
- ~~(l)~~(m) Questions From the Public;
- ~~(m)~~(n) Adjournment.

2.4.1 The above order of business shall be adjusted at the first meeting of the Board in November, in each of the years between the general local election of Trustees, to accommodate the annual election of officers, and to make the committee appointments, as required in items 5.1 and 6.3 of this Bylaw.

2.4.2 Other changes to the order of business may be proposed by any Trustee and shall require a two-thirds vote or unanimous consent.

2.4.3 All meetings shall stand adjourned at three hours after their commencement unless a resolution is passed by a two-thirds vote to extend the hour of adjournment.

2.5 Minutes of the proceedings of all meetings shall be legibly recorded in a minute book, certified as correct by the Secretary Treasurer or other employee designated by the Board under section 69(4) of the *School Act*, and signed by the Chairperson or other member presiding at the meeting or at the next meeting at which the minutes are adopted. A copy of the minutes, when approved, shall be forwarded to the Ministry of Education and Child Care (Section 91(4) SA).

2.5.1 Except for minutes of a meeting or portion of a meeting from which persons other than Trustees or officers of the Board, or both, were excluded, the minutes shall be open for inspection at all reasonable times by any person, who may make copies and extracts on payment of a fee set by the Board.

2.5.2 The Secretary Treasurer, or another employee designated by the Board, if the Secretary Treasurer is unable to attend the meeting or if the meeting concerns the work performance or employment of the Secretary Treasurer, must be present at the time a decision of the Board is rendered and must record any decision.

2.6 Meetings of the Board shall be open to the public unless, in the opinion of the Board, the public interest requires that persons other than the Trustees be excluded.

Reference: [School Act](#)

ADOPTED: Feb. 1996

Amended: June 1998, Jan 2014, Oct. 2017, April 2019, Nov. 2019, HOUSEKEEPING UPDATE January 2025



BYLAW I PROCEDURAL BYLAW

- 2.61 The Chairperson or other member presiding at a meeting may expel from the meeting a person, other than a Trustee, that the Chairperson or other member presiding at the meeting considers guilty of improper conduct. A majority of the Trustees present at a meeting of the Board may expel a Trustee from the meeting for improper conduct.

Reference: [School Act](#)

ADOPTED: Feb. 1996

Amended: June 1998, Jan 2014, Oct. 2017, April 2019, Nov. 2019, HOUSEKEEPING UPDATE January 2025



POLICY 5250

STUDENT ATTENDANCE

POLICY:

It is important for students to regularly attend school and for school staff to maintain regular contact with students enrolled at school. Absent students miss valuable course work, instruction, and the continuity required to keep pace with the expectations leading to successful completion of school. There is abundant research to conclude that chronic, or repeated, absence from school, even as early as the primary grades, can be a predictor of poor outcomes during a student's graduation program.

With respect to the *School Act of BC* Part 6, Section 2, a student must participate in the educational program as directed by the Board of Education or the Principal of the school. Regular attendance at school is a requirement to satisfy this legislative requirement. Additionally, as set forth in Part 7 of the *Act*, parents are to be kept well informed of a student's attendance record at school.

Upon enrollment and at the beginning of each school year, schools shall inform students and their parents/guardians of the expectation that students attend school, the benefits of regular school attendance, the consequences of absenteeism, the role and responsibility of the district in regard to absenteeism, and resources available to assist the student and their parents and guardians in supporting regular and consistent attendance at school. Schools will establish an attendance protocol for responding to students who are chronically absent and review this protocol annually. The school will also make attendance protocols and resource information available online.

DISTRICT PRACTICE <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

REFERENCES: LIST AND HYPERLINK APPROPRIATE REFERENCES

ADOPTED: DATE
Amended:

School District No. 6 (Rocky Mountain)									
School Fees, Charges & Costs 2025-2026									
School	Refundable Book Deposits	Student Activities	Specialty Academy	Musical Instruments	(Optional) Planners	Locks	(Optional) Yearbook	(Optional) School Supplies	Updates / Notes
GOLDEN ZONE:									
Alexander Park	N/A	N/A			N/A	N/A	N/A	N/A	No Changes
Lady Grey	N/A	N/A			Free	N/A	N/A	N/A	No Changes
Nicholson	N/A	N/A			Free	N/A	N/A	N/A	No Changes
Golden Secondary	N/A	\$10	Outdoor Ed Academy: \$950 - \$1250		N/A	\$10 refundable	\$40	N/A	Outdoor Ed Academy Updated to \$950-1250 from \$850-1200
Golden Alternate	N/A	N/A			N/A	N/A	N/A	N/A	n/a
KIMBERLEY ZONE:									
Lindsay Park	N/A	N/A			N/A	N/A	N/A	K-3 \$50	No Changes
Marysville	N/A	N/A			N/A	N/A	N/A	K \$40; 1-3 \$50	No Changes
McKim	N/A	N/A		Gr. 6 & Gr. 7 in a 6/7 blended class - Instrument rental, \$75/yr.	N/A	Grade 7 only - \$7 optional	N/A	\$50 per student	No changes, to confirm on April 11
Selkirk Secondary	N/A	\$20	Hockey Gr.8-9: \$100 x 5 months; Hockey Gr. 10-12: \$100 x 7 months; Volleyball: \$70 x 5 months	Instrument rental: \$100/yr.	N/A	\$10 optional	\$50	N/A	Optional Yearbook fee increase to \$50
Kimberley Alternate	N/A	N/A			N/A	N/A	N/A	N/A	n/a
WINDERMERE ZONE:									
Edgewater	N/A	N/A			Free	N/A	N/A	Gr K-1 \$42; Gr 2-4 \$47.25; Gr 5-6-7 \$50.50	No changes
Eileen Madson	N/A	N/A			See note	N/A	N/A	K-3 \$50	\$10 increase to \$50 per student. Planner and supplies included in fees. \$0 for all families who indicate that they are in need of financial assistance.
Martin Morigeau	N/A	N/A			N/A	N/A	N/A	K -7 \$50	\$10 increase to \$50 per student
Windermere	N/A	N/A			Cost Recovery	N/A	N/A	K-3 \$45: 4-7 \$50	No changes
David Thompson	N/A	\$15	Equestrian Academy: \$1200 (various payment plan options).	Instrument rental: \$5-\$10/mo.	N/A	\$10 refundable	\$40	N/A	New Equestrian Academy: \$1200 with various payment plan options and potential fundraising. No other changes
J. Alfred Laird	N/A	N/A	N/A	Ukulele purchase: \$80 if required	N/A	N/A	N/A	4-7 \$50	Lock fee removed
Open Doors	N/A	N/A			N/A	N/A	N/A	N/A	n/a
Rocky Mountain Online	N/A	N/A			N/A	N/A	N/A	N/A	n/a

DATE: May 6, 2025

TO: Board of Trustees

FROM: Aaron Callaghan

SUBJECT: Outdoor Education Academy

ORIGINATOR: Steve Wyer, Assistant Superintendent

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



ISSUE

The Board will evaluate a request to re-instate the Outdoor Education Academy at Golden Secondary School (GSS) 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. Parents 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

GSS has designed an academy for Outdoor Education 10. It is a blend of on-site and off-site learning with a heavy emphasis on experiential learning in the field.

The Sponsor Teacher and the Leadership Team at GSS have consulted with the Parent Advisory Council (PAC) and have shared with the PAC the fee schedule for the program (attached). 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.



The GSS team believes greater than 30 students would choose to participate in the academy. The academy would consist of 400 hours of instruction in four courses – Outdoor Education 10 (BAA previously approved, attached), Physical Health Education 10, English 10, Photography 12 – for a total of 16 credits towards a Dogwood Diploma.

GSS has run this academy in the past. However, this issue comes before the Board because the course content has changed, the fees have increased, and the record of the Board's previous approval is not on record.

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

GSS has designed an academy called the Outdoor Education Academy consisting of four courses and 16 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) approves the Outdoor Education Academy at Golden 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.





Golden Secondary School

1500 9th Street South, PO Box 1350

Golden, BC V0A 1H0

p: 250-344-2201 e: goldensecondary@sd6.bc.ca

April 14, 2025

Re: GSS Outdoor Education Academy

Dear Board of Trustees,

Golden Secondary School would like to reinstate the Outdoor Academy Program for the 2025/2026 school year. This program first ran successfully in 2024. After a two-year hiatus, we are excited to be able to offer the program again.

The Outdoor Academy Program will run full time during the second semester at GSS and consist of a combination of classroom and experiential learning and trips. We are surrounded by a playground for adventure, and this program seeks to take full advantage of the beauty and natural features. There will be a focus on skiing/snowboarding, rock and ice climbing, and mountain biking. Further skill development and experiences include rafting, swift water rescue, trail building, hiking, avalanche rescue, back country travel, first aid and food preparation.

Students will have the opportunity to build their certifications for meaningful employment with possible certifications including CSIA/CASI Level 1, AST 1, First aid/ CPR and Food Safe. Students will also receive 16 credits for four courses including Outdoor Ed, PE, English and Photography (credits assigned based on grade level). The course will follow the Board Authorized Curriculum for Outdoor Ed 10 and 11.

The fees for the academy would follow the attached fee schedule to cover the expense of contracting out to certified guides, as well as travel costs. Currently we have more interested students than we can accommodate so an application process will be required.

Thank you for your reconsideration of this program. We are excited to have the opportunity to offer it once again.

Sincerely,

Michael Archibald

Principal,
Golden Secondary School

GSS Outdoor Academy Fee Schedule 2025-2026

Date	Option 1 1 Single Payment	Option 2 2 payments	Option 3 Monthly semester	Option 4 Monthly linear
September 19	-	-	-	\$95
October 24	-	-	-	\$95
November 21	-	-	-	\$95
December 19	-	-	-	\$95
January 16	-	-	-	\$95
February 20	\$950	\$475	\$190	\$95
March 13	-	-	\$190	\$95
April 17	-	\$475	\$190	\$95
May 15	-	-	\$190	\$95
June 19	-	-	\$190	\$95

*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 International Students will be required to pay a fee of \$1200. Due to the high demand for requests for this course, only 4 placeholders will be available to RMISP to allow GSS students priority.

