



2025 - 2026

SCHOOL SUCCESS PLAN

Rocky Mountain Alternate Education
Golden Alternate, Open Doors, Kimberley Alternate
& Online Learning



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Rocky Mountain Alternate Education



PRINCIPAL MESSAGE

Rocky Mountain Alternate Education & Online Learning offers flexible, supportive learning programs in the communities of Golden, Invermere, and Kimberley. We look forward to Our focus is on students whose needs extend beyond what traditional school settings can provide. Through differentiated instruction, flexible delivery models, and strong connections with community agencies, we strive to support the academic, social-emotional, and wellness of every learner.



We are proud to share our **2025–2026 School Success Plan**, shaped by the voices of students, staff, families, and community partners. Feedback collected through surveys, stories, and shared experiences has been instrumental in guiding our direction.

Our continued focus is on the core competency of **Personal Awareness and Responsibility**. This priority emerged from a review of student and staff data, which revealed a need for greater support in areas such as wellness, engagement, and community connection. These are critical factors in both academic achievement and personal growth. Staff also emphasized the importance of inclusive, collaborative practices to meet the diverse needs of our learners.



We remain committed to our collective journey toward Truth and Reconciliation, and our work is rooted in strong relationships and a shared vision of authentic success for each learner.

Sincerely,
Lisa Tenta, Principal

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SCHOOL DEMOGRAPHICS

Staff

- 6 teachers
- 3 part-time Learning Services teachers
- 1 Learn at Home teacher.
- 3 Education Assistants
- 3 Indigenous Education Student Support Workers
- 2 Youth Care Workers
- 1 Administrative Assistant
- Principal

Students

- 70 students - Alternate Education
- 14 students – Full time online

School Sites

- Kimberley Alternate
- Open Doors Alternate
- Golden Alternate

Grades

- Alternate Education: 10 - 12
- Learn at Home: K – 9
- Online Courses: 10 - 12 & Continuing Education



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VISION

Authentic Success

MISSION

Together as an inclusive, and safe community we nurture curious, connected, and adaptable learners while fostering emotional, social, and physical wellbeing.

VALUES

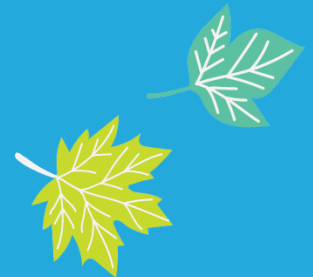
Communication: Effective exchange of thoughts and feelings to foster understanding.

Equity: Support and opportunity to reach potential.

Adaptability: Being able to adjust to new situations and build capacity to be resilient.

Integrity: Honesty and responsibility in respect and care for others.

Community connections—rooted in relationships with the land, self, and others—fosters compassion, safety, and well-being



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OUR STORY

In the 2025 – 2026 school year Rocky Mountain Alternate Education will continue to embed Indigenous worldviews and perspectives into daily learning. This includes a focus on experiential learning, circle practice, and utilizing resources like *Ensouling Our Schools*. We are proud of our growing partnerships with local Indigenous communities, which have led to authentic, meaningful learning rooted in relationship, respect, and reciprocity. Students and staff share that this journey is deepening their understanding of Indigenous histories, cultures, and contributions. This work continues to shape our school culture where Indigenous knowledge is not an addition, but a vital and integrated part of who we are and how we learn.

We continue to recognize that personal and social development is foundational to student success—academically, emotionally, and in life beyond the classroom. Our learning community is grounded in care, connection, and the belief that every student has the capacity to thrive when supported with dignity and belonging.

Recent student survey data:

- 55% of students report rarely or only sometimes feeling good about themselves.
- 58% rate their mental health as poor or fair.
- 70% say they get a good night's sleep only once or twice a week.
- 66% report frequent or daily substance use.

These indicators point to a growing need for compassionate, proactive support that places social and emotional learning (SEL) at the forefront.

2024-2025 attendance and goal-tracking data shows that:

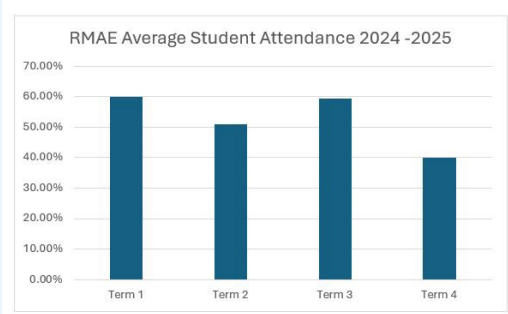
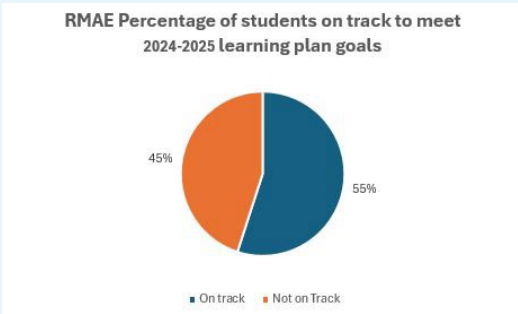
- Students attended 52% of their scheduled school hours.
- 55% of students were not on track to meet their individual learning goals.

