



School District 19
(Revelstoke)

District Parent Advisory Council Meeting

Wednesday, February 7th, 2024

12:00 p.m.

Britt Hunchak (RSS)
Erica Fairley (RSS)
Sheena Wells (CPE)
Colette Poirier (CPE)
Amy McGiven (AHE)
Courtney Beruschi (AHE)
Austin Luciw (BVE)
Stacey Lamont (BVE)
Sasha-Emily Walsh, Trustee
Roberta Kubik, Superintendent
Angela Korsa (CSF)
Mireille Dufour (CSF)

AGENDA

1. Call to order and recognition of traditional territories.

We would like to respectfully honour the four nations on whose land we live and learn: The Sinixt, the Secwépemc, the Ktunxa, and the Syilx Okanagan.

2. Attendance

3. Agenda Additions

4. A review of the minutes of December 6th, 2023

5. Correspondence

5.1 BCTF Magazine

6. Treasurer's Report

- Funds in Regular Account _____
- Funds in Gaming Account _____

7. Board of Trustees / District Administration News

7.1 District's Strategic Plan (presented by Sasha-Emily Walsh)
7.2 2024/2025 District Calendar
7.3 Student Learning Survey
7.4 BC Adolescent Health Survey

8. Old Business

New Business – Questions from Stacey Lamont

- 9.1 Holocaust Education (Verbal)
- 9.2 Accessibility – See the following attached
 - Screen Shot of District’s Website Home Page
 - Copy of District Website “Accessibility” webpage with information on how to provide feedback
 - Copy of the district’s Accessibility Plan
- 9.3 SOGI
 - District Policy (attached)
 - District Lead (Greg Kenyon, Principal RSS)
 - School Leads
 - SOGI Information on school/district websites (see attached)
- 9.4 School Cash Online (attached email from Bruce Tisdale, Secretary Treasurer to Stacey Lamont dated January 18th, 2024)

9. PAC News

10. Adjournment

Next meeting dates: All meetings will be held at the school board office upstairs meeting room at noon

- March 6th, 2024
- May 1st, 2024
- June 5th, 2024



School District 19
(Revelstoke)

Revelstoke Board of Education

District Parent Advisory Council Meeting December 6th, 2023

Minutes

1. Call to Order and Acknowledgement

Call to order 12:00 pm

We would like to respectfully honour the four nations on whose land we live and learn: The Sinixt, the Secwepemc, the Ktunxa, and the Syilx Okanagan.

2. Attendance

Britt Hunchak (RSS), Erica Fairley (RSS), Colette Poirier (CPE), Austin Luciw (BVE), Amy McGiven (AHE), Courtney Beruschi, Sasha-Emily Walsh (School Board Trustee), Roberta Kubik (Superintendent), Mireille Dufour (CSF) and Angela Korsa (CSF)

Regrets: Sheena Wells (CPE) and Stacey Lamont (BVE)

3. Agenda Additions

- DPAC Email Account
- Hot Lunch
- BCCPAC Expenses

4. Review of Minutes of Last Meeting – November 1st, 2023

- Accepted as presented – no errors or omissions

5. Correspondence

- None

6. Treasurer's Report

- Funds in the Regular Account total \$2,036.62
- Funds in the Gaming Account total \$2,693.18
- Stacey Lamont attended the BCCPAC Conference. BCCPAC will be refunding the expenses which were \$564.82 (\$489.03 for the flight and \$75.79 for meals) but the refund has not yet arrived.
-

Motion: Amy McGiven and Erica Fairley

DPAC will reimburse Stacey Lamont the amount of \$564.82 to cover her expenses for travelling to the BCCPAC Conference.

CARRIED

7. **Board of Trustees/District Administration News**

Communications Board at Columbia Park Elementary School

- Superintendent Kubik provided a presentation on the outdoor Communications Board at Columbia Park Elementary School which was championed by Learning Support Teacher Victoria Strange and District Speech and Language Pathologist Monica Penner. Ms. Strange and Ms. Penner collaborated with students to make the words and pictures on the board practical and kid friendly.

Website Refresh Feedback

- First Nations language is imbedded to learn the pronunciation.
- Some concerns that it looks too similar – colours and sizes are similar

Strategic Plan Feedback

- The group feedback on the Strategic Plan from the last DPAC meeting was reviewed.

8. **Old Business**

- Soccer at Begbie View Elementary School is going well. Soccer just started at Arrow Heights Elementary School on December 5th, 2023
- Hot Lunch was Chicken Stir Fry with rice
- Ecole des Glacier Principal David Brosseau-Fournier has been invited to a meeting with the school district principals.

9. **New Business**

- DPAC Email Account – will start using it and a copy of the instructions will be kept in the DPAC binder with agendas and minutes at the board office.

10. **PAC News**

AHE

- See attached

BVE

- Glow Party on January 19th, 2024 – Tickets are \$5 each and it is open to the public, but parents need to be there
- Christmas Concert is on December 19th, Green Christmas is December 21st and there will be cookies and hot chocolate on December 22nd
- There will be a Subway lunch in January
- The PAC has purchased Ping Pong tables
- There will be sex-ed for grade 6 and 7 students with a presentation for parents

CPE

- See attached

RSS

- See attached

EDG

- See attached

11. Adjourned: 12:55 pm

Next meeting dates:

All meetings will be held at the school board office upstairs meeting room at noon

- February 7th, 2024
- March 6th, 2024
- May 1st, 2024
- June 5th, 2024

AHE PAC REPORT

December 6, 2023

- Santa is coming for a visit on Dec 18
- Christmas concert Dec 21
- Craft Fair Dec 15
- Tacky Sweater day Dec 22
- All the district sports activities are starting in January
- December hot lunch was pizza and January hot lunch is Subway
- Community lunch was this past week
- Indigenous artists focus, some grades have been on guided tours of art galleries checking out the new displays
- We wrote letters to Santa
- Grade 4/5's went to Begbie Manor and learned knitting and crocheting from the seniors and next the seniors will be coming to the school
- Gr 6 and 7 Attended the Safer Schools presentation
- Maybe having public health do a session with parents of primary students, as there has been interest from other schools too
- PAC supported the teachers purchase of outdoor engagement games, such as giant jenga and ladder ball

• PURDYS coming

• Family movie night fundraiser planned for January sometime

December 6th, 2023 DPAC Meeting

Columbia Park Elementary School Update

Meeting was NOV 14th
CPE book fair went well over the early dismissal days
Calendar & Purdys Fundraisers have occurred
Holiday craft fair – students create-bake-buy- up to six
Public Health Nurse was in for Sexual Education GR6/7
looking for new YR book rep
photo discussion on mtn west – parents were disappointed
Winter concert Dec 20
GR 5/6 Trade exploration – trip to Revy FORD dealership
Erase presentation – was valuable to parents- challenges with registering online
\$700 was provided to purchase Nordic gear fr CPE PAC
New gmail – email setup – moving documents fr binder & tote onto google drive
Nov 9th pizza lunch fr PAC & community kitchen lunch NOV 21st was wonderful
Badmintons finished
Basketball has begun

December 6th, 2023 DPAC Meeting

Ecole des Glacier Update

Here are the Ecole des Glaciers PAC news to add to the minutes of last meeting:

- our hot lunches this month are from Kawakubo and Tamari-ba
- kindergartner and grade 1 kids went to gymnastic
- grade 5-6-7 went curling and will go again in January
- grade 2-3-4 are going to Okanagan Library and Soup & Smile next week
- RCM came to talk to the kids
- our Christmas concert is Dec.22 afternoon in gymnasium of AHE
- we had a cookie and cookie dough fundraiser with Moondilly Bakery
- we have another prepaid card fundraiser until Dec.10

DPAC Meeting – RSS UPDATE

2023Dec08

- Meeting 2023Nov27
- Guest Speaker: RCMP Detachment Commander, Chris Dodds, presented on different topics related to Revelstoke (drug culture, youth drug use, increasing vandalism, rule for “L” and “D” drivers, youth mental health, RCMP liaison designated to each school, RCMP career opportunities, Sextortion – currently biggest issue for youth in Revy)
- First “phone hotels” have been ordered for classrooms so youth can put their phones in the case while in class
- Fall sports have ended. Several teams made it to Valley Championships. Cross country running and swimming went to Provincials. Basketball teams have started up.
- Remembrance Day Ceremonies were held last month on Nov. 9th. Students from the drama class read “In Flanders Field”
- RCMP presentation on Sexting and Cyberbullying
- Digital Caring Schools (parents’ addition) – Nov 30th @ 6:30pm at the theatre but also a Zoom option
- Band Music Concerts – Dec 6th and 7th
- Consent Presentations to Grade 11 & 12 – Dec. 7th
- School Dance “The Winter Ball” – Dec. 14th (put on by the leadership class)
- Holiday Theme Week – Dec 18th – 22nd
- Funding Request: \$360 approved for Thinking Games/Activities for the library was approved

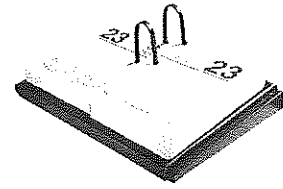
SCHOOL DISTRICT NO. 19 (REVELSTOKE)

TO: District Parent Advisory Council
PAC Presidents/Chairs

FROM: Roberta Kubik, Superintendent of Schools

DATE: February 7th, 2024

SUBJECT: 2024/2025 District School Calendar



I am attaching the draft district calendar for 2024/2025 for your review with parents through PAC and DPAC. I would appreciate feedback or questions prior to March 1st, 2024 as the calendar will go before the Revelstoke Board of Education on March 13th, 2024 for final approval and submission to the Ministry of Education.