BAA Outdoor Education 10

District Name: Rocky Mountain

District Number: 6

Developed by : Andrea Weissenborn

Date Developed: October 2007

School Name: Golden Secondary School

Principal's Name: Iris Trask

Board Authority Approval Date:

Board Authority Signature:

Course Name: Outdoor Education 10

Grade Level of Course: 10

Number of Course Credits: 4

Number of Hours of Instruction: 100

Prerequisites: None

Special Training, Facilities or Equipment Required:

- The instructor needs to be trained and experienced in outdoor skills including climbing, backpacking and cross country skiing.
- Indoor climbing and the use of the climbing wall at Golden Secondary requires the instructor to have an ACMG indoor climbing instructor's certification.
- Facilities such as the Nordic trails and the natural environment surrounding Golden will be used.
- Specialized equipment for each activity will be required.

Course Synopsis:

This course provides an introduction to outdoor pursuits where students will participate in activities such as climbing, backpacking, cross country skiing, hiking and orienteering. Students will learn about local plants, animals, culture and history in order to develop perspectives on the environment and conservation issues.

Revised Apr. 8, 2008

Rationale:

Students will develop skills, attitudes and knowledge through a variety of learning opportunities that will support youth leadership and environmental stewardship at Golden Secondary School. Students will learn valuable and essential skills that will increase their employability in our increasingly tourist based local economy. The experiences will be a starting point for future outdoor pursuits and Outdoor Education 11/12 at GSS. Students will also be able to better assess hazards in the outdoor environment with the knowledge and experience gained.

Organizational Structure:

Topic 1: Personal Skill development	20 hours
Topic 2: Leadership and Teamwork	20 hours
Topic 3: Environmental / Conservation Education	20 hours
Topic 4: Local Natural History	20 hours
Topic 5: Local Cultural & Historical Education	20 hours
Total Hours	100

Topic Descriptions:**Topic 1: Personal skill development**

- A. Rock climbing: - students will understand and practice safe climbing technique
 - students will have knowledge and use climbing equipment safely
 - students will be able to belay another climber
 - students will practice top roping in the indoor climbing gym &/or rock cliffs
- B. Hiking & Backpacking: - students will understand and use equipment safely (stoves, tents, packs)
 - students will be able to properly pack a backpack
 - students will plan a food menu for a multi-day trip
 - students will engage in a multi- day camping trip in a mountainous area
 - students will engage in No Trace camping
- C. Cross-country skiing & snowshoeing:
 - students will have knowledge of the skis and their parts
 - students will understand and practice proper ski technique
 - students will practice both classic and skate skiing
 - students will be able to put on and move on snowshoes

Topic 2: Leadership and Teamwork

- students will demonstrate leadership and team skills in the following areas: expedition trips, judgement and decision making, team building, problem solving, self-confidence, motivation , competence and self-awareness
- students will actively cooperate in group activities such as food preparation, camp clean-up, shelter building and survival practice
- students will participate and practice inclusiveness in all activities
- students will plan and lead the class in activities

Topic 3: Environmental and Conservation Education

- students will be able to identify threats to the environment in terms of global warming, habitat loss and endangered species
- students will identify local conservation issues
- students will have a knowledge of solutions to environmental problems
- students will gain an appreciation for the significance of the local environment

Topic 4: Local Natural History

- students will have an understanding of cougars and bears
- students will understand how to protect themselves in bear country
- students will be able to identify common species of flora and fauna
- students will present information collected on local plants and animals
- students will have an understanding of the general geology of the area
- students will have an appreciation of fossil sites such as the Burgess Shale

Topic 5: Local Cultural and Historical Education

- students will have a knowledge of early explorers in the area
- students will have an understanding of local indigenous people
- students will have an appreciation of the lives of early settlers in the area

Instructional Component:

- | | |
|--------------------------|--------------------|
| - Group instruction | - Guided practice |
| - Direct instruction | - Skill assessment |
| - Individual instruction | - Videos |
| - Modelling | - Demonstrating |

Assessment Component:

Theory - projects	40%
- assignments	
- quizzes & tests	
Practical Skills - daily participation	60%
- individual skill development	
- cooperation and team development	
- leadership skills	

Learning Resources:

Standard First Aid manual
Bear Aware Program
Plant and Animal Identification guides
Videos for various activities
Wildsight programs, speakers and leaders
Columbia Basin wildlife publications
Equipments specific to each activity
Resource people and guest speakers

Additional Information:

This course is dependant on environmental conditions and so the time line and topics will be flexible and covered when possible.

DATE: May 13, 2025

TO: Board of Trustees

FROM: Al Rice, Secretary Treasurer

SUBJECT: 2025-26 Budget Update and Consultation

ORIGINATOR: Aaron Callaghan, Superintendent, Alan Rice, Secretary Treasurer

ATTACHMENTS: **Public Summary of the Budget Preparation 2025-26; Budget 2025-26 Consultation Summary; Budget Online Consultation Spring 2025 – Survey Responses**



ISSUE

This report informs the Board of Trustees regarding the cost pressures and responses to the 2025/26 budget as well as survey results from the April consultation.

BACKGROUND

The district is required to submit a balanced budget to the Ministry by June 30 of each year.

CURRENT SITUATION

Around the province, many school districts are facing challenges as they work to balance budgets for the 2025-26 school year. Rocky Mountain School District is experiencing a shortfall of approximately \$500,000 and has worked to find cost savings that result in minimal impact on the supports and services provided by schools. In this school district, the shortfall is resulting primarily from:

- Small decline in student enrolment, along with a reduced number of students with designations, and a further reduction in the number of students identifying with Indigenous ancestry
- Increased costs associated with salaries (teachers moving through the grid) and associated benefits
- Inflationary pressures

The senior team has been identifying areas for cost reduction with the intention of having the least impact to schools.

A survey was conducted during the month of April whereby feedback was received from stakeholders regarding budget priorities and areas for improvement within the budgeting process.

RECOMMENDATION

The attached reports outline the initiatives already considered as the 2025/26 budget is prepared. In addition, a summary of the survey results and the raw data from the survey questions is available.

MESSAGING

That the Board of Education is working to put forward a balanced budget while having the least impact on the schools. Some recommendations from the consultation require little or no money and will be implemented as we move into future budgeting cycles.



Rocky Mountain School District Public Summary of the Budget Preparation 2025-26



Wednesday May 13th, 2025

Current Situation

Around the province, many school districts are facing financial challenges and making difficult decisions as they work to balance budgets for the 2025-26 school year. In Rocky Mountain School District, we find ourselves in a similar situation, experiencing a shortfall of more than \$500,000. In this school district, the shortfall is resulting primarily from:

- a small decline in student enrolment, along with a reduced number of students with designations, and a further reduction in the number of students identifying with Indigenous ancestry
- increased costs associated with salaries and associated benefits
- and inflationary pressures across all aspects of the organization

Over the last several months, the senior team has examined a variety of cost savings measures and possible efficiencies that would lead to a balanced budget, all while maintaining the very responsive, high quality educational programming we have consistently delivered to children in our school communities.

Changes for 2025-26

A number of decisions have been made in support of a balanced budget for the 2025-26 school year. Some of these changes across the district include:

Staffing

- A reduction in the number of District Principal and Vice Principal positions.
- The addition of teaching assignments to Principals of small schools.

The school district will continue with the annual practice of reviewing school specific staffing in response to student enrolment, student needs and the number of students who identify with Indigenous ancestry.

A Leadership Staffing Update, anticipated to be shared in the next few days, will provide some additional details around changes to district staffing.

Meetings & Travel

- A reduction of travel budgets, with priority placed on provincially mandated gatherings and contractual travel for professional learning.
- A reduction in the number of centralized, in-person meetings, opting for more virtual meetings where feasible.

School Finances

- A reduction in administrative fees paid by the school district, for example, the use of KEV School Cash Online users fees.
- Students participating in the International Student Program and enrolled in RMSD schools will, going forward, be funded the same as domestic students at the school level.

Revenue Generation & Seeking Additional Cost Savings

The school district will endeavor to identify additional cost savings strategies and pursue new funding opportunities in support of priorities that align with the Board of Education's vision and enhance the experiences of students. These may take the shape of creative and strategic initiatives, ventures or even partnerships, resulting in increased revenue. Some of these potential revenue streams may include:

- additional leasing opportunities
- the marketing and sale of locally developed resources
- the further expansion of the Rocky Mountain International Student Program
- the pursuit of any *shared services* agreements that result in win-win situations for Rocky Mountain School District and its partners.

Budget 2025-26 Consultation Summary

1. Connection to the Rocky Mountain School District

Respondents shared their primary connection to the district. The majority are caregivers or employees, indicating that engaged families and staff are the primary participants in this survey.

Connection Type	Count	Percentage
I am a parent / caregiver of a current student	146	72%
I am a current employee of the school district	30	15%
I am both a current employee and parent / caregiver	25	12%
I am a community member without current student connection	3	1%

2. Primary School District Zone of Residence

Most responses came from the **Windermere Zone**, followed by **Kimberley** and **Golden Zones**. This breakdown highlights areas of strongest community engagement:

School District Zone	Count	Percentage
Windermere Zone (Spillimacheen to Canal Flats)	93	46.0%
Kimberley Zone (Wasa to Kimberley)	71	35%
Golden Zone (Donald to Field)	40	20.0%

3. Strategic Priority Areas for Investment

Respondents could select multiple priorities. The top selections were:

Strategic Priority Area	Count	Percentage
Success for Each Learner	174	45%
Growing the Capacity of Leaders and Learners	85	22%
Equity, Diversity and Inclusion	66	17%

Strategic Priority Area	Count Percentage	
Stewardship for the Future	65	17%

4. Resource Prioritization to Support Student Success

This ranking activity reflected how people value different resource types. The most frequently top-ranked items include:

Resource Type	Percentage
Human Resources (Teachers, Support Staff)	1 st – 69%; 2 nd – 19%
Special Education Resources	1 st – 11%; 2 nd – 32%
Instructional Materials & Supplies	1 st – 5%; 2 nd – 22%
Technology	1 st – 10%; 2 nd – 12%
School Buildings & Facilities	1 st – 4%; 2 nd – 12%
Transportation	1 st – 1%; 2 nd – 3%

5. Importance of Green and Sustainable Initiatives

Respondents were asked to rate the importance of investing in sustainability within the operations budget:

Importance Level	Count	Percentage
Very important	48	24%
Important	70	34%
Not so important	53	26%
Not at all important	33	16%

6. Additional Feedback from the Community

While a significant portion of respondents left the final question blank or responded with “No” or “Not right now,” several thoughtful comments provided valuable qualitative insights. These responses reflect concerns and suggestions that fall into a few recurring themes:

Key Themes and Insights:

Special Education and Learning Support Gaps

- Respondents raised concerns about long wait times for special education assessments, with one noting a “3-year wait and huge backlog”.
- There was also frustration with inadequate support for students with diverse learning needs, particularly in smaller or under-resourced schools like EMP.

