

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

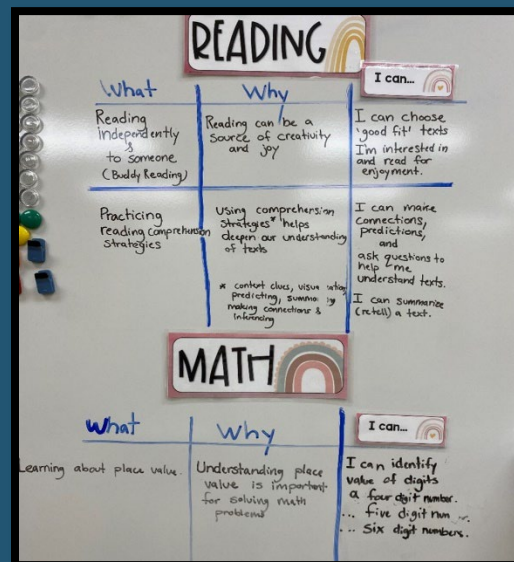
With a focus on the *success of each learner*, staff at Martin Morigeau Elementary School have been very deliberate in their instructional approaches this year. Teachers have made explicit use of learning intentions and success criteria, and students are making strong connections to their work with "I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

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

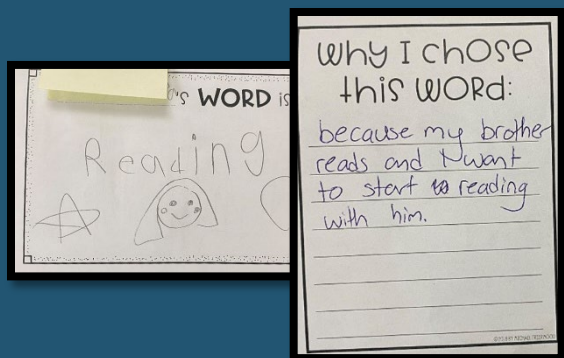
"I can make connections, predictions, and ask questions to help me understand texts", and

"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.

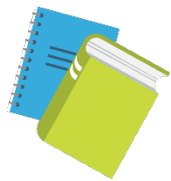
In recent months students have had many opportunities to connect to our local environment. With assistance from Golden and District Community Foundation and the school's Parent Advisory Council, highlights have included downhill skiing at Kicking Horse Mountain Resort, Nordic Skiing at Dawn Mountain,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





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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."

"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.





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LEARNING SERIES EMPHASIZES INDIGENOUS 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.