This calendar includes 182 days of instruction for a total of 189 days in session including non-instructional and professional development days. Both the Spring Break and the professional development days have been set to be aligned as much as possible with other districts in our region. A table of the 2024/2025 calendars from school districts in our area is attached for your information.

Also of note is that in order to continue to accommodate a two-week spring break, two professional development days have been moved into the summer, allowing for two additional days of instruction for students.

Please do not hesitate to contact me by email (rkubik@sd19.bc.ca) should you have any questions, ideas, or suggestions!

cc: School Calendar File
Principals



School District 19
(Revelstoke)

SCHOOL DISTRICT NO. 19 (REVELSTOKE)

SCHOOL CALENDAR – 2024/2025

Month	Statutory Holidays	Closures	Non-Instructional Dates	Total Days in Session	Days of Instruction
August	British Columbia Day Monday, August 5 th		School Planning Day Wednesday, August 28 th Professional Development Thursday, August 29 th	2	0
September	Labour Day Monday, September 2 nd First day of school is Tuesday, September 3rd National Day of Truth and Reconciliation, Monday, Sept 30 th ,			19	19
October	Thanksgiving Day Monday, October 14 th		Professional Development Day (Provincial Day) Friday, October 25 th	22	21
November	Remembrance Day Monday, November 11 th		Professional Development Friday, November 8 th	20	19
December	Christmas Day Wednesday, December 25 th Boxing Day, Thursday December 26 th	Christmas Break December 23 rd , 2024 - January 5 th , 2025 (incl.)		15	15
January	New Year's Day, Wed, January 1 st First day back, Monday, January 6th			20	20
February	Family Day Monday, February 17 th		Professional Development Friday, February 14 th (Okanagan Zone)	19	18
March		Spring Break March 17 th – 28 th (incl.)		11	11
April	Good Friday, April 18 th Easter Monday, April 21 st			20	20
May	Victoria Day Monday, May 19 th		Professional Development Friday, May 16 th	21	20
June			Administrative Day June 27 th	20	19
Total				189	182

School	Start Time	Recess / Break	Lunch	Afternoon Break	Regular Dismissal	Revelstoke Secondary School Off-Time Table Instruction
Arrow Heights Elementary	8:30 am	10:00 – 10:20 am	12:00 pm – 12:50 pm		2:30 pm	Tues – Weds - Thurs 3:30 – 4:30 pm
Begbie View Elementary	8:30 am	10:00 – 10:20 am	12:00 pm – 12:50 pm		2:30 pm	
Columbia Park Elementary	8:30 am	10:00 – 10:20 am	11:50 am – 12:40 pm		2:30 pm	
Revelstoke Secondary	8:45 am	10:05 – 10:15 am	11:35 am – 12:25 pm	1:45 – 1:55 pm	3:10 pm	

Table of 2024-2025 Calendars from other school districts in the province in our area

SD #	Name	1st day of School	Christmas Break (incl)	Spring Break (Inclusive)	Pro-D days	Admin Day
73	Kamloops	Sept 3	Dec 23-Jan 3	Mar 17-28	Sept 23, Oct 25, Dec 2, Feb 7, Apr 28, May 16	June 27
22	Vernon	Sept 3	Dec 23-Jan 3	Mar 17-28	Sept 23, Oct 25, Nov 8, Jan 24, Feb 14, May 12	June 27
23	Central Okanagan	Sept 3	Dec 23-Jan 3	Mar 17-28	Aug 26,27&28, Oct 11, Oct 25, Feb 14	June 27
67	Okanagan Skaha	Sept 3	Dec 23-Jan 3	Mar 17-18	Sept 23, Oct 25, Nov 8, Jan 14, Feb14, May 12	June 27
20	Kootenay-Columbia	Sept 3	Dec 23-Jan 3	Mar 17-28	Aug 28&29, Oct 25, Nov 8, Feb 14, May 16	June 26
8	Kootenay Lake	Sept 3	Dec 23-Jan 3	Mar 17-28	Sept 20, Oct 25, Jan 20, Feb 14, Apr 7, May 26	June 25
6	Rocky Mountain	Sept 3	Dec 23-Jan 3	Mar 17-28	Aug 28, 29&30, Oct 18, Feb 10, Apr 28	June 30
83	North Okanagan-Shuswap	The draft 2024-2025 Calendar has not yet been posted				

Minimum Hours of Instruction set by the Ministry of Education and Child Care

- Kindergarten – 853 hours
- Grades 1 – 7 – 878 hours
- Grades 8 – 12 – 952 hours of instruction

SD19 Hours

- Elementary - 4.83 hours/day x 182 days = 879.06 hours of instruction which is 1.06 hours over the minimum
- Secondary – 5.25 hours/day x 182 days = 955.5 hours of instruction which is 3.5 hours over the minimum

(as of November 28th, 2023)

SCHOOL DISTRICT NO. 19 (REVELSTOKE)

TO: District Parent Advisory Council

FROM: Roberta Kubik, Superintendent of Schools

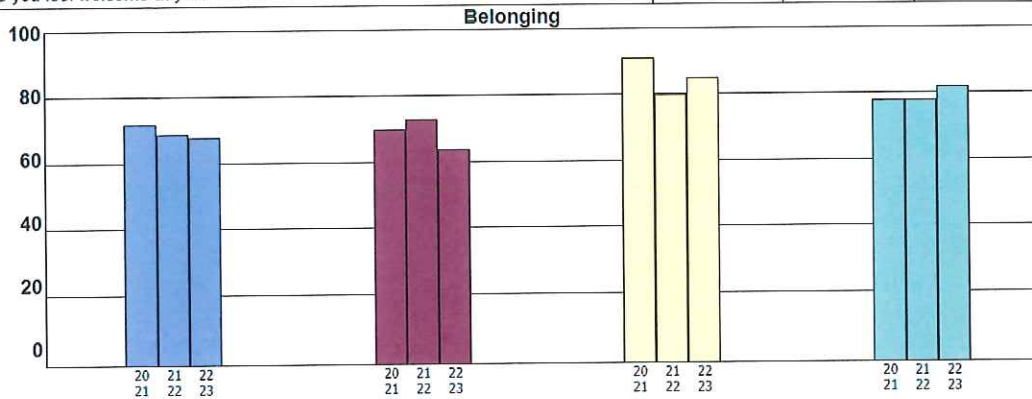
DATE: February 7th, 2024

INFORMATION: Student Learning Survey: Belonging and Feeling Welcome



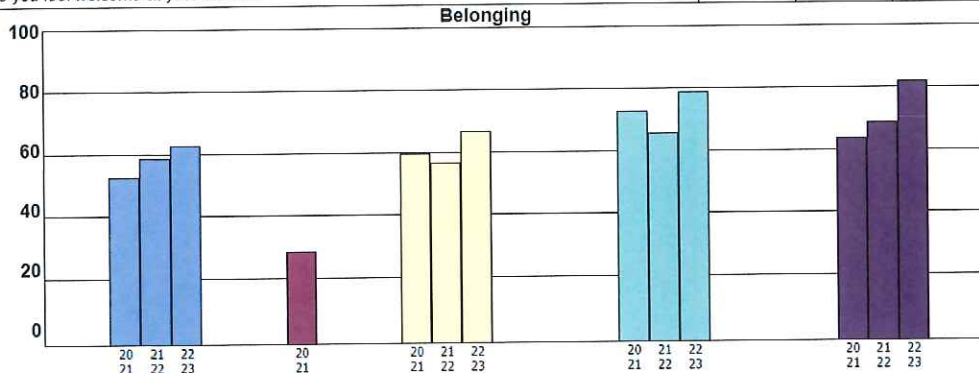
GRADE 4 RESULTS (in %), 2020/2021 - 2022/2023

% Reporting Positive Responses				
Belonging		Revelstoke (SD 019)		
		2020/2021	2021/2022	2022/2023
Is school a place where you feel like you belong?		73	70	69
How many adults do you think care about you at your school?		71	74	65
Do adults in the school treat all students fairly?		92	81	86
Do you feel welcome at your school?		79	79	83