Safety and Infrastructure for Younger Students

- Several parents emphasized the importance of safer, more enclosed outdoor spaces for younger children, particularly in early learning settings.

More Outdoor Learning and Activity Time

- Some expressed a desire for increased outdoor education opportunities, stating that children benefit significantly from being outside rather than always in traditional classroom environments.

Transparency and Community Engagement

- A few participants called for better financial communication, suggesting:
 - Email updates to parents
 - Opportunities for online participation in discussions
 - Input from local businesses and donors

Caution on Policy Implementation

- One respondent warned about the risk of “jumping the gun” on new district initiatives without full community buy-in, urging more careful and inclusive planning.

Conclusion: Budget Consultation 2025

The 2025 Budget Consultation engaged a diverse cross-section of stakeholders—parents, employees, and community members—who provided both quantitative and qualitative input. The results offer guidance on community priorities, especially during a time when the District has already undertaken cost-cutting measures to balance the 2025–2026 budget.

Community Priorities Are Clear and Consistent

Across all questions, the community emphasized a strong desire for:

- Continued investment in teaching and student support staff, instructional materials, and inclusive education.
- A commitment to student success for all, with a focus on individualized learning, equity, and leadership capacity.
- Investment in sustainable practices, with over 80% indicating that green initiatives are either “Important” or “Very Important.”

These preferences align with the District’s existing strategic goals, reinforcing public support for maintaining educational quality and inclusive learning environments even under fiscal pressure.

Acknowledgement of Budget Realities

Importantly, the District has already implemented necessary cost-cutting measures to achieve a balanced budget for the 2025–26 school year. This includes optimizing operational expenditures and reprioritizing non-essential spending. The survey data affirms that while financial limitations are understood by the community, there is still a strong expectation to protect core educational services.

Opportunities That Require No Direct Financial Investment

Some suggestions from participants do not require additional spending and could be implemented within existing frameworks:

- **Improved communication and engagement:**
 - Use of email updates, newsletters, or virtual budget info sessions to improve transparency and trust.
 - Creation of simple digital forums for feedback and budget Q&As.

- **Outdoor learning and activity:**

- Encouraging teachers and schools to use existing outdoor spaces more frequently for learning activities.
- Promoting nature-based and physical learning using community parks or school grounds.

- **Leveraging community partnerships:**

- Engaging local businesses and organizations to support schools through in-kind donations, volunteerism, or collaborative events.

These no-cost initiatives could be piloted quickly and serve as visible indicators that the District is listening and acting on community input, even within a constrained budget.

The 2025 consultation highlights a community that is supportive, engaged, and realistic. Stakeholders understand the challenges of financial stewardship but remain firmly committed to student wellbeing, inclusive education, and responsible environmental practices. The District is well-positioned to maintain public trust by:

1. Clearly communicating the rationale behind budget decisions,
2. Continuing to prioritize resources that directly impact learners, and
3. Implementing practical, no-cost strategies that align with community values.

This feedback will play a valuable role in informing budget implementation and future planning.

RMSD Budget Online Consultation Spring 2025

The information below relates to the questions from the survey where a detail response was provided. Note, information has been redacted where an individual of the school district could have been identified.

In what ways do you believe the school district can improve financial transparency and engage the community in budget discussions?
Donations from local businesses
email parents, online chances to attend discussions
Include school administration and teachers in budget planning and prioritizing.
Release PUBLICLY what has been allocated to each expense.
Email
Post budget online and offer a sunshine list (posting sd6 names and salaries over 100k much like Ontario does). Allows for fiscal transparency.
Share results of these surveys and how that will change budget allocation.
communication.
Letting the parents know what's happening by explaining how it affects their kids
Being more public and announcing meetings and events parents can attend and provide feedback on
post a brief breakdown of per student funding and general budget breakdown per school made available to parents
Vote. Send home topics to be discussed with kids. Same as Field trip sheets
open the books
unsure
Show money allocation on district and school websites, newsletters and any relevant family/community publications as often as possible. Engage the students in the decision making process. Their entire curriculum could use this subject for class projects and studies. Hear ideas/priorities from the students.
Report out through email
Organizing a committee with parents
Quarterly or bi-annual reports with live Q&A available.
Zone wide budget community engagement session yearly Feb or March
I am new to the school district so I am not aware of the current transparency efforts. If not already in place quarterly updates would be a great option.
Infographics via school newsletters
to top heavy at board office, less "professionals" needed at board office
Not sure
Webinar, fiscal category breakdown (percentage allocated for supplies, EA support, support for gifted students etc)
no ideas.

Web access to school budget and amounts used and what for available publicly
Post spending online
Better explanations available to the public when funding changes - especially when funding gets cut for some kind of program.
Show how much is spent on each group of children
All Paid Positions in the district above teachers, should be public knowledge, along with job descriptions.
There needs to be more effort in REACHING the communities with things like this, surveys etc. The long term plan could and should have been filled out by WAY more people in order to have our voices heard, but most people didn't even know about it. I highly doubt this survey will get a huge response either, so it
LEA - First Nation dollars spent on First Nations students
Bulletins to PAC presidents/members, sharing on Facebook, articles in the paper, bulletins/info sent directly to all sd6 staff, surveys such as this one
No answer at present
Surveys like this
Include those others in the conversation like with this survey and offer information where possible
Send emails when budgets and financial decisions are made.
More snapshot reporting rather than pages and pages to read through. Most parents have to prioritize their time and unfortunately, these things fall off our
inform us of the ways they currently provide information and engage the community. As a parent of a school age child for the 1st time I am not aware.
clear and concise budget reports delivered regularly
Host open house or zoom meeting making it relevant to participants
release more information in the public annual budget so that we can see where spending actually goes
Attendance at board meetings and surveys
communicate with parents via email (ie quarterly newsletter)
communication
Email improvement plans
Just like this survey and inclusion of budget overview in at least one Board meeting in each zone per school year.
This is an interesting question considering I cam across this survey mostly by accident. Communication between the board office and all staff needs to become more efficient. This is an important survey that may have a significant impact on all staff and facilities in the district and we need to have a say. In
keeping open communication and sharing the % of where the money is supposed to go to and how and where the \$ is spent
Emails with information and online surveys
Ask for more input from family and frontline staff. Offer more opportunities for employee/community engagement for decision making. Put more money into the actual schools - we need more support staff to meet the complex needs of students
Offer meetings (or AGM) to highlight how funds are divided and the types of major expenses being given funds. Allow then for the community to have some
Meetings open to public....clear rationale.
Social media, email, hold meetings at a local level, etc
Break down spending categories so we can clearly see where money is being spent e.g. Teaching materials (books and quality teaching resources) as opposed

I think it can only get better with the help of others, this survey is a good start. Maybe organizing more optional meetings, open to virtual and physical
Send an email
Allow for flexibility of funds throughout the year for needs that arise in special education and youth counselling
Staff at the school level would really value being consulted more directly and asked in person about how things are going, what our struggles and wishes are.
Make families more aware and keep in the loop for things - even a simple newsletter or email updating the community on what's going on
Annual spending review audits made available to the public
Maybe in specific meetings
Send out the cash flow and balance sheet information
Always
Gather parents with teachers
Share the budget from the district and school budgets
Not sure
Show the amount of dollars they get for the year and show where they spend it.
More communication from district to families about where money is being spent and reasoning behind expenditures.
Newspaper
Provide More detail on where funds are spent instead of general fund groupings like shown on the budget documents
Share the budget much like a strata, society or municipality would.
Email with visual representation of spending.
Share the financials
Communication and cooperation
Don't know
more emails
Make it available on the website
Ask us what we really want! Our high school is so behind in advanced technological learning and having the resources to compete in the online world after
Encourage parents and the community to take part in discussions/hear the reasoning behind fiscal decisions
Make it easy for parents to see how funds are spent.
Email budget reports and post videos of reports being delivered to the board
Presentation nights in communities, presentations at staff meetings, public spending information
email information
Hold budget meetings to share and inform interested public, or have one of the board meetings to review this info.
Budget summary report 2X a year. Send it out to parents.
For team sports letting parents and volunteers drive to events outside the school
Report on salary of all vice principles of (fill in the blank-numeracy, literacy etc) and just what these roles accomplish

Provide updates to the community on where the funds are being allocated.
Needs to provide detailed spending. To all and reasoning behind spending
Being honest in how the money is spent
Share the budget and the annual financial statements.
Sports team fund distribution
be completely transparent
Share numbers
Ask for parent/staff opinion when selecting Cultural Events for k-7 students and inform them about costs
Publish details of the budget and where funds have been allocated
Demonstrate the financial repercussions of changing to the ratio of upper administrator to students on funding available to schools. Outline how much money is being taken from individual school/zone surpluses and how those funds are being reallocated.

Is there anything else you would like to share?