Together, this data calls for a coordinated, school-wide response that prioritizes student well-being, re-engages learners, and strengthens attendance. By fostering a culture of care and connection, we can better support our students in achieving both academic and personal success.



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The staff survey conducted in May 2025 identified a need to enhance support in social-emotional learning (SEL), student engagement, and community collaboration. Staff highlighted the positive impact of teacher collaboration within alternative school programs and expressed interest in expanding these collaborative practices to include all staff—teachers, support staff, and exempt staff.

Data from Rocky Mountain Online Learning shows that many students delay progress in their online courses until late in the year. This trend highlights the need to support students with time management, course engagement and improve communication between staff, students and parents.

Our goal is to cultivate personal and social responsibility in a way that promotes wellness and supports student success. By intentionally emphasizing this core competency, we aim to help learners build respectful, collaborative relationships and take ownership of their learning and well-being. In doing so, we empower students to become confident, compassionate individuals who can face personal challenges and thrive in social settings with resilience and a strong sense of purpose.

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EQUITY, DIVERSITY, AND INCLUSION

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

To foster personal and social responsibility that supports wellness and enhances achievement

Inquiry

How will teaching Social Emotional Learning strategies improve outcomes for students?

Action

Staff will deliver a bi-monthly life skills/life hacks program, embedding experiential learning opportunities/strategies to support social-emotional learning.

Data and Monitoring

1. Track positive peer to peer connections, student participation in SEL sessions and connections with community partners
2. Student Voice: Students complete exit slips/reflection after SEL lessons. Analyze each term
3. Weekly School Based Teams meetings: Individual staff to report out on SEL supports for students



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SUCCESS FOR EACH LEARNER

Learning involves recognizing the consequences of one's actions

To foster personal and social responsibility that supports wellness and enhances achievement

Inquiry

Will increased attendance improve student achievement?

Action

Clear and consistent attendance protocol in place that is communicated across multiple platforms and reviewed each term
Teacher will email bi-weekly attendance and academic progress reports emailed to parents and share with students

Data and Monitoring

Staff will review academic progress, on-track graduation verification and course completions quarterly.

Weekly School Based Team meetings: Staff report out on student academic progress and attendance

Student Voice: Students will reflect on monthly attendance/academic report and set goals for improvement



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GROWING CAPACITY OF SELF AND OTHERS

Learning involves patience and time

To foster personal and social responsibility that supports wellness and enhances achievement

Inquiry

How will bringing educators together across three communities enhance programming and strengthen learning experiences district-wide?

Action

We will build on the success of teacher collaboration by intentionally expanding opportunities for all staff: teachers, support staff, and exempt staff to engage in shared professional learning that strengthens practice and enhances student support across the district.

Data and Monitoring

Attendance and participation logs for collaborative events, workshops, and cross-community initiatives.
Host events where staff and students share outcomes from collaborative programs
Collect artifacts (lesson plans, unit designs, intervention strategies) that were co-developed and implemented across communities.



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STEWARDSHIP FOR THE FUTURE

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)

To foster personal and social responsibility that supports wellness and enhances achievement

Inquiry

How will active participation with community partners strengthen students' sense of connection and responsibility?

Action

All students will collaborate with one community partner on a project of their choice.

Data and Monitoring

- Track number of students participating in community projects
- Student/community partner reflections and evaluations

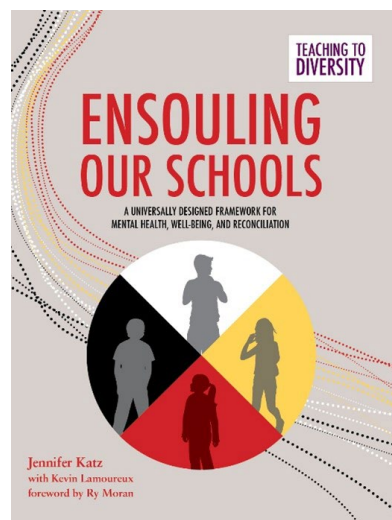
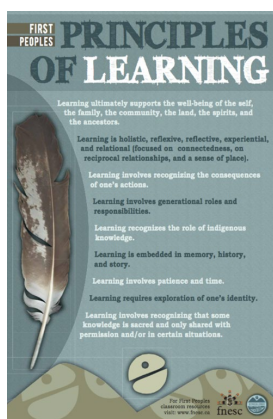
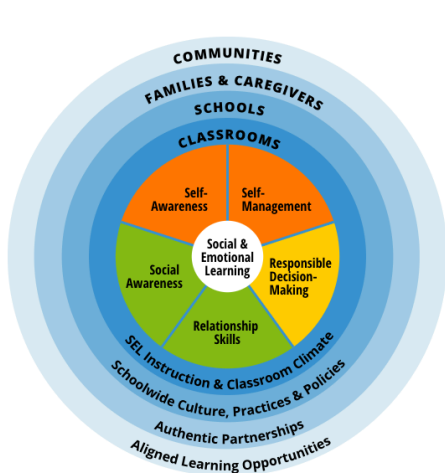




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RESOURCES



[CLICK HERE](#) for information about Personal Awareness & Responsibility from the BC Ministry of Education website.