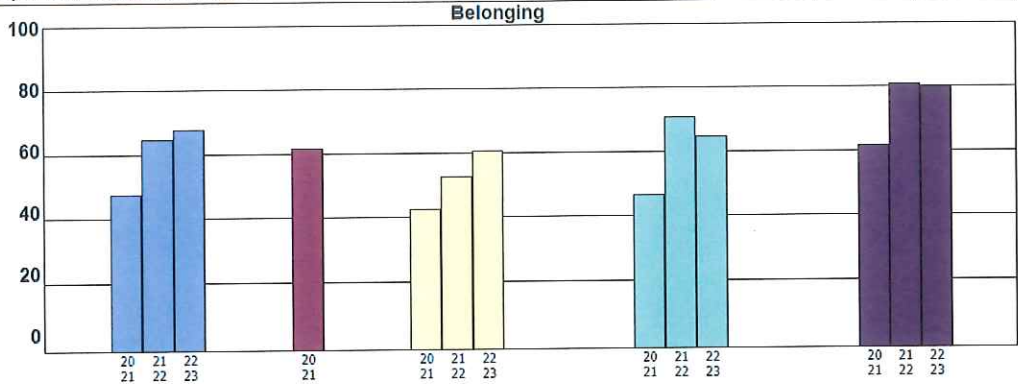
GRADE 7 RESULTS (in %), 2020/2021 - 2022/2023

% Reporting Positive Responses				
Belonging		Revelstoke (SD 019)		
		2020/2021	2021/2022	2022/2023
Is school a place where you feel like you belong?		54	60	64
Do you see diverse sexual orientations and gender identities represented in your school or activities?		30	N/A	N/A
How many adults do you think care about you at your school?		61	58	68
Do adults in the school treat all students fairly?		74	67	80
Do you feel welcome at your school?		65	70	83



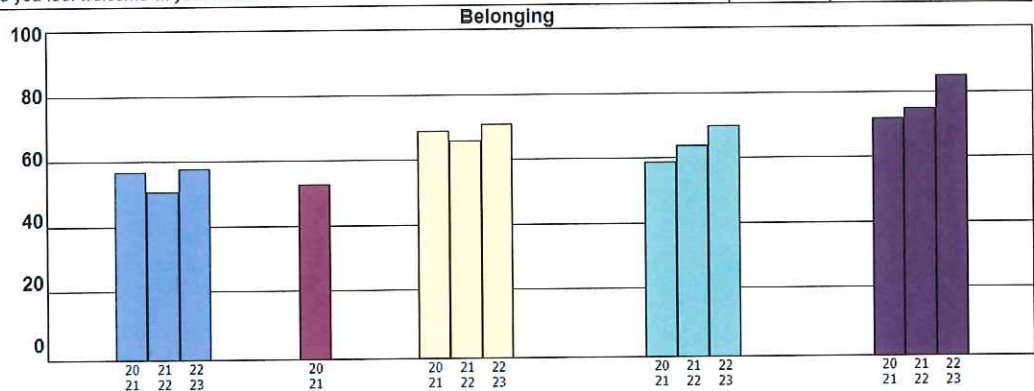
GRADE 10 RESULTS (in %), 2020/2021 - 2022/2023

% Reporting Positive Responses			
Belonging	Revelstoke (SD 019)		
	2020/2021	2021/2022	2022/2023
Is school a place where you feel like you belong?	49	66	69
Do you see diverse sexual orientations and gender identities represented in your school or activities?	63	N/A	N/A
At your school, how many adults do you feel care about you? (for example, teachers, counsellors, student helpers)	44	54	62
Do adults in the school treat all students fairly?	48	72	66
Do you feel welcome at your school?	63	82	81



GRADE 12 RESULTS (in %), 2020/2021 - 2022/2023

% Reporting Positive Responses			
Belonging	Revelstoke (SD 019)		
	2020/2021	2021/2022	2022/2023
Is school a place where you feel like you belong?	58	52	59
Do you see diverse sexual orientations and gender identities represented in your school or activities?	54	N/A	N/A
At your school, how many adults do you feel care about you? (for example, teachers, counsellors, student helpers)	70	67	72
Do adults in the school treat all students fairly?	60	65	71
Do you feel welcome at your school?	73	76	86



- Our students feel welcome at school and we see improvements in the 2022/23 school year.
- The range is 83% to 86% of our students feel welcome at school.
- Our students show a stronger connection to feeling welcome at school than school being a place that they feel they belong.
- The range for belonging is 59% to 69%
- Further work will be done to understand why

THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 19 (REVELSTOKE)

TO: District Parent Advisory Council
FROM: Roberta Kubik, Superintendent of Schools
DATE: February 7th, 2024
INFORMATION: BC Adolescent Health Survey



The BC Adolescent Health Survey (BC AHS) is a province-wide survey administered to youth in Grade 7 to 12 since 1992. The survey gives an evidence base of youth health trends, emerging issues, and risk and protective factors for healthy development.

STUDENTS IN SD 19 WHO PARTICIPATED IN THE BC AHS

Students in Grades 7–12 in this district participated in the 2023 BC Adolescent Health Survey. They provided demographic information such as age, race, and gender.

Age

Age of survey participants	
12 or younger	8%
13 years	17%
14 years	13%
15 years	19%
16 years	16%
17 years	17%
18 years or older	10%

Gender identity and sexual orientation

In this school district, 53% of students identified as male, 43% as female, and the remainder as non-binary or not yet sure of their gender identity. For all but a few students, their gender identity matched their sex assigned at birth.

Most students identified their sexual orientation as straight.

Sexual orientation	
Straight	74%
Mostly straight	8%
Lesbian, gay, bisexual, or pansexual	10%
Asexual	0%
Not sure	8%
Other	0%

Ethnic background


Students came from various backgrounds. The most common background was European.

Most common family backgrounds	
European	66%
Indigenous	9%
Latin American, South American, Central American	7%
Australian, Pacific Islander	6%
Don't know	25%

Note: Students could mark all that applied.

Winter Newsletter highlighted the 'Students reported better health and well-being when they...' section

YOUTH HEALTH IN REVELSTOKE: Findings from the BC Adolescent Health Survey



To read more results from the survey and learn about the Youth Action Grants program, please visit mcs.bc.ca.

In 2018...

- 16%** of students exercised for at least 60 minutes daily in the past week.
- 67%** rated their mental health as good or excellent.
- 27%** had care taking responsibilities for a relative, and 73% took care of a pet or other animal.
- 74%** felt their activities were meaningful to them.
- 42%** had tried cannabis.
- 14%** had concussion in the past year.
- 13%** skipped school in the past month.
- 21%** participated in cultural or traditional activities in the past year.

In 2023...

- 30%** of students exercised for at least 60 minutes daily in the past week.
- 65%** rated their mental health as good or excellent¹.
- 28%** had care taking responsibilities for a relative¹, and 75% took care of a pet or other animal¹.
- 55%** felt their activities were meaningful to them.
- 43%** had tried cannabis¹.
- 28%** had concussion in the past year.
- 40%** skipped school in the past month.
- 39%** participated in cultural or traditional activities in the past year.

Also in 2023...

- 92%** ate fruit, vegetables and/or salad yesterday, and 54% slept for at least 8 hours.
- 80%** rated their overall health as good or excellent.
- 18%** missed school in the past month due to family responsibilities.
- 36%** felt their ideas were listened to and valued in their activities.
- 57%** had tried alcohol, 38% had vaped, and 28% had smoked tobacco.
- 42%** had received medical treatment for their concussion.
- 79%** felt safe at school, and 59% felt like a part of their school.
- 72%** felt quite or very proud to be part of the background they identified with.

Students reported better health and well-being when they...

- Participated in regular physical activity.
- Had access to nutritious, healthy meals.
- Got at least 8 hours of sleep.
- Had supportive adults in their family, school, or community.
- Felt connected to their community.
- Had supportive friends.
- Could access the services they needed.
- Felt connected to school.
- Felt connected to their culture.