I would like to see the children get out of the classroom and go to field trips to Fort Steele and hike the outdoors to the Butte etc
Technology in Golden schools is incredibly low functioning to the point where it has become one of the biggest stressors for teachers. Teachers avoid using technology which denies students important exposure to technology and therefore digital citizenship conversations.
Ensuring that there is adequate support staff to support struggling/vulnerable students makes a huge difference to student success.
I expect there to be a bigger budget for children with disabilities. They have the RIGHT to the same level of education as every other child. If this does not
Offer bonuses to retain good teachers and not watch them leave. Gives incentive for poor teachers to become better teachers.
Why are programs not offered for all children's likes and strengths and taken seriously.
Investing in people and support for students and teachers is the bed rock of a healthy and successful school system. As much as possible, financial resources should be put into the schools and the people working every day with children in the schools.
more money for sports
There should be a higher budget for school sports. The sports are getting more and more expensive for the students. The bussing costs are almost half if not more than half of what our students pay. There should be funding form the division/school to offset these costs. The students should not be paying the bus
The only priority should be the learning outcomes of the students, and the resources they need to get there.
Listen to the teachers and EAs about what's needed. They know best(in my opinion)
Investing and prioritizing in youth sports (within the school) is important and often overlooked!
Indigenous studies is excessive
Offer variety of lunch or breakfast programs. From different people and vendors in the community.
figure out how to attract and retain better staff
Financial summaries and money allocation should be discussed far more often, with the students, parents and community. Financial decisions reflect daily school priorities which then get in the hands of very few, and then leaves little if any time for change in the system. Students must get involved in the decision

No
Nothing
I would love to see a container recycling program added. So many juice boxes heading g to the landfills
As mentioned above I am new to the district. So far the schools, teachers, and support staff have been excellent. I am concerned with the growth in Kimberley as it pertains to available classroom space, availability of after school care programs and transportation.
From my perspective the Board's strategic priority areas contain initiatives that are nice to have, but are outside of what I see as the core mission of the school district. For example:
- LED lighting and electric vehicles. While these initiatives are important, I would like to see a cost benefit analysis that demonstrates it is economical to implement. Enhancing digital citizenship should be a higher priority as will have a greater impact on students.
- In the Growth Capacity priority, improving mental health in schools should be paramount, I recognize this is targeted for employees, however both educators
Please give more money For EA's and support staff.
Ensuring proper staff allocation is so critical to the success of every learner. Without the awesome teachers and EA's nothing happens
nepotism should be eliminated, district principals are not needed and are a poor use of resources
The more adults to support children and youth 'in the trenches' each day, the better the outcomes. It's not only the children who struggle that benefit but also the children who have exceptional academic abilities as there are more hands and an environment to support and grow these abilities.
A more enclosed safe area surrounding the school would be beneficial, better parking for more streamlined student pickup and drop off is something I'd like to
Priority should be on staff and education resources, all other stewardship initiatives are "nice to haves".
Teachers/ school in general need to keep their political and ideological opinions to themselves
I would like to see funding for more support teachers to help with organizing science lab experiments, art shows and music/drama performances at the elementary level. Teachers are limited in energy and time. Having paid hours available for a staff member to support these types of activities, above and
Let's please make education the #1 priority in our school systems. Inclusion and diversity are part of nature and life, bot part of the education system.
Let's set our children up for the future, and to be successful in our world.
Having surveys like this come out in a timely manner would be helpful, but as stated, there needs to be more effort in reaching more people in our district.
A 3 year wait and huge back log for special learning needs assessment is ridiculous. Knowing that teachers are going on leave and not addressing that issue until after they are gone shows very poor planning and foresight. We continue to have teachers plan on leaving for maternity leave and see zero planning to fill their spots before they leave. I continue to not get a response from the superintendent when i email them. My suggestion is to focus on the learning needs of
Need creative teaching methods and Ktunaxa curriculum developed
Ensure all students have access to education/time with peers, regardless of abilities and needs.

<p>Basing funding for support staff on certain diagnoses is not effective or inclusive. Funding needs to be available to those that need it, regardless of diagnoses, especially considering the long wait lists in the health field. The school should be able to request funding for a dedicated EA if students require it, regardless of diagnoses. The teachers/principals know what kids require support, they should be able to get the support when they need it. Kids and teachers are left without the support they need, which further burdens all the staff at the school, and limits everyone's learning. We need to support these kids that need extra</p>
<p>thanks for the work you do!</p>
<p>Again, would love to see where finances are truly going within the system. At the parent level it doesn't seem as if any of the 5 resources I was asked to rank are being prioritized within our school district.</p>
<p>Nothing more to add</p>
<p>Teacher Librarians need to be hired full time! They do so much for the school and for students and staff. They also have diverse skills that are different from classroom teachers and learning services staff. They fill a niche within the school that provides opportunities and experiences for students in unique ways.</p>
<p>The district needs to prioritize updating school facilities and grounds. The district needs to invest in more support staff to meet the growing needs of students and the growing challenges faced by teachers. The district could also make an effort to host or support more community events and initiatives.</p>
<p>If the board office has received upgrades in terms of wifi, devices, furniture, paint etc, the schools should also have some updates too rather than just</p>
<p>no</p>
<p>Side walks at EMP are a safety hazard and should be replaced immediately</p>
<p>Keep up the good work. Recent Superintendent hiring a step in right direction with much improved communication. Some recovery time from last</p>
<p>Please update technology at DTSS. It is often very difficult to provide access to technology for students although many do have this as a requirement for their IEP. The laptop carts are depleted, and we could use at least two more carts of 30 laptops. Most days, students and teachers are wasting time attempting to track down laptops to complete assignments. Ideally, most classrooms should be assigned a laptop cart of 30 laptops in order to meet learner needs and</p>
<p>Technology needs in this district are not being met. I am extrapolating from my own school (DTSS) but I am sure this is being felt elsewhere. We are investing in low quality tech that malfunctions and breaks (to be expected with low quality machines) which results in us not having enough tech available over time. Right now, we are facing a significant shortage of student computers at our school and those we do have often do not work as they should. We need better technology and more of it which will require a significant increase in this budget from the top. It is disheartening to walk into the board office and see the technology that exists. It is of high quality and is kept in good working order while students are struggling to find computers to do research projects or write assignments.</p>
<p>Secondly, if you want to hear more about our needs, please come and TALK TO US. Communication needs to become more of a priority in this district so that</p>
<p>We need the teachers and support staff in order to have the students be successful however; with times changing the technology is needed but, I feel that instructional materials and supplies need to be in the same spot as technology. We also require student transportation as we need the students to fill the schools but, the school buildings and facilities are also a priority too, if they are not taken care of then we don't have facilities for the students.</p>

Our schools need more support on the ground - we need more support staff to meet the complex needs of students. Our system is failing a high number of learners by not providing support at the school level to meet all the needs of students. We need to further our support to those students with Diversity - in the midst of our Indigenous learning, we are leaving behind the importance of learning about ALL the unique diversity within our community. Frontline staff are spread thin and feeling defeated - money needs to be moved from the District level and moved back to the schools where it can actually benefit the students! We are not setting our children up for success, many not getting the academic, behavioural, or emotional support they need to be
Your above question is one that is hard to fully answer without the financial understanding of my choice. As a parent, I try to buy the sustainable and green choices with our food and hygiene products (as an example) but due to rising costs, I cannot always make the most sustainable/green choice. I would assume
As an elementary teacher, I feel very underresourced to be able to teach complex ideas effectively, particularly in math, science and social studies. We don't have much in the way of teaching resources that match the competencies of the new curriculum, even though it came in 9 years ago. I would like to see more advice being offered to teachers about quality resources and projects so that we are not always hunting around or making resources ourselves. I wish that we
Please provide teachers whom have worked at least one full year in the district with a continuing contract in order to retain staff.
The technology needs at the school where I work and my children attend are dire. The laptops are falling apart and there are never enough for all the students who need them. Tech. problems cause so much wasted time. We used to have iPads for recording but those were taken away and not returned. Please invest in better and more tech. to support student needs. I would also like to advocate for some late bussing so that students from the more rural areas and those without parental rides can also participate in extra curricular activities in a more equitable way. Many kids do not get the opportunity for sports and programs due to transportation needs. More EAs, Youth Care workers and lower student-teacher ratios would benefit the wellness of all staff and the educational support and learning of all
Question 3. Strategic priority areas touches on EDI models. How is inclusivity driven when exclusivity is made apparent if a child is not a member of a marginalized group, as determined by the government. My child expresses a great interest in indigenous culture and education and has been EXCLUDED from multiple indigenous learning opportunities. Inclusivity is to be inclusive of all but the current narrative has created a new marginalized group. If EDI principles are to promote and encourage us all to accept everything and everyone then why are certain children feeling left out and under appreciated. If we want to move on from our past then how does shifting the apparent
Not right now
Smaller class size and more support should be priority
No, thanks
Windermere has the best pillars for manners and respect for each other, where the other elementary schools do not.
The school's need to bring back swimming & skiing lessons.
The highest priority for me is EDUCATION. This takes specialized staff and an adequate number of teachers and support staff, seeing how funding is limited the importance must be on education and getting that to the kids in whichever way they need it.