¹ The change over time was not statistically significant.

mcs.bc.ca
 mccreary@mcs.bc.ca
 [mccrearycentre](https://www.youtube.com/mccrearycentre)
 [mccrearyyouth](https://www.instagram.com/mccrearyyouth)



School District 19
Revelstoke

School District 19 (Revelstoke)

HOME ▾

OUR DISTRICT ▾

OUR SCHOOLS ▾

BOARD OF EDUCATION ▾

STUDENTS & PARENTS ▾

COVID 19 INFORMATION ▾

STAFF ▾



2021-24 STRATEGIC PLAN

DISTRICT CALENDARS

DISTRICT REPORTING

INDIGENOUS EDUCATION

ACCESSIBILITY

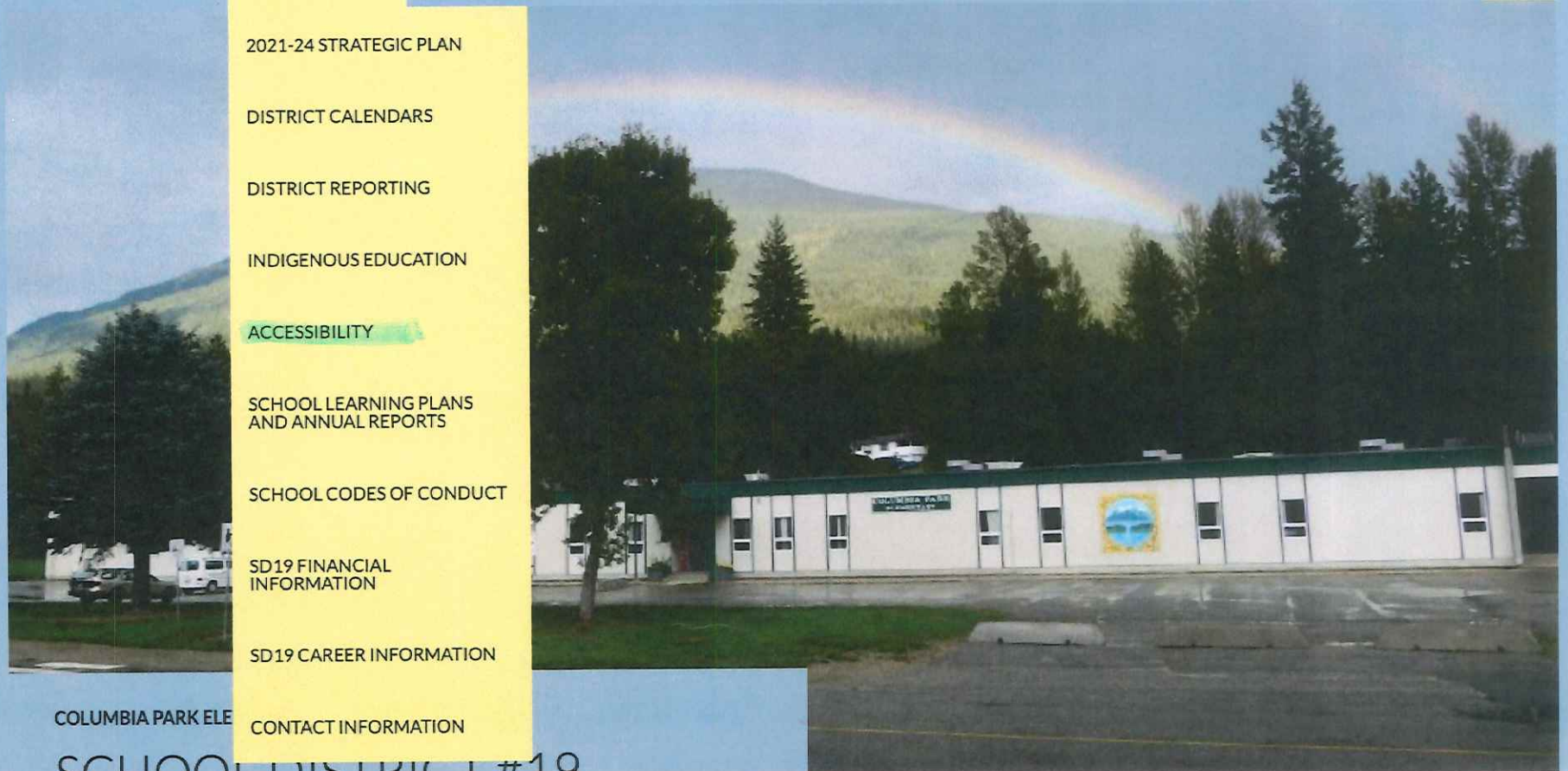
SCHOOL LEARNING PLANS
AND ANNUAL REPORTS

SCHOOL CODES OF CONDUCT

SD19 FINANCIAL
INFORMATION

SD19 CAREER INFORMATION

CONTACT INFORMATION



COLUMBIA PARK ELE

SCHOOL DISTRICT #19

ACCESSIBILITY

The Accessible British Columbia Act provides organizations, including school districts, a framework to identify, remove, and prevent barriers to accessibility. The Provincial Government created the legislation as an important step to making BC a more accessible province for all.

We define Accessibility as: the ability to have programs, services and environments that allow all individuals to participate fully in society without encountering barriers.

We define a Barrier as: Anything that prevents a person with a disability from fully participating in all aspects of society because of their disability. This includes physical/environmental, attitudinal, information, communications, policy or practice, and technological barriers.

School District #19 (Revelstoke) is committed to improving accessibility for all individuals within our district and schools. In accordance with the Accessible British Columbia Act, we have an Accessibility Committee to help identify, reduce, and remove barriers and to review feedback from the community on barriers encountered in our district and schools.

We encourage anyone to provide feedback in the following ways:

By reviewing our Accessibility Plan, found here.

By using this anonymous form to share with School District #19 (Revelstoke) any barrier to accessibility in our district or schools

By Email: accessibility@sd19.bc.ca

By Phone: 250-837-2101

By Mail:

Accessibility Committee
School District Office
P.O. Bag 5800
Revelstoke, BC V0E 2S1

**School District No.19
(Revelstoke)**

BC Accessibility Plan

October 2023



School District 19
(Revelstoke)

Table of Contents

Section 1 Introduction

- a. Territorial Acknowledgment.....3
- b. About Our School District Community... ..3
- c. A Message from the Superintendent.....3
- d. Definitions.....4

Section 2 Framework Guiding our Work

- a. Global Context – United Nations.....5
- b. Canadian Context and Legislation – Canadians Charter of Rights and Freedoms.....5
- c. BC Context and Legislation – Accessible BC Act.....6
- d. Principles in the Accessible BC Act.....6
- e. Our Commitment to Accessibility.....7
- f. Our Approach.....8

Section 3 About our Committee

- a. Purpose of the Accessibility Committee.....9
- b. Recruitment of the Accessibility Committee Members.....9
- c. Accessibility Committee Membership.....9

Section 4 Consultation Conducted

- a. Barrier Identification Methodologies.....10

Section 5 Feedback Mechanism

- a. Feedback Mechanism Development.....10
- b. Report on Accessibility Barrier.....10

Section 6 Accessibility Accomplishments and Barriers

- a. Key Discussion Themes – Accessibility Accomplishments..... 11

Section 7 Appendices

- a. Appendix A – About Disability.....13

Section 1: Introduction

a. Territorial Acknowledgement

We would like to honor the nations on whose territory we are gathering: the Sinixt, Secwepemc, the Ktunaxa and the Sylix Okanagan who have been stewards of this land since time immemorial. We welcome and the history that we share with the Nations share with us including culture, stewardship and voice.

b. About Our School District Community

School District #19 enrolls approximately 1,100 students in three elementary and one secondary school. We are a smaller rural district serving the City of Revelstoke and surrounding areas. Our district provides many different school programs that enrich or complement our students' educational studies. Class sizes continue to be one of the lowest in the province. We offer quality Early Learning Programs, Indigenous Learning Programs, and Career Development Programs. As well, we support our students with disabilities/diverse abilities through District and School-based Inclusive Education Programs.

Our leadership team and staff are committed to providing a positive educational environment that fosters each child's learning in an accessible and inclusive environment. Our leadership team includes a superintendent, secretary treasurer, two district principals, six school-based principals/vice principals, and a manager of operations. We have approximately 85 teachers and 65 unionized support staff.

School District #19 elects a Board of five trustees who establish policies, and set a vision and the strategic direction for the school district. Board meetings occur every third Wednesday from September to June. The various board committees and Parent Advisory Councils meet monthly.

c. A Message from the Superintendent

As Superintendent of Schools, I would like to express gratitude for your commitment and dedication to ensuring accessibility for all within our educational community. The work you do in promoting inclusivity and accommodating diverse needs is of utmost importance.

The Accessible BC Regulation is not just a set of guidelines; for us, it is a commitment to the future of education in our province. We firmly believe that diversity is our strength, and by embracing inclusion, we can create a more compassionate, equitable, and vibrant learning environment for all.

Your diverse backgrounds, expertise, and perspectives are invaluable assets that will contribute to the development of a comprehensive and effective plan.

Sincerely

Roberta Kubik
Superintendent of Schools

d. Definitions

Accessibility: The ability to have programs, services and environments that allow all individuals to participate fully in society without encountering barriers.

Accessibility Committee: An official group formed by one or more organizations in collaboration with people with disabilities, to create an accessibility plan and a feedback mechanism.

Accessibility Plan: A plan developed by an Accessibility Committee that identifies challenges and solutions for addressing accessibility barriers.

Barrier: Anything that prevents a person with a disability from fully participating in all aspects of society because of their disability. This includes physical/environmental, attitudinal, information, communications, policy or practice, and technological barriers. Types of barriers:

- i. **Physical/Environmental Barrier:** A barrier resulting from building design, smells/sounds, lighting, the area adjacent to the building, shape of rooms, and the size/width of doorways.
- ii. **Attitudinal Barrier:** A barrier that arises from the attitudes of staff, students, and the school community, including discriminatory behaviours and a lack of disability awareness.
- iii. **Communication Barrier:** A barrier that arises from difficulties receiving information in person, by telephone or online, interacting with teachers, peers, receptionists or other staff, and receiving training.
- iv. **Information Barrier:** A barrier that arises from inadequate or incomprehensible signage, difficulties reading brochures, forms, manuals, websites, equipment labels, and computer screens.
- v. **Policy or Practice Barrier:** Rules, regulations and protocols that prevent a person from performing their job satisfactorily or participating in society. Policy, practice, and procedures that prevent a student from accessing the curriculum and fully participating in the school community.

vi. Technological Barrier: Barriers resulting from computers, photocopiers, fax machines, telephones and switches, including the lack of assistive technologies.

Disability: The state of being unable to participate fully and equally in society as a result of the interaction between an impairment and a barrier. (For more information about disability and types of disabilities and support, refer to Appendix A: About Disability.)

Impairment: A physical, sensory, mental, intellectual, cognitive limitation, whether permanent, temporary or episodic.

Section 2: Framework Guiding our Work

The School District #19 accessibility plan builds on global, national, provincial and school district specific actions to promote and support accessibility.

a. Global Context – United Nations

In recent years, there has been an emphasis on increasing diversity, equity, and inclusion within the workplace and within the larger community. The United Nations has been instrumental in leading the importance of disability as a global health issue. In 2006, the United Nations led efforts to adopt the Convention on the Rights of Persons with Disabilities (CRPD). In 2010, Canada ratified the CRPD and described the CRPD as follows:

“The Convention on the Rights of Persons with Disabilities is an international human right treaty aimed at protecting the rights and dignity of persons with disabilities without discrimination and on an equal basis with others. Parties to the Convention of the rights of Persons with Disabilities are required to promote and ensure the full enjoyment of human rights of persons with disabilities including full equality under the law.”

b. Canadian Context and Legislation – Canadian Charter of Rights and Freedoms

Canada-wide, around one in five people had some form of disability in 2017. Nationally, Canadian accessibility legislation started in 1985 where disability was included in the Canadian Charter of Rights and Freedoms and in 1986, Persons with Disabilities (PWDs) were included in the new federal Employment Equity Act. The Accessible Canada Act (ACA) came into force in 2019, with the overarching goal to realize a barrier-free Canada by 2040. This act applies to federally regulated entities. The ACA has seven focus areas, and was developed based on the following guiding principles:

1. All persons must be treated with dignity regardless of their disabilities.
2. All persons must have the same opportunity to make for themselves the lives that they are able and wish to have regardless of their disabilities.
3. All persons must have barrier-free access to full and equal participation in society, regardless of their disabilities.
4. All persons must have meaningful options and be free to make their own choices, with support if they desire, regardless of their disabilities.
5. Laws, policies, programs, services, and structures must take into account the disabilities of persons, the different ways that persons interact with their environments and the multiple and intersecting forms of marginalization and discrimination faced by persons.
6. PWDs must be involved in the development and design of laws, policies, programs, services, and structures.
7. The development and revision of accessibility standards and the making of regulations must be done with the objective of achieving the highest level of accessibility for PWDs.

c. B.C. Context and Legislation - Accessible B.C. Act

- The Accessible British Columbia Act, enacted in June 2021, and initially the accessibility planning requirements only applied to provincial government organizations.
The Accessible British Columbia Regulation, under the Accessible British Columbia Act, came into force on September 1, 2022. These regulations identify schools as accessible organizations, and school districts and independent schools will be required to have an Accessibility Committee, an Accessibility Plan, and a tool to receive feedback on accessibility by September 1, 2023.
- The goal of the act is to improve opportunities for people with disabilities and involve them in identifying, removing, and preventing barriers to their full participation in the life of the province.

d. Principles in the Accessible B.C. Act

The Accessible B.C. Act includes a list of principles that must be considered as organizations develop an accessibility plan. The Definitions are adapted from the foundational document BC Framework for Accessibility Legislation. (HYPER LINK TO LEGISLATION) <https://www2.gov.bc.ca/assets/gov/government/about-the-bc->

[government/accessible-bc/disability-consultation/2019-consultation/framework-for-accessibility-legislation.pdf](https://www2.gov.bc.ca/gov2/accessible-bc/disability-consultation/2019-consultation/framework-for-accessibility-legislation.pdf)

- a. **Adaptability:** Accessibility plans should reflect that disability and accessibility are evolving concepts that change as services, technology, and attitudes change.
- b. **Collaboration:** Promoting accessible communities is a shared responsibility and everyone has a role to play. Accessibility plans should create opportunities for organizations and communities to work together to promote access and inclusion.
- c. **Diversity:** Every person is unique. People with disabilities are individuals with varied backgrounds. Individual characteristics including race, gender, sexual orientation, religion, and lived experience greatly inform the experiences of individuals. Accessibility plans should acknowledge the principle of intersectionality and the diversity within the disability community.
- d. **Inclusion:** All British Columbians, including persons with disabilities, should be able to participate fully and equally in their communities.
- e. **Self-Determination:** Accessibility plans should seek to empower people with disabilities to make their own choices and pursue the lives they wish to live.
- f. **Universal Design:** The Centre for Excellence in Universal Design defines Universal Design as “the design and composition of an environment so that it can be accessed, understood, and used to the greatest extent possible by all people regardless of their age, size, ability or disability.” An accessibility plan should be designed to meet the needs of all people who interact with the organization.

e. **Our Commitment to Accessibility**

Accessibility refers to the degree of ease with which people with disabilities can use and enjoy something such as a device, service, or place.

School District #19 is committed to providing an environment that is engaging for all members of our diverse community, including people with disabilities. We recognize the importance of conscious planning, design, and effort in ensuring that barriers are removed, and full accessibility is created.

Our district is committed to working collaboratively with the community to provide equitable treatment for people with disabilities in a way that respects their dignity.

To achieve this goal, we have outlined the following commitments:

f. Our Approach

School District #19 Revelstoke believes that all members of our community have the right to be treated with dignity, given an opportunity to participate, and provided with access to learning and community. Our approach is grounded in the core provincial principles of accessibility, including adaptability, collaboration, diversity, inclusion, self-determination, and universal design.

Our approach is designed to recognize the gaps and opportunities to improve accessibility in our community. By engaging in thoughtful planning, meaningful engagement, training, and direct action, we aim to deliver lasting accessibility improvements for all members of our community.

To achieve this goal, we have outlined the following commitments:

- Engage with staff, community members, and people with disabilities in the development and review of our accessibility plan.
- Increase opportunities for staff to learn about disabilities/diverse abilities and how to remove and prevent barriers.
- Ensure that our school board policies and procedures align with the principles of accessibility.
- Continually improve accessibility for people with disabilities/diverse abilities in our school community.

In June 2023, we began the process of establishing an accessibility committee and to begin the process for identifying barriers to accessibility in our school district community. This process involved:

- Calling for members of the Accessibility Committee
- Making a plan to assess the current physical and architectural accessibility of our schools
- Information gathering approaches including the use of surveys to understand the issues, challenges, and priorities of stakeholders within our school district community.
- Development of a feedback tool.
- Establishing a monitoring and evaluation process
- Engage with staff, community members and people with disabilities in the development and review of its accessibility plan.
- Ensure that our School Board policies and procedures align with the principles of accessibility.

- Improve access to facilities, policies, programs, practices, and services for all individuals.

Section 3: About our Committee

a. Purpose of the Accessibility Committee

Under the Accessible B.C. Act, organizations must establish an Accessibility Committee to assist with identifying and addressing barriers to individuals in or interacting with the organization.

The purpose of the accessibility committee is to work collaboratively to assess and improve community accessibility by focusing on the experiences of individuals with disabilities while encompassing the whole community.

The Accessibility Committee also advises the District Administrator/Board on strategies to reduce social, physical, sensory, and other barriers that prevent people from fully participating in all aspects of school community life. The Committee makes recommendations regarding issues that have been identified.

b. Recruitment of the Accessibility Committee Members

Under the Accessible B.C. Act, the selection of accessibility committee members must, to the extent possible, align with the following goals:

- At least half the members are persons with disabilities (PWD), or individuals who support or are from organizations that support PWDs;
- At least one member is an Indigenous person; and
- Members reflect the diversity of persons in B.C.

An initial invitation to the Accessibility Committee was sent out in June 2023 to recruit a diverse representation as outlined above. The Accessibility Committee was formally constituted in June 2023. Current members of the Accessibility Coordinating Committee are listed below and membership will be reviewed on a regular basis.

c. Accessibility Committee Membership

We would like to thank the following committee members for their time and commitment to accessibility and inclusion.

Roberta Kubik, Superintendent

Rita Tedesco, District Principal

Jodi Wallach, District Principal

Celes Lucius, CUPE President

Allison Just, RTA member

Lisa Moore, Indigenous Student Support

Section 4: Consultation Conducted

a. Barrier Identification Methodologies

The Accessibility Committee will use the following methods to identify barriers:

- District Accessibility Feedback Tool - A feedback tool is to be developed and posted to the district website. Information about the tool will be shared with district and school stakeholders (i.e., students, staff, outside professionals and parents/guardians): January 2024
- Audit of policies and practices - A review of current policies and practices that promote accessibility and inclusion is to be conducted by key staff members. Completion date: March 2024
- Accessibility Scan – An assessment of accessibility barriers in our district will be developed. Completion date: March 2024

Establishing additional processes for the identification of barriers will be part of the Committee's work moving forward. These may include student, parent, and staff surveys and an accessibility site audit.