Some thoughts:
1. Stop feeding people at meetings. Staff are generally used to bringing their own food on a normal work day, and that shouldn't change. Provide coffee, light snacks, only.
2. Take a long hard look at the kinds of meetings that are requiring release time and travel cost. What is the cost/benefit analysis of time spent building lego together, having powerpoints read to us, receiving information items, standing in circle reading inspirational quotes and sharing reflections, etc? The priority needs to be meetings that are have REAL actionable outcomes - most likely focused on instructional and assessment practice and tied to accountability to
I teach at EMP where we often struggle with network issues. Very disruptive when the wifi connection is not consistent. I have also been asking for a
An EA needs to be in each class to support student learning and for safety, especially for classes that are in remote locations such as portables.
In regards to technology,
-upgrades are necessary to improve our wifi connection/network
-student devices are not consistently connecting to the wifi which is impacting instructional tasks and learning
-we are unable to use cell phones within our building due to dead spots which can be especially problematic for safety reasons and when we need to be alerted about parents coming by as an example.
-students who depend on devices for adapted or modified tasks can't always access programs with the inconsistent wifi connection
-smartboards are used daily and in several ways and it impacts my entire day if I have to re-start it several times or the connection to the network comes and
I work in a school where students do not have equal access to technology learning. I don't feel this is fair or equitable, and I feel I am not doing my part to prepare students for safe technology use. I wish this would be addressed. Student devices are not consistently connecting to the wifi which is impacting
Arts and music are important to a well rounded education.
More outside supervisors so students feel safe at recess/lunch time/after school
We need to invest more into our special education services - there are too many kids going without support who have been diagnosed and require support. This continues to be an issue every year - we need to invest in these support services and those who are interested in working in this field.
More support for children with learning disability and behaviour issues
Prioritize spending on teaching reading, writing, math and science. That's what I would like to see.
No
no
I think that we need to remember that in all that matters are the students and teachers and the quality of education and the ability to create a positive

Our school really needs to start investing in technology and modern learning methods. We need to move away from the old idea that students need to sit in a classroom all day to learn. We should put more effort into creating remote and flexible learning options, especially ones that let students learn outside, in nature, and at their own pace.
The world has changed, and our school hasn't kept up. We need leadership that's willing to move forward, not just continue doing things the same way they've been done for the last 35 years. Let's introduce advanced tools and technology that make learning more hands-on, creative, and engaging to inspire and connect with the youth of today.
Technology needs to be a priority, hours spent waiting for technology to load or work have been too high this year.
Keep Indigenous funding at the school level to best support Indigenous student needs.
Transparency to staff on where money is allocated and rationale.
1. School districts run the risk of jumping the gun when it come to Green initiatives. If they elect to go first, spending their own funds to take on green initiatives now, then years out, the province issues grants for upgrades that the district has already completed. Money goes to the most need, and we get overlooked or
Spend more money on facilities upgrades, and support workers (they do the really difficult work)!
I see a disparity in academic achievement from my teaching experience in BC compared to Ontario and internationally.
Student learning outcomes are not as high compared to other areas and are significantly behind when using technology.
For example, our current exchange student from Europe joked she is here on a brain vacation as she is unchallenged mathematically-much like her fellow exchange students.
Providing teachers support with identifying, and implementing, best teaching practices and assessment would be a good investment of funds.
There is little support of teaching technologies that are seen in the modern workplace through coding or robotics, modern agricultural practices or other
The Selkirk school is getting old, for example it's extremely hot in the warmer months, what are some of the infrastructure plans to up keep this school for years to come since it's the only school for students 8 - 12 in the community?
Without proper support in classrooms Learning can not take place. Too many diverse needs not to have support. Humans are better then any technology support when it comes to children feeling safe and receiving what they need to be successful
I would like to see the Golden Grade 4 - Grade 7 school return to a K-7.
I would like there to be a shift in the whole school cultural event movements. For many years the events have not been suitable for K-7 audiences. I would like there to be more transparency, variety and thought on how this money is spent. A suggestion is to provide K-3 performances and 4-7 performances, and to
There is not enough funding for sports or the atheltic dept. The only place kids can play sports is via club in Cranbrook. This creates an elitist aura when sports should be open to every student of all walks of life. The state of fields and equipment is appalling

Allow individual schools or zones to regain more fiscal responsibility and autonomy by having them manage and keep their budget surpluses rather than losing surplus funds to district accounts over which they have far less control.

SUPERINTENDENT'S MONTHLY UPDATE

MAY 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.

SUCCESS CRITERIA, 'I CAN' STATEMENTS & GOAL SETTING AT MARTIN MORIGEAU ELEMENTARY SCHOOL

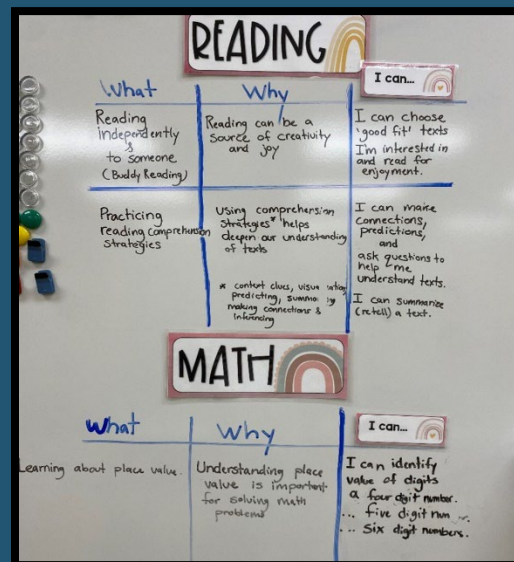
With a focus on the *success of each learner*, staff at Martin Morigeau Elementary School have been very deliberate in their instructional approaches this year. Teachers have made explicit use of learning intentions and success criteria, and students are making strong connections to their work with "I can" statements like:

"I can summarize (re-tell) a story",

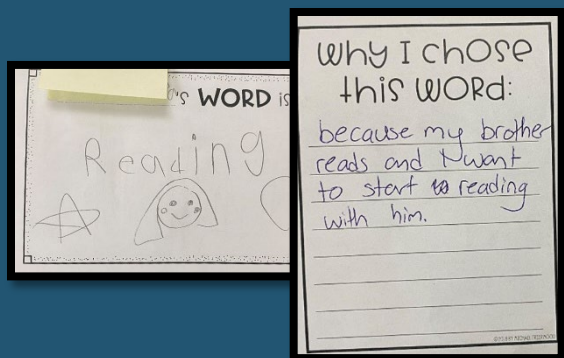
"I can make connections, predictions, and ask questions to help me understand texts", and

"I can choose 'good fit' texts I'm interested in and read for enjoyment".

Teachers are making the learning more explicit and are seeing their students having success. At the classroom level, students were encouraged to set both academic and personal goals throughout the year. Through surveys, students have reported that they are more aware of what is expected of them, why they are learning specific skills, and the importance of setting goals.



Teachers are explicitly discussing the 'what, why and how' of literacy and numeracy learning at Martin Morigeau Elementary School.



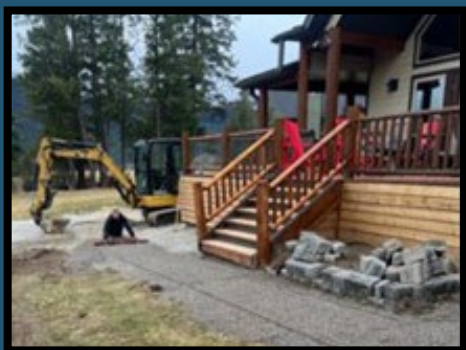
In December staff at Martin Morigeau used Learning Intention Funds (LIF) to responsively support students in literacy skill development. Participating students received intensive, one-on-one support with a reading coach and set targeted reading goals.

In January during follow up reading assessments, students in the cohort demonstrated gains that aligned with their goals.





SECONDARY STUDENTS THRIVE IN YOUTH WORK IN TRADES PROGRAMS



Open Doors Alternate School Grade 11 student Jamie Nittel participates in the Carpenter Apprentice program. Students participating in Youth Work in Trades programs around the school district are building job readiness skills for the work place while earning credits toward their Dogwood diploma.

Students from Rocky Mountain Alternate Education are gaining valuable hands-on experience through Skills and Trades BC's *Youth Work in Trades* program. Four students from **Golden Alternate** and **Open Doors** have enrolled in the apprenticeship-based initiative, working alongside skilled tradespeople to develop industry-specific skills while earning high school credit, and one student from **Kimberley Alternate School** is enrolled in the *Women in Trades Sampler* program at the **College of the Rockies**. This 12-week program provides specialized training, mentorship, and opportunities designed to support women pursuing careers in skilled trades.

Through these programs, students are gaining real-world experience, building confidence, and laying the foundation for successful careers in the trades. These opportunities not only provide a pathway to employment but also inspire students to explore the many possibilities within the trades sector.

COMMUNITY CONNECTIONS A FOCUS FOR LADY GREY ELEMENTARY

At Lady Grey Elementary School, staff strive to offer opportunities for students to explore their surroundings and develop a strong connection to their environment and community. In turn, this fosters growth in their own identity and sense of belonging.

In recent months students have had many opportunities to connect to our local environment. With assistance from Golden and District Community Foundation and the school's Parent Advisory Council, highlights have included downhill skiing at Kicking Horse Mountain Resort, Nordic Skiing at Dawn Mountain, and visiting Lake Louise.

For those visiting Kicking Horse Mountain, group ski instruction was provided by RCR Ski Instructors, while Rocky Mountain Adaptive provided one-on-one instruction for students with diverse abilities. Learning Services Teacher, Amy Whitaker, did a tremendous amount of planning and work with Rocky Mountain Adaptive to allow access for all students.



Community partners play an important role in creating opportunities for students at Lady Grey Elementary.





MAY 2025

CLIMATE ACTION CLUB INITIATIVES AT DAVID THOMPSON SECONDARY SCHOOL



Members of the Climate Action Club at David Thompson Secondary School are curious about waste reduction and sustainability at the school.

Recently members of the Climate Action Club at DTSS spent their day analyzing the school's trash in an effort to understand how to effectively reduce it. The information gathered supported the club in educating the school community, encouraging behavioral changes, and in identifying the infrastructure needed to sort and collect recyclables and compostable materials. The group also considered how revised policies can help to improve waste management efficiency, challenging the school community to strive for zero waste.

The Climate Action Club embodies the values and goals being promoted at the school. Students have a strong service mentality, are critical thinkers, and are action oriented. The club has campaigned to improve local public transit and have dedicated numerous hours to cleaning the campus and recycling waste. The school community has also benefited from the beautiful plants they collected during their plant drive.

The team is clearly a success story at DTSS and represents a powerful example of student agency. The club, guided by teacher Michelle Rievaj, puts student-led initiatives into action that are meaningful and leave a positive impact on the entire school community. This kind of action is essential for the well-being of community members, and the school is grateful for their service!

STUDENTS EMBRACE STEWARDSHIP AT NICHOLSON ELEMENTARY SCHOOL

The students at Nicholson Elementary are developing a Stewardship for the Future goal that identifies how their actions can affect positive changes in the natural environment. Recently, classes studied how their actions both negatively and positively affect Wildlife, Plantlife, Air and Water. Some examples of Stewardship commitments from the Grade 2/3 class:

*"I will turn off the lights and double check before I go to school.",
"I will run, walk or ride my bike instead of going in the car.",
"I will help an animal in need. I will call Little Mittens.", and
"My goal is to not waste water when I am brushing my teeth."*

The aim is to support the students in understanding that all actions, big or small, can have an impact on nature.