Section 5: Feedback Mechanism

a. Feedback Mechanism Development

School District #19 will develop an online feedback tool that includes questions about accessibility experiences that students, staff and members of the school district community can complete. The tool will be posted to the main page of the district website and an information announcement about the tool will be provided to students, staff, and parents/guardians. Feedback will be anonymous, or people can add their name and contact information if they wish to be contacted. There is an option for people to email a video or photo(s) to accessibility@sd19.bc.ca

b. Report an Accessibility Barrier

We want to learn about specific barriers that people face when they are trying to access a school program, building, or school information. This information can be

relayed via the online feedback tool that will be posted on our district website or byemail at accessibility@sd19.bc.ca

Section 6: Accessibility Accomplishments and Barriers

a. Key Discussion Themes - Accessibility Accomplishments

Overview

This Accessibility Plan outlines the measures that our district will take to remove and prevent barriers and to promote inclusion for individuals with disabilities in our school district community. The plan is based on the accessibility principles of adaptability, collaboration, diversity, inclusion, self-determination, and universal design, as set out in the Accessible B.C. Act.

The guiding principles of inclusive practice inform the School District's programs, policies, practices, and services to reduce and minimize barriers to accessibility for people with disabilities. We strive to create an environment that is accessible and to ensure continuous improvement in accessibility. There are several initiatives in School District #19 to identify, remove and prevent barriers for people with disabilities. The following is a synopsis of some of the major achievements:

a. Information and Communication

1. Share information on the accessibility act with district/school staff, students and parents/guardians/caregivers.

b. School Policies and Practices

1. Adaptations for Students:

The district and schools continue to assess student accommodation requirements on a case-by-case basis and use all relevant information to respond to each scenario.

- The district has established practices and procedures by which adaptations are offered throughout our schools.

2. Mental Health and Well-being Supports

- The district recognizes the importance of mental health and well-being of its students and staff, especially as the world has experienced the COVID-19 pandemic and its effects. Initiatives have taken place to

assess and improve the mental health and well-being of students and staff to ensure support and positive outcomes.

- Mental health staff is assigned to promote student mental health and improve personal mental health and well-being and reduce stigma associated with mental illness.

3. Accessibility Awareness Training

- Ongoing professional development continues to be provided to staff and students that supports accessibility awareness, obligations, and inclusive environments.

c. Physical and Architectural Environment

1. We will complete a school and district scan of physical and architectural environments and determine, prioritize, and provide suggestions and actionable items to improve accessibility of the physical and architectural environment for all individuals, including those with disabilities.
2. The district has invested in upgrades to existing facilities over the past twelve years. New standards that support accessible school communities have been considered as part of these upgrades. Investments have been targeted to upgrade washroom accessibility, and door operators.

d. Monitoring and Evaluation

The Accessibility Advisory Committee meets quarterly, or more often if necessary, to review progress and evaluate the effectiveness of the plan's implementation and plan for increased accessibility throughout the school. The committee will ensure the following steps are taken regarding the three-year accessibility plan:

1. Prepare an annual status report on the progress of the measures taken to implement the plan.
2. Review and update the three-year accessibility plan every three years in consultation with persons with disabilities and other relevant community members.

e. Key Discussion Themes

The following are some of the potential barriers identified for phase 1 of plan.

- a. Information and Communication Barriers
- b. Physical and Architecture Environment Barriers

- c. Technology Barriers
- d. School Policy and Practice Barriers

Section 7: Appendices

Appendix A: About Disability

The Disability Continuum

There is no universally accepted meaning for the word “disability”. However, the Ontario Human Rights Code provides definitions of disability that form our guiding principles. Definitions of disability can be placed on a continuum. At one end, disability is explained in terms of medical conditions (medical model). At the opposite end, disability is explained in terms of the social and physical contexts in which it occurs (environmental model).

The medical model focuses on deficiencies, symptoms, and treatments. The World Health Organization’s (WHO) 1976 definition for disability, for example, is “any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being.” Medical model definitions promote the idea that disability is a deviation from the norm. Many people with disabilities are troubled by definitions that regard disability as abnormal, preferring instead to portray disability as commonplace, natural, and in fact, inevitable. As people age, they experience gradual declines in visual acuity, auditory sensitivity, range of motion, bodily strength, and mental powers.

Significant functional limitations affect almost half of people between the ages of 55 and 79, and over 70% of people over 80 (World Health Organization (WHO) report titled “Ageing and health”, 2015). Beyond middle age, disability is the norm. The environmental model explains disability in relation to social and physical contexts. In this view, the environment, not an individual’s medical condition, causes disability. For example, during an electrical blackout, a person who is completely blind can effortlessly navigate around the home, hammer nails, and, if a Braille user, read a novel. A sighted person would be unable to perform these tasks easily, if at all. In this example, the environment disables the sighted person.

The environmental model emphasizes that people with disabilities are capable individuals, and it is the barriers in the built and human environments, not their medical conditions, that create disability. Disability occurs when the world is designed only for a certain way of living, without considering the natural variation among human beings. Barriers are created by humans, and modifying how we live, the tools we use, and our understanding of the proper way to do things can eliminate or minimize design problems that cause barriers. Systematic barriers can be eliminated by modifying policies, plans and processes. Attitudes that cause barriers can be addressed through disability awareness, respect, and positive interactions with people with disabilities.

Types of Disability and Functional Limitations

A person’s disability may make it physically or cognitively challenging to perform everyday tasks such as operating a keyboard, reading a sign, differentiating colours, distinguishing sounds, climbing stairs, grasping small items, remembering words, or doing arithmetic.

There are many kinds of disabilities, including physical, sensory, hearing, mental health, developmental and learning. Disabilities can be visible or invisible.

Visual Disabilities

Visual disabilities reduce one's ability to see clearly. Very few people are totally blind. Some have limited vision such as tunnel vision, where a person has a loss of peripheral or side vision, or a lack of central vision, which means they cannot see straight ahead. Some can see the outline of objects while others can see the direction of light. Impaired vision can restrict a person's ability to read signs, locate landmarks or see hazards. In some cases, it may be difficult to tell if a person has a visual disability. Others may use a guide dog or white cane.

Here are some suggestions to help you interact with people with visual disabilities:

- ☑ Identify yourself when you approach the person and speak directly to them.
- ☑ Speak normally and clearly.
- ☑ Avoid referring to the disability or using phrases like "handicapped".
- ☑ Unless it is an emergency, only touch the person if you have been given permission.
- ☑ If you offer assistance, wait until you receive permission.
- ☑ Offer your arm (the elbow) to guide the person and walk slowly.
- ☑ Service animals are working and have to pay attention at all times. Refrain from engaging with the animal.
- ☑ If you are giving directions or verbal information, be precise and clear. For example, if you're approaching a door or an obstacle, say so. Do not just assume the individual can't see you.
- ☑ When entering a room, show the individual to a chair, or guide them to a comfortable location.
- ☑ Identify landmarks or other details to orient the person to the environment around them.
- ☑ Ensure you say good-bye prior to leaving the individual.
- ☑ Be patient. Things may take a little longer.

Hard of Hearing and Deafness

People who have hearing loss may be deaf or hard of hearing. Like other disabilities, hearing loss has a wide variety of degrees. People who are hard of hearing may require assistive devices when communicating. While some people may use sign language, notes or hearing aids when communicating, others may also use emails, pagers, TTY telephone service or Bell Canada Relay Service.

Here are some suggestions to help you interact with people who are deaf or hard of hearing:

- ☑ Always ask how you can help. Do not shout.
- ☑ Avoid referring to the disability or using phrases like "handicapped".
- ☑ Attract the person's attention before speaking. The best way is a gentle touch on the shoulder or gently waving your hand.
- ☑ Make sure you are in a well-lit area where the person can see your face.
- ☑ Look at and speak directly to the person. Address the person, not their interpreter.
- ☑ If necessary, ask if another method of communicating would be easier, for example a pen and paper.
- ☑ Keep your face clearly visible when speaking.
- ☑ Be clean and precise when giving directions and repeat or rephrase if necessary. Make sure you have been understood.
- ☑ Service animals are working and have to pay attention at all times. Refrain from engaging with the animal.
- ☑ Any personal (e.g., financial) matters should be discussed in a private room to avoid other people overhearing.
- ☑ Be patient. Communication for people who are deaf is different because their first language may not be English. It may be American Sign Language (ASL).
- ☑ If the person uses a hearing aid, try to speak in an area with few competing sounds.

Physical Disabilities

There are many types and degrees of physical disabilities and not all require a wheelchair. For example, people who have arthritis, heart or lung conditions, or amputations may also have difficulty moving, standing, or sitting. It may be difficult to identify a person with a physical disability.