Students have developed a personal Stewardship goal to show that they can make a positive change that will support the earth for future generations!



Students at Nicholson Elementary School are learning their actions can have an impact on the natural environment, and they wish to positively influence future generations.





MAY 2025

LEARNING SERIES EMPHASIZES INGIGENOUS WAYS OF KNOWING FOR INVERMERE STUDENTS

Earth Day was extra special for a group of Eileen Madson Primary and J. Alfred Laird students who spent the day learning on the land with local elders, knowledge holders, and a team of Shuswap Guardians. Students from EMP and JAL are taking part in a three-day series of 'Learning on the Land' in collaboration with Elder Diana, the Shuswap Band Guardians, and a variety of supporting staff. These activities align with the school's success plan focused on 'Stewardship for the Future'.

EMP staff have been working through an inquiry of increasing student knowledge of and connection with the land and the people who call it home. They have worked to incorporate Indigenous ways of knowing into place-based, outdoor learning that focuses on culturally significant areas, where Indigenous stories and traditional uses of the land are highlighted.

The outdoor adventure on April 22nd was a piece of this work. Students experienced a variety of hands-on learning activities that highlighted the ways that the Secwépemc people lived and used the land along Columbia Lake and river. The Shuswap Band Guardians were able to share artifacts and locations of significance with the students while Elder Diana added stories and personal connections. All Shuswap students from both JAL and EMP are experiencing a three-day series of learning opportunities in connection with local elders to learn about important archeological areas, traditional plants and their uses, and the importance of water and salmon. All topics are connected to the ways in which the Secwépemc people connected with this area in the past.



Students from both Eileen Madson Primary and J. Alfred Laird Elementary are participating in a three-day 'Learning on the Land' series this Spring in partnership with Shuswap Band Guardians, Shuswap's Elder Diana and others. Recently students visited Columbia Lake and discussed traditional plants, the importance of water and salmon and areas of significance to Secwépemc people.





SCHOOL DISTRICT HOSTS SECONDARY LEVEL STUDENT AGENCY FORUM

On April 3rd student agency teams from the district's three large secondary schools participated in the Student Agency Forum in Invermere. Students shared stories of their agency work in action, planned for the upcoming school year, and discussed the impact of student leadership, voice, and agency.

The Selkirk Secondary team have been implementing projects related to Dr. Brokenleg's Circle of Courage: Belonging, Independence, Mastery, and Generosity. Projects such as increasing the number, type, and choice of student clubs and activities were aimed at improving belonging. Projects supporting student responsibility for completing assignments and developing supportive work habits improve student independence. Kindness in student-to-student interactions has been the focus of one team to improve the capacity for generosity among all students.



The Student Agency Team at Golden Secondary School were one of three secondary teams participating in April's Student Agency Forum hosted in Invermere. With student voice identified as a priority area of the Board's Strategic Plan, Student Agency work this year at the school level served to elevate student involvement in decision making, especially pertaining to how schools can best meet the needs of their learners.

The team at Golden Secondary has been focused on collecting student information related to their morning Homeroom class, intended to provide a "soft" start to the mornings at the school. The implementation of Homeroom has not been without its wrinkles, and the Student Agency team is working with school staff to improve the use of this programming strategy.

The David Thompson Secondary team has begun to plan ways to gather information to support ongoing conversations about the school's timetable. They have developed a social media strategy for communicating with all students and seek to be active on the school website. This is a new team at the school and members are excited about involving all students' voices at DTSS.



As a follow up to the Student Agency Forum, participating schools crafted team reflections pertaining to their experience and impact. Reflections are being posted to social media as a virtual artifact of their efforts.

Thank you to all of the teachers and administrators who have championed this work in their schools, working alongside students this year in their agency journey!



BUILDING STRONG FOUNDATIONS WITH A FOCUS ON COMMUNICATION



A Speech-Language Pathologist (SLP) supports language development within the classroom, through small group activities during literacy time.



The acoustic treatments and sound field system in this Kindergarten classroom reduce background noise and amplify the teacher's voice.

Communication is one of the three Core Competencies in the British Columbia Curriculum, a skill considered necessary for students to engage in deep, life-long learning. Rocky Mountain School District has a team of four speech-language pathologists (SLPs) and one Teacher of the d/Deaf and Hard of Hearing (TDHH), who support learners throughout the district with communication directly and in collaboration with school-based teams. This year, 469 students within the district received individualized communication supports. These supports advanced students' academic success and social and emotional well-being by increasing their ability to access curriculum, improving their ability to demonstrate understanding, enhancing their ability to express themselves, and by helping them develop skills necessary for building and maintaining positive relationships with their peers and school staff.

In the fall, the SLPs and TDHH completed speech, language and hearing screenings with all 246 kindergarten students in the district. The information gathered from these screenings was used to identify students who required support with their speech, language, and hearing. It also identified the general communication strengths and challenges of each kindergarten class. In alignment with the district's priority area of "Success for Each Learner", this information was used to inform and develop universal strategies to elevate the communication skills of all students, and to create individualized programs to support students demonstrating significant difficulty with hearing, receptive language, expressive language, speech clarity, stuttering, and social communication skills. This ensured early identification and treatment of communication challenges. It also reduced the risk of students developing secondary challenges, such as reading disorders and behavioral challenges.





A GREENER FUTURE – GROWING THE ELECTRIC VEHICLE (EV) FLEET



The EV fleet is expanding at Rocky Mountain School District with the purchase of three electric busses and one electric van, all reducing greenhouse gas emissions. The purchase aligns with the Board of Education's strategic focus on our 'Stewardship for the Future'.

The Rocky Mountain School District Operations team has made significant strides in the organization's commitment to environmental sustainability. Closely tied to the Board's Strategic Plan, the department has purchased three electric buses and one electric van—all tangible steps toward reducing greenhouse gas emissions and modernizing the fleet.

This coming summer, the focus will shift to infrastructure development, with upgrades planned for the operations yards in both Golden and Invermere. These enhancements will expand our electrical capacity to support the current and future needs of our growing electric vehicle (EV) fleet. Additionally, the procurement of a second electric van has been approved by the Ministry and should also land this summer.

Looking ahead, the team—working in partnership with Prism Engineering—has developed a comprehensive 10-year plan to transition 70% of the white fleet to electric vehicles. This long-term strategy underscores the school district's commitment to meaningful climate action while setting a strong foundation for innovation and leadership in sustainable operations.



Rocky Mountain School District uses Facebook to regularly communicate with the public. The school district uses this social media platform, along with its website, to highlight special events, important dates, and stories of interest originating from our schools. We invite you to show your support of our beautiful school community by following Rocky Mountain School District (SD No.6) on Facebook.



DATE: May 13, 2025

TO: Board of Trustees

FROM: Aaron Callaghan, Superintendent of Schools

SUBJECT: Indigenous Education Update

ORIGINATOR: Jenny Reid, District Principal of Indigenous Learning and Equity; Trent Dolgopol, Director of Instruction

REFERENCE:



[School Act – Division 2.01 – Indigenous Education Councils](#)
[Local Education Agreement Policy](#)
[Bill 40- 2023 – School Amendment Act](#)
[Ministry – K-12 Funding – Indigenous Education](#)
[BC Tripartite Education Agreement: Supporting First Nation Student Success \(BCTEA\)](#)

ISSUE

That the Board receive an update on the status of Indigenous Education initiatives for the 2024-25 school year.

BACKGROUND

Indigenous Education seeks to improve success and supports for Indigenous students, and increase the presence of Indigenous culture, languages and history for all students. It also aims to help teachers bring Indigenous knowledge into their teaching practice. Rocky Mountain School District Indigenous Education Department has been working on various initiatives aimed at improving the learning experience for Indigenous students.

CURRENT SITUATION

Indigenous Education Council (IEC): The first meeting of the IEC was hosted virtually with representatives from the Shuswap Band, ʔaąam First Nation, Columbia Valley Métis Association, Columbia River Métis Nation and an Urban Indigenous Partner. ʔAkisq̓nuk First Nation has expressed interest in participating and is working to identify their IEC representatives. Chenoa Paccagnan, representing the Shuswap Band, and Fay O’Neill, from ʔaąam First Nation, have been selected as Co-Chairs. Jenny Reid has been assigned the role of the Secretariat. The IEC will be participating in a learning session, facilitated by Denise Swee’alt Augustine, at St. Eugene’s on May 22-23, 2025. At the session the IEC will be discussing Terms of Reference, Non-Voting Members, Targeted Indigenous Education Funding Plan, and Capacity Building.

Local Education Agreements: We held a signing ceremony with the Shuswap Band on February 20, 2025, to celebrate the implementation of the Model LEA agreement. This agreement has led to increased collaboration between the district, the schools and the Band through the winter and spring meetings with schools, as well as the Oversight Committee which has met twice and will meet again before the end of the school year. This increased collaboration has supported Indigenous learners by ensuring that the



Band and the Shuswap families are aware of the variety of supports the schools are providing and resources that are available. We are also able to connect with Shuswap Band resources to help support students and families. It has been an incredibly positive experience, and we have begun implementing school meetings with the ʔAkisq̓nuk First Nation as well, to support ʔAkisq̓nuk learners, though this is not a requirement of their current LEA.

First Nations Schools of Choice: On December 6, 2024, a letter was sent to each First Nation regarding the Province of British Columbia's School Act section 74.2, where First Nation Schools of Choice are identified. Rocky Mountain School District collaborated with both ʔAkisq̓nuk First Nation and Shuswap Band to established processes for confirming Schools of Choice. Schools of Choice for the 2025-26 school year remain Windermere Elementary and David Thompson Secondary School for ʔAkisq̓nuk First Nation and Eileen Madson Primary School, J. Alfred Laird Elementary School, and David Thompson Secondary School for the Shuswap Band.

Integration of Language and Culture: We have had a number of successful initiatives this year in the area of Language and Culture, most notably a Secwépemctsin language class operating at J. Alfred Laird Elementary School in partnership with the Shuswap Band. A Shuswap Band Instructor comes to the school once per week and teaches the Secwépemctsin language to a group of Shuswap learners from the school, as well as students from Eileen Madson Primary School, David Thompson Secondary School, and virtually for Windermere Elementary School. There have also been Michif language classes offered at J. Alfred Laird Elementary School and Ktunaxa language classes will begin at Windermere Elementary School next month.

Additionally, there have been many opportunities to work with Elders and Knowledge Holders this year on topics such as Métis dot art, Pine Needle Baskets, Hoop Dancing, Medicine Pouches, the importance of tobacco and smudging, ribbon skirts and shirts, traditional governments, creation of beaded earrings, lanyards, and bracelets, tufting, traditional medicines from the land, and Wacna (jerky) making at the Grade 8 On the Land Learning Day to name a few. We have really valued this time with Elders and Knowledge Holders and appreciate them sharing their wisdom, knowledge and talents with us.

Indigenous Education Capacity Building: We have hosted two On the Land Learning Days with Indigenous focused grad requirement course teachers, K-12 teachers who are passionate about Indigenous Education and Land Based Learning, Indigenous Education Support Workers, principals and vice principals, and trustees.

We visited the Stevens' property on the Shuswap Reserve in November and learned about Pit Houses, Traditional Medicines and Teas, Sweat Lodges, Smudging and saw a performance by some of our student Hoop Dancers.

In March, we went to the ʔAkisq̓nuk First Nation reserve and saw the amazing things they are doing at the Recreation Centre and building of the new Band Offices. We also went to the Wiyu Lodge where we learned about identity and Wacna (jerky) making and culminated our day with Elder Alfred Joseph's walkabout led by Eldene Stanley, Elder and Cultural Coordinator for ʔAkisq̓nuk First Nation.

Our next event will be with our District Leadership Team on May 15 at Columbia Lake, where we will learn from Elder Laverna Stevens and the Shuswap Band Guardians who will lead us on an archeological exploration of the area.



BC Tripartite Education Agreement (BCTEA) Transportation Funding: We continue to work with the BCTEA to ensure that First Nations students who live on reserve receive the transportation services they need. We have distributed funds to families to support transportation to the nearest bus stop, transportation to school, in exceptional circumstances, and transportation to school-based extracurricular activities. We have identified that extracurricular support is an area of growth for us for next year, in terms of communication with families to let them know what is available.

Targeted Indigenous Education Funding: The majority of our Targeted Indigenous Education Funding is spent on staffing. We have 18 talented Indigenous Education Support Workers (IESWs) this year and a District Principal of Indigenous Learning and Equity who work together with the Director of Instruction to make all the incredible opportunities and initiatives you have heard about previously available to support our students. We also distribute funding to each school based on the number of Indigenous students the school supports at a rate of \$90 for Elementary students and \$110 for Secondary and Alternate students. We were able to offer a Centralized Budget process this year to support larger requests from schools and to support 3 IESWs to attend the FNEC Conference in December. As our fiscal situation changes with the increasing financial pressures globally, we know that we will have to adapt some of our practices for next year, however, we anticipate that our current emphasis on ensuring quality staff in the schools will remain a priority. Historically, priorities for spending of Targeted Indigenous Education Funds have been identified in collaboration with Indigenous Partners. Next school year's Targeted Indigenous Education Funding Plan is currently under development and will include input and approval from the IEC.

FINANCIAL IMPLICATIONS

The District will work with the Indigenous Education Council to create, approve, and report upon the spending plan on an annual basis. RMSD will continue to utilize Targeted Indigenous Education Funding to strategically deliver supports and services to Indigenous students. We will continue to access BCTEA funding to support student attendance at school and participation in extracurricular activities.

CONCLUSION

RMSD has many successful initiatives this year in support of Indigenous students and will continue to build partnerships with First Nations, Métis and Inuit to lead our District in the Calls to Action from the Truth and Reconciliation Commission. It is critical that we continue to work alongside our Indigenous partners to support Indigenous students, as well as continue to offer capacity building opportunities for educators and staff to gain greater understanding of Indigenous ways of knowing and being.

KEY MESSAGES

- RMSD will work with an Indigenous Education Council on future spending plans.
- RMSD staff will collaborate with school staff to assess needs and plan accordingly for the distribution of resources.
- RMSD is working collaboratively with our Indigenous partners to support Indigenous students, and Indigenous culture and language programming.
- RMSD has prioritized Indigenous partner relationships and On The Land Learning for staff this year.



DATE: May 5, 2025

TO: Board of Education Rocky Mountain

FROM: Aaron Callaghan, Superintendent

SUBJECT: Student Attendance

ORIGINATOR: Steve Wyer, Assistant Superintendent



REFERENCE: [Rocky Mountain School District Operational Plan 2024-2025](#)

ISSUE

The Board of Education will receive an update on the district's operational goal of improving student school attendance.

BACKGROUND

Aligned with the Board's strategic priority of Success For Each Learner, the school district set an operational goal of improving student attendance at school. One of the key components of this goal was for the district to support the creation of attendance protocols in all schools and to collect attendance information throughout the school year. In collecting this information schools and the district will be able to recognize patterns of absenteeism to further target specific objectives to improve student attendance.

CURRENT SITUATION

Student absenteeism has risen over the last 10 years in the Rocky Mountain School District. Prior to 2020, it was unusual to have a student absenteeism rates over 10% for any given day. In fact, prior to 2020, all BC school districts reported any aggregate absence rate above 10% to their local health authority. Currently, as the data will bear out, 10% absenteeism is now a routine rate of daily student absenteeism.

During the month of September 2024 all schools created local attendance protocols to determine general rates of monthly absenteeism and to establish attendance patterns. Additionally, schools began collecting monthly absenteeism information to monitor the success of their protocols. Schools are currently collecting information about two metrics:

1. The number of students during the month who have greater than 10% absenteeism (generally, in a full month of school this would be more than two days absent)
2. The number of students during the month who have greater than 20% absenteeism (generally, in a full month of school this would be more than 5 days absent)

Summarizing absenteeism data for the system in an accurate fashion is difficult given scale and context in each community. But to provide a rough idea of the scope of the goal, in February of 2025, an average of



a quarter of the district's students had an absenteeism rate greater than 20% of the days in session. This is obviously concerning considering the research suggesting absences over 10% can be tracked to a number of negative school experiences and outcomes for students.

In analyzing the data there are some patterns that become clear:

1. There are periods of the year where absenteeism increases based on the cycles of illness. We see higher rates of absenteeism during the month of November, for instance.
2. Attendance is improved across the organization following a holiday break.
3. Absences are significantly higher on Fridays than any other day of the week.
4. Absences increase in the week prior to a holiday break.
5. In some schools, specific actions aimed at improving attendance are showing positive results.

FURTHER CONSIDERATIONS

The goal this year was to establish attendance protocols in all schools and to develop policy related to attendance at school. All schools have created and implemented attendance protocols. These protocols, while different between schools, all outline the ways staff will connect with students and families when attendance concerns arise. Schools are also outlining ways they are trying to improve attendance on the days when they notice higher than normal absenteeism. For example, in Canal Flats, Martin Morigeau staff are holding highly engaging events on Fridays and, so far, their data suggests this plan is improving attendance with students not wanting to miss these events.

The Policy Committee of the Board of Education is considering a policy on student attendance, communicating the intention that the organization has an important role to communicate, educate, and act in relation to improving student attendance at school.

Future considerations involve being curious about what schools are noticing working to improve attendance. Also, the district must develop ways to gather more specific information about the developing patterns of absence in order to sharpen actions focused on specific types of absence during specific times of the year on specific days of the week.

There is also further consideration about an education strategy for communities about the importance of routine attendance at school. Perhaps the district should consider a communication strategy to share some of the compelling research about the impacts of positive and routine attendance at school and about the correlated consequences of absenteeism on overall achievement outcomes.

CONCLUSION

Student absenteeism in all district schools has risen over the last five years. Following the COVID pandemic attendance rates did not return to pre-pandemic levels. The district will continue to make attendance a priority in the success for each learner in Rocky Mountain.



REGULAR MEETING: INFORMATION, RECOMMENDATION

DATE: May 13, 2025

TO: Board of Trustees

FROM: Alan Rice, Secretary Treasurer

SUBJECT: Budget Utilization Summary – April 30, 2025

ORIGINATOR: Alan Rice

REFERENCE: Budget Utilization Summary – April 30, 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 \$1,414,000 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 0.92% above estimated for the current year.

Administration: increase of approximately \$246,000 from prior year which is attributable to increases to salaries and benefits. Actual amounts are in line with budget with a variance of 0.20% below estimated.

Operations and Maintenance: increase of approximately \$23,000 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 1.95% below estimated.

Transportation: increase of approximately \$75,000 from prior year. Primarily attributable to salaries and benefits. Actual amounts are in line with budget at 3.39% below estimated. Extracurricular travel is below budgeted but anticipated to increase as weather becomes more suitable for outdoor activities throughout the remainder of the school year.



CONCLUSION

Expenditures to date are above budget by 0.31% and greater than the prior year by \$1,757,000 for the same timeframe. The operating variance of actual to budget for year-to-date is considered reasonable.

RECOMMENDATION

Continue to monitor on a monthly basis.