Here are some suggestions to help you interact with people with physical disabilities:

- ☑ Speak normally and directly to the person rather than someone who is with them.
- ☑ People with physical disabilities often have their own ways of doing things. Ask before you help.
- ☑ Avoid referring to the disability or using phrases like “handicapped”.
- ☑ Be patient and be sure you understand their needs.
- ☑ Unless it is an emergency, refrain from touching any assistive devices, including wheelchairs.
- ☑ Provide the person with information about accessible features of the immediate environment (automatic doors, accessible washrooms, etc.).

Intellectual Disabilities

People with intellectual or developmental disabilities may have difficulty doing many things most of us take for granted. These disabilities can mildly or profoundly limit one’s ability to learn. You may not be able to know that someone has one of these disabilities unless you are told, or you notice the way people act, ask questions or body language.

Here are some suggestions to help you interact with people with intellectual disabilities:

- ☑ As much as possible, treat the person with an intellectual disability like anyone else. They may understand more than you think, and they will appreciate you treating them with respect.
- ☑ Do not assume what a person can or cannot do.
- ☑ Avoid referring to the disability or using phrases like “handicapped”.
- ☑ Use simple words and short sentences.
- ☑ Make sure the person understands what you have said.
- ☑ If you cannot understand what’s being said, ask again.
- ☑ Give one piece of information at a time.
- ☑ Be polite and patient.
- ☑ Speak directly to the person, not to someone who is with the person.

Learning or Cognitive Disabilities

Learning or cognitive disabilities can result in a host of different communication difficulties for people. They can be subtle, as in having difficulty reading, or more pronounced, but they can interfere with the person’s ability to receive, express or process information. You may not be able to know that someone has one of these disabilities unless you are told, or you notice the way people act, ask questions or body language.

Here are some suggestions to help you interact with people with learning or cognitive disabilities:

- ☑ Patience and a willingness to find a way to communicate are your best tools.
- ☑ Recognize that some people with communication difficulties use augmentative communication systems such as Signed English and Picture Exchange System.
- ☑ When you know that someone with a learning disability needs help, ask how you can best help.
- ☑ Speak normally and clearly, and directly to the person.
- ☑ Take some time – people with some kinds of disabilities may take a little longer to understand and respond.
- ☑ Try to find ways to provide information in a way that works best for them. For example, have a paper and pen handy.
- ☑ If you are dealing with a child, be patient, encouraging and supportive.

- ☒ Avoid referring to the disability or using phrases like “handicapped”.
- ☒ Be courteous and patient and the person will let you know how to best provide service in a way that works for them.

Mental Health Disabilities

People with mental health disabilities look like everyone else. You will not know that the person has a mental health disability unless you’re informed of it. But if someone is experiencing difficulty in controlling their symptoms or is in a crisis, you may need to help out. Be calm and professional and let the person tell you how you can best help.

Here are some suggestions to help you interact with people with mental health disabilities:

- ☒ Treat people with a mental health disability with the same respect and consideration you have for everyone else.
- ☒ Be confident and reassuring and listen to persons with a mental health disability and their needs.
- ☒ If someone appears to be in a crisis, ask him or her to tell you the best way to help.
- ☒ Take the person with a mental health disability seriously, and work with them to meet their needs.

Speech and Language Disabilities

Some people have communication challenges. It could be the result of cerebral palsy, hearing loss, or another condition that makes it difficult to pronounce words, causes slurring or stuttering, or not being able to express oneself or understand written or spoken language. Some people who have severe difficulties may use communication boards, sign language or other assistive devices.

Here are some suggestions to help you interact with people with speech and language disabilities:

- ☒ Just because a person has one disability does not mean they have another. For example, if a person has difficulty speaking; make no assumption they have an intellectual disability as well.
- ☒ If you do not understand, ask the person to repeat the information.
- ☒ Avoid referring to the disability or using phrases like “handicapped”.
- ☒ If you are able, ask questions that can be answered ‘yes’ or ‘no’.
- ☒ Take some time. Be patient and polite and give the person whatever time they need to get their point across.
- ☒ Allow the individual to finish their sentences themselves without interruption.
- ☒ Patience, respect, and a willingness to find a way to communicate are your best tools.

Deaf and Blind Disabilities

A person who is deafblind cannot see or hear to some extent. This results in greater difficulties in accessing information and managing daily activities. Most people who are deafblind will be accompanied by an intervener, a professional who helps with communicating. Interveners are trained in special sign language that involves touching the hands of the client in a two-hand, manual alphabet, or finger spelling, and may guide and interpret for their client.

Here are some suggestions to help you interact with people who are deafblind:

- ☒ Make no assumptions about what a person can or cannot do. Some deafblind people have some sight or hearing, while others have neither.
- ☒ Avoid referring to the disability or using phrases like “handicapped”.
- ☒ A deafblind person is likely to explain to you how to communicate with them or give you an assistance card or a note explaining how to communicate with them.
- ☒ Speak directly to the person, as you normally would, not to the intervener.
- ☒ Identify yourself to the intervener when you approach the person who is deafblind.
- ☒ Don’t touch service animals – they are working and have to pay attention at all times.
- ☒ Unless it’s an emergency, refrain from touching a deafblind person without permission



Revelstoke Board of Education

Policy Manual

5.6 Sexual Orientation and Gender Identity

The Revelstoke Board of Education will not tolerate homophobic or discriminatory behavior or bullying toward members of the LGBTQ2S+ community. Homophobic and gender-based comments, discrimination, and bullying are demeaning to all students, parents or guardians and.

The Revelstoke Board of Education recognizes the importance of understanding sexual orientation and gender identity in order to create and maintain a safe, positive and inclusive learning and working environments for all students, employees and other members of the school community. The Board values the role education plays in broadening understanding, supporting all individuals, and creating healthy communities and therefore supports opportunities for school communities to increase awareness of the scope and impact of discrimination against LGBTQ2S+ students, staff and families

Guidelines

1. School Codes of Conduct will include specific reference to discrimination and harassment on the basis of gender identity, gender expression or sexual orientation. Effective procedures, responses and consequences for any language or behaviour that degrades, denigrates, labels stereotypes students, or that incites hatred, prejudice, discrimination or harassment will be addressed in school codes of conduct.
2. All staff model respect for LGBTQ2S+ students, staff and their families, respond to incidents, and provide support to those who are affected.
3. While support is available for all students, district staff are also specifically trained to LGBTQ2S+ youth and their social / emotional and intellectual development.
4. The Board supports student groups and activities that promote inclusivity and diversity.
5. Community resource lists and displays in schools will be inclusive of community supports for LGBTQ2S+ youth and families.
6. The Board, in the regular course of reviewing policy, regulations and other district documents, will ensure that language is representative of the diversity in our community.

7. Opportunities will be provided for staff to increase their knowledge and skills in promoting respect for human rights, supporting diversity, and preventing and addressing discrimination in schools.
8. The Board will support the use of curriculum, age-appropriate activities, and resources that promote knowledge and skills in developing respect and understanding for, as well as eliminating discrimination against LGBTQ2S+ individuals.
9. The Board supports the accommodation of services and facilities to ensure safe and respectful access for all individuals.

NOTE: LGBTQ2S+ is used to refer to lesbian, gay, bisexual, transgender, transsexual, transitioning, two-spirit, queer people or those questioning their sexual orientation or gender identity.

List of definitions follows:

DEFINITIONS:

Ally

An individual who is supportive of the LGBTQ2S+ community. They believe in the dignity and respect of all people, and are willing to stand up in that role.

Bisexual

Generally used to describe people who are emotionally, romantically, and/or sexually attracted to people of more than one sex or gender.

Gay

A gay male is a male who is primarily attracted emotionally, physically, affectionately, romantically, sexually, erotically and/or spiritually to other males. Gay is also sometimes used as a broader, all-encompassing term for the community of gay men, lesbians, bisexuals and transgender people. However, not all lesbians, bisexuals and transgender people accept this usage.

Gender

Refers to the socially constructed roles, behaviours, and individual expressions of self. It influences how people identify themselves and others, and how they act and connect with one another.

Gender Identity

A person's gender identity is the way in which they define and act on their gender. Gender Expression is how they express their gender.

Heterosexism and Homophobia

The term heterosexism refers to the assumption that all people are heterosexual and that heterosexuality is superior and more desirable than homosexuality. Homophobia is defined as “the irrational fear and hatred of homosexuals”. Both of these are perpetuated by negative stereotypes and are dangerous to individuals and communities.

Heterosexual

A term created around the same time as “homosexual” to describe individuals who are sexually attracted to the opposite sex/gender.

Homosexual

A term invented in the 1800’s to refer to individuals who are sexually attracted to their own sex/gender. This term is no longer considered acceptable because of the history of the use of the word.

Intersex

Intersex is a general term used for a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn’t seem to fit the typical definitions of female or male. For example, a person might be born appearing to be female on the outside, but having mostly male-typical anatomy on the inside; or a person may be born with genitals that seem to be in-between the male and female types.

Lesbian

A woman who is emotionally, romantically, and sexually attracted to other women.

Pansexual

Also referred to as omnisexuality, is sexual attraction, sexual desire, romantic love, or emotional attraction toward persons of all gender identities and biological sexes.

Queer

The term “queer” has a history of being used as a derogatory name for members of the LGBTQ2S+ (and Ally) community and those whose sexual orientation is perceived as such. Many people use this word in a positive way to refer to the community. They have reclaimed the term as their own. Not everyone believes this and sensitivity should be used when using or hearing it as there are still many negative connotations with its use.

Questioning

Individuals who are questioning their sexual orientation may benefit from support, understanding, information and guidance in their self-discovery.

Sex

Refers to a set of biological attributes and is primarily associated with physiological features including chromosomes, gene expression, hormone levels and reproductive / sexual anatomy.

Sex and Gender

It is easy to confuse these two concepts and terms; however, they are different. Sex refers to the biological sex of a person. Gender refers to their societal appearance, mannerisms and roles.

Sexual Orientation

It is a personal characteristic that covers the range of human sexuality.

Straight

A slang word used to refer to the heterosexual members of our community.

Transgender

An umbrella term used to refer to people who transcend the traditional concept of gender. Many feel as though they are neither a man nor a woman specifically, and many feel as though their biological sex (male, female, etc.) and their socialized gender (man, woman, etc.) don't match up. Some opt to change/reassign their sex through hormones and/or surgery and some change their outward appearance, or gender expression, through clothing, hairstyles, mannerisms, etc.

Transsexual

Used to describe those individuals who use hormone therapy and/or surgery to alter their sex.

Transvestite

More appropriately referred to as "cross-dressing", the term transvestite most often refers to males who dress in the clothing of women. The term "drag" usually refers to dressing in the clothing and styles of another gender for entertainment purposes.

Two-Spirit

Two-Spirit is an English translation of terms in various languages used to describe a concept that exists in many Indigenous cultures. A Two-Spirit person has received the privilege from the Creator to house both male and female spirits in their bodies. Being given the gift of two spirits means that this individual has the ability to see the world from two perspectives at the same time. This greater vision is a gift to be shared with all, and as such, Two Spirit individuals are revered as leaders, mediators, teachers, artists, seers, and spiritual guides and are treated with the greatest respect and hold important spiritual and ceremonial responsibilities.

For the purpose of this policy Two-Spirit may be claimed by Indigenous peoples to show membership in the broader LGBTQ2S+ community.



School District 19
Revelstoke

School District 19 (Revelstoke)

HOME ▾

OUR DISTRICT ▾

OUR SCHOOLS ▾

BOARD OF EDUCATION ▾

STUDENTS & PARENTS ▾

COVID 19 INFORMATION ▾

STAFF ▾



PARENTS, DISTRICT PARENT
ADVISORY COUNCIL (DPAC)

SD19 DAILY SCHOOL SCHEDULES

SD19 BUS ROUTES, SCHEDULES,
AND INFORMATION

INTERNATIONAL STUDENTS

SD19 EARLY CHILDHOOD
DEVELOPMENT INFORMATION

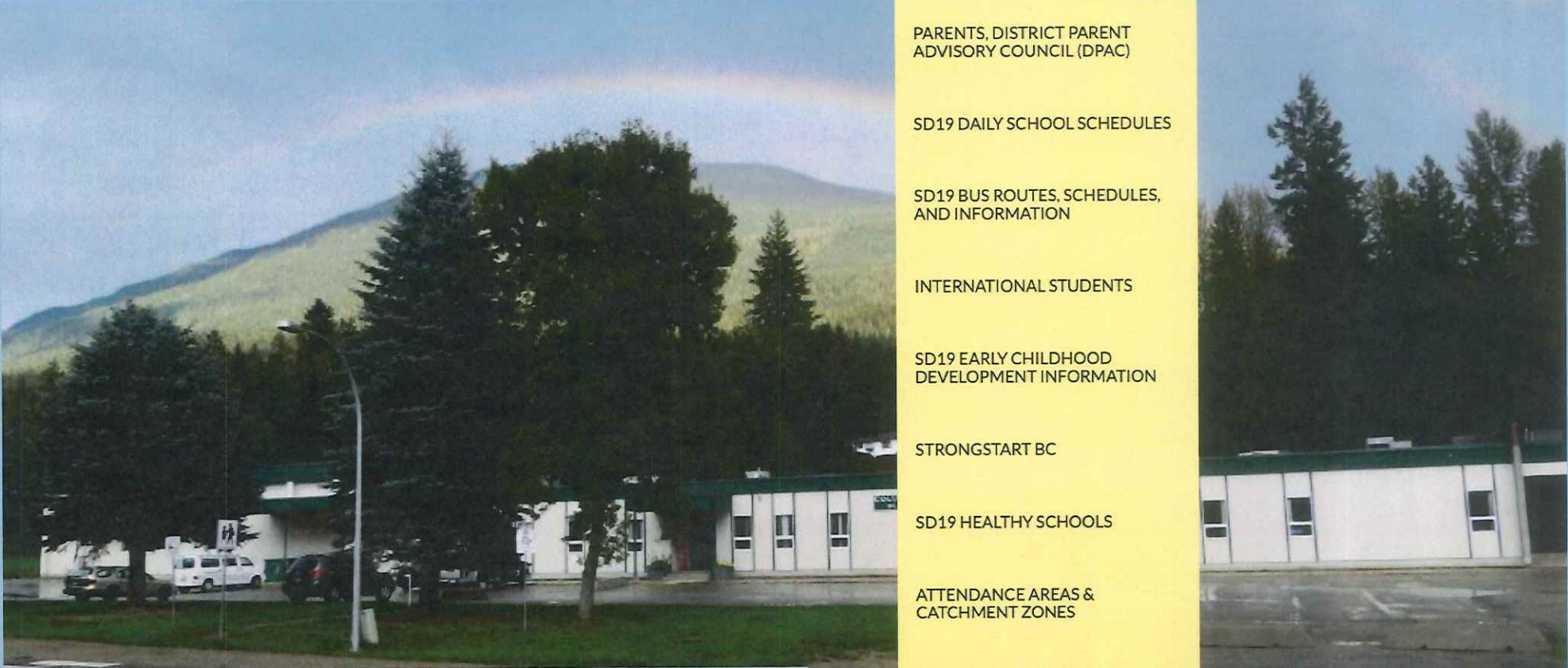
STRONGSTART BC

SD19 HEALTHY SCHOOLS

ATTENDANCE AREAS &
CATCHMENT ZONES

INQUIRIES / CONCERNS

EXTERNAL RESOURCES



COLUMBIA PARK ELEMENTARY

SCHOOL DISTRICT #19



EXTERNAL RESOURCES



RevelstokeLife – Health and Social Services in Revelstoke



Revelstoke Early Childhood Development



Revelstoke Child and Youth Mental Health and Substance Use Team



Revelstoke Literacy Directory



Interior Health



Interior Health – School Health



Interior Health – School District Services



HealthLink BC



Revelstoke Options for Sexual Health Clinic



Okanagan Regional Library



Community Connections



Columbia Basin Environmental Education Network



LGBTQ-Inclusive Education Sexual Orientation / Gender Orientation

From: Bruce Tisdale
Sent: Thursday, January 18, 2024 9:22 PM
To: 'Stacey Lamont' <aspeah.family@hotmail.com>
Cc: Roberta Kubik <rkubik@sd19.bc.ca>
Subject: RE: School Cash Online

Good evening Stacey

Thanks for your email on this. Implementing a program to provide parents with options on paying fees to the school and also a way to reduce the work load for secretaries was discussed with our admin team in the fall with a few priorities set in terms of what will most help the parents and schools. I then sent out a short survey to other districts to see what they use, the pluses/minuses and the impact on the office staff.

A few systems were identified including School Cash but it isn't the only one. I have also spoken with a couple of the suppliers and while they are quick to point out the strengths of their respective programs, they aren't as anxious to identify issues or problems at the user level. Information gathered from other districts is a better indicator on the performance of the programs as they have experience with the programs and were willing to provide information that is a help to other districts. This information was used to create a short list of vendors to request more information.

I sent out contact information to suppliers before Christmas and a follow up reminder a couple of weeks ago but am still waiting for the return calls although I did get email responses. I have experience with School Cash in Mission including meeting with their owner which was positive. I was interested in their program a number of years ago but their prices at that time were well out of reach for schools our size.

Cost, verifiable ease of staff use, equipment required, tech support, and simplification of things for both the parent and the secretary will be factors when the final decision is made. At least one of the programs that was highly recommended by a supplier looked great but it appears as if is more work for the school secretary than was promised. The district involved would not purchase that software again.

I expect to have a decision by the end of this school year so we can do some training before the start of the school year. That also provides an opportunity to build the costs into our annual budget for 24/25.

I do appreciate your interest and for sure School Cash is one of the programs being considered.

Bruce