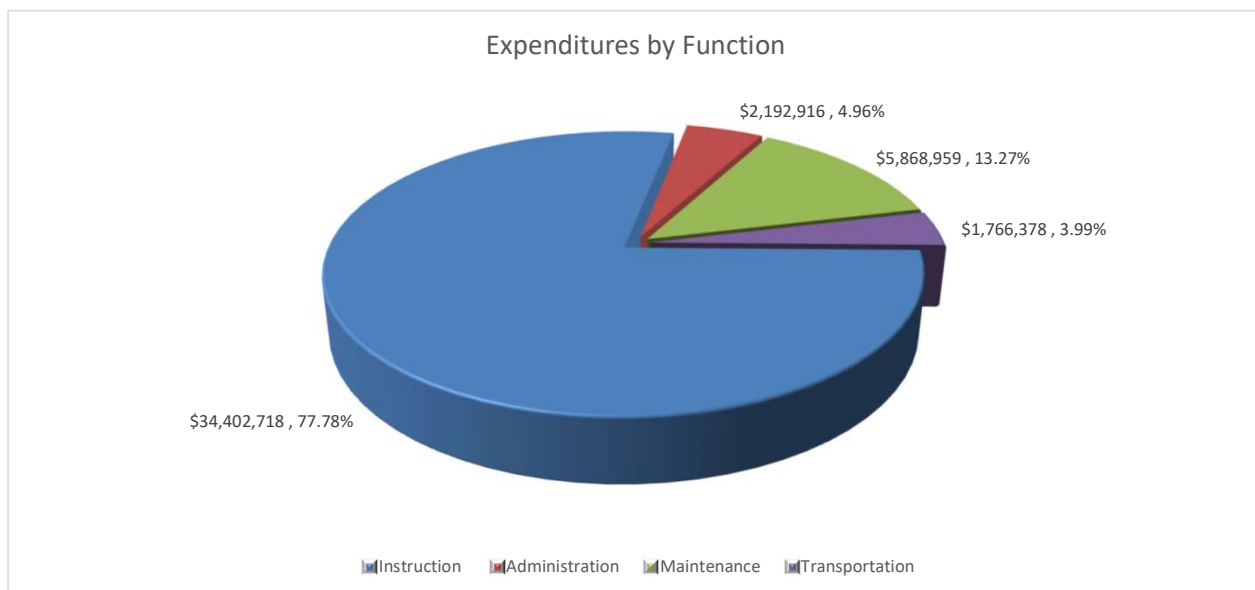
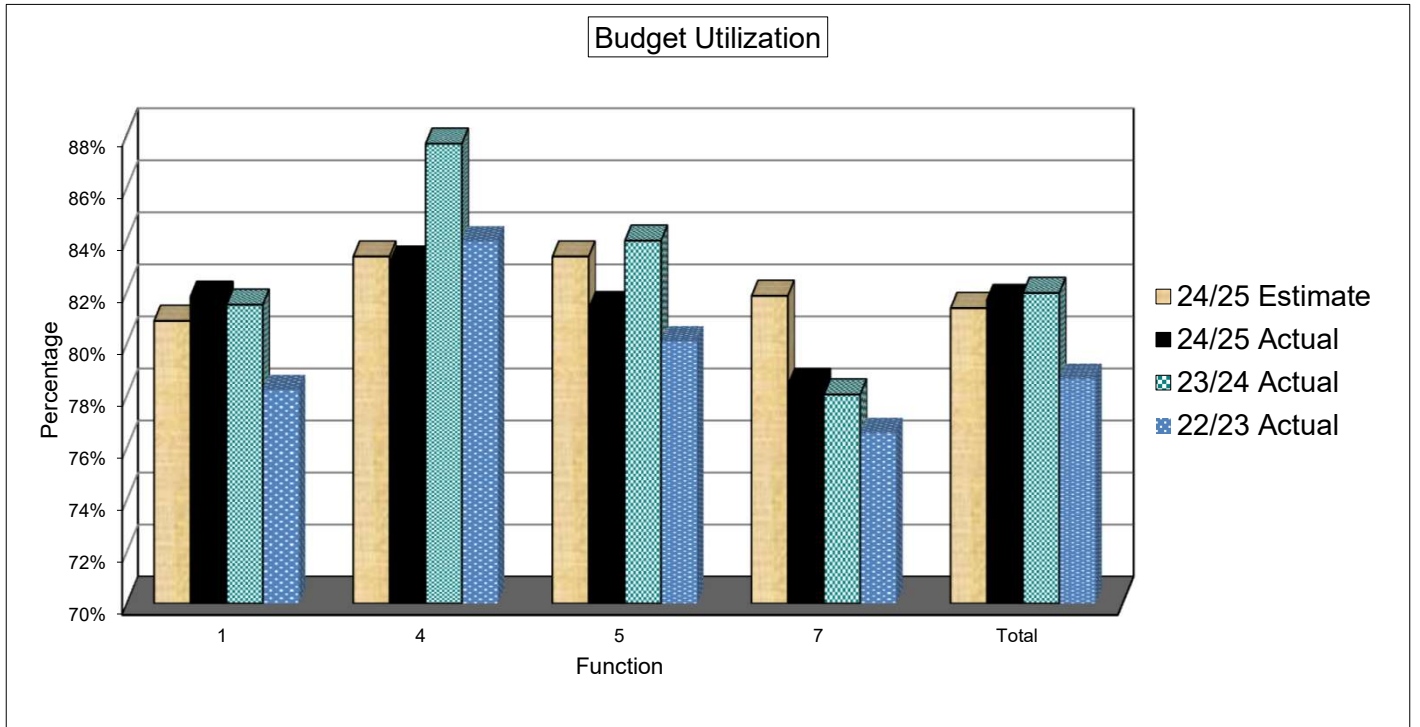
STRATEGIC ALIGNMENT

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

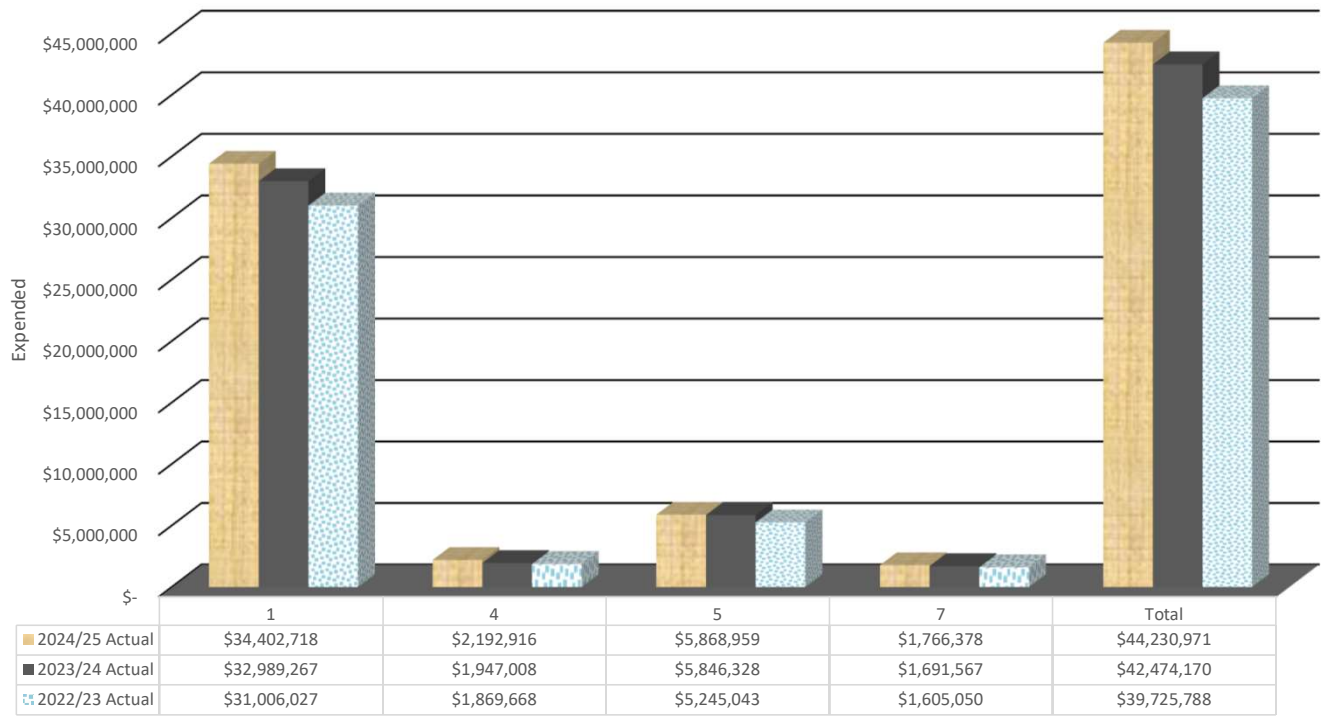


ROCKY MOUNTAIN SCHOOL DISTRICT
BUDGET UTILIZATION SUMMARY
4/30/2025

<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	\$ 34,402,718	81.78%	80.86%	81.48%
Administration	4	12	\$ 2,637,800	\$ 2,192,916	83.13%	83.33%	87.67%
Maintenance	5	12	\$ 7,211,645	\$ 5,868,959	81.38%	83.33%	83.94%
Transportation	7	11	\$ 2,252,184	\$ 1,766,378	78.43%	81.82%	78.03%
Total			\$ 54,166,541	\$ 44,230,971	81.66%	81.35%	81.93%



3 Year Actual Expenditure Comparison



DATE: May 5, 2025

TO: Board of Trustees

FROM: Field Trip Committee

SUBJECT: April 2025 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 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.



CURRENT SITUATION

School	High Care Field Trips (#)
Selkirk Secondary School	2
Outdoor Rock Climbing and Camping in Kimberley area 3 days/2 nights 24 Students, Grades 10-12	
Mountain Biking in Kimberley area (Selkirk Mountain Bike Team) 5 days in April & May 5 24 Students, Grades 8-12	
David Thompson Secondary	1
Jazz Festival, Kelowna, BC 3 days/2 nights 17 Students, Grades 8-12	

CONCLUSION

Rocky Mountain School District has approved three (3) high care field trips for the month of April 2025.



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

June 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3 Labour Relations Committee Virtual at 12:30 pm Policy Committee Virtual at 4:30 pm	4	5	6	7
8	9	10 Board of Education Meeting, NES 4:45 pm In-Camera 6:00 pm Regular KAS Grad, time TBC Nordic Club Lodge	11	12	13	14 Selkirk Secondary Grad Ceremony, 3pm
15	16	17 KZ Retirement Event Trickle Creek Lodge 4:30pm ODAS Grad, time TBC CPR Lodge (TBC)	18	19 GZ Retirement Event, Island Restaurant 4:30pm GAS Grad, time TBC Golden Bowling Alley	20	21
22	23	24 WZ Retirement Event, Beginnings Restaurant 4:30pm	25 Golden Secondary Grad, 7pm	26 Last Day of School – Students David Thompson Grad, 4pm	27 Last Day of School - Teachers	28
29	30					