



School District 19
(Revelstoke)

The Board of Education of
School District No. 19 (Revelstoke)
Regular Board Meeting
at Begbie View Elementary School
Tuesday, May 21st, 2024
5:00 p.m.

A G E N D A

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.*

Sasha-Emily Walsh

2 ATTENDANCE

Trustees: _____

Sr. Admin.: _____

Principals/Vice Principals: _____

REGRETS:

3 APPROVAL OF AGENDA:

4 APPROVAL OF MINUTES:

Regular Meeting of April 24th, 2024

5 DELEGATIONS:

6 SPECIAL REPORTS:

Begbie View Elementary School Annual Report to the
Board, presented by Ariel McDowell, Principal

7 BUSINESS ARISING:

8 NEW BUSINESS

8.1 ADMINISTRATION REPORTS:

8.1.1 SUPERINTENDENT KUBIK

- A) Superintendent's Administration Report
- B) New Policy Video Surveillance – Buses, for approval for circulation
- C) Outline of Steps and Timelines for in Response to Limiting Personal Digital Devices in Classrooms / Schools

8.1.2 **SECRETARY TREASURER TISDALE**

- A) 2024/2025 Annual Facility Grant Expenditure Plan

8.2 **OTHER**

- A)

8.3 **COMMITTEE REPORTS**

- A) Policy Review Committee Minutes of April 22nd, 2024
- B) Education Advisory Committee Minutes of April 30th, 2024
- C) District Parent Advisory Council Minutes of May 1st, 2024
- D) Indigenous Education Council Minutes of May 2nd, 2024

8.4 **TRUSTEE REPORTS**

- 1.

8.4 A) Trustee Roundtable

8.5 **CORRESPONDENCE**

- A) Letter from Arrow Heights Elementary School Parent Advisory Council dated April 10th, 2024 regarding cell phone use policy

9 **FUTURE AGENDA ITEMS**

10 **PUBLIC QUESTION PERIOD**

11 **RECESS**

_____ TIME: _____



School District 19
(Revelstoke)

Revelstoke Board of Education

Regular Board Meeting
April 24th, 2024
at Columbia Park Elementary School

Minutes

CALL TO ORDER

Trustee Chell called the meeting to order at 4:30 p.m.

ACKNOWLEDGEMENT (Sarah Zimmer)

Trustee Zimmer noted that she has been taking the online course 4 Seasons of Learning and that while Indigenous children were being mistreated in residential schools and taught that their culture was less than, the same thing was being taught to children in public schools. The same damage was done to all students.

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.

ATTENDANCE

Trustees:	Chell, Zimmer, Allen, Rota and Walsh
Senior Administration:	Superintendent Kubik and Secretary Treasurer Tisdale
and:	Administrative Secretary Magarian
Guests:	Barry Rourke, RTA President; and 26 members of the public
Regrets:	None

APPROVAL OF AGENDA

24: R-30 Walsh/Rota

"THAT the agenda be approved as presented."

CARRIED

APPROVAL OF MINUTES

24: R-31 Rota/Zimmer

"THAT the minutes of the Regular Board meeting of March 13th, 2024, be approved as presented."

CARRIED

DELEGATIONS

"Free to Focus" Parent Delegation regarding the use of personal digital devices in schools

Trustees and the parent delegation of Hailey Ross, Jen Wild, and Miriam Manley introduced themselves to everyone in attendance. The parent delegation provided background information on how the "Free to Focus" group was formed and is made up of parents, caregivers, teachers and support staff committed to restricting the use of cell phones in schools. The parents provided a slide presentation noting that cell phone use among children and youth is a national/international crisis. The group provided statistics from United Nations Educational,

Scientific and Cultural Organization (UNESCO) regarding the negative impacts on students' cognitive development, social-emotional development, self-regulation and impulse control as well as the medical impacts of cell phone use. They also noted an increase in rates of depression, anxiety and suicide. A resource package was provided by the delegation which they would like the district to review. Free to Focus has circulated a petition and as of today's date it has been signed by 302 parents/caregivers. The group envisions cell phone free schools, a noisy place where students interact with each other face to face.

Two students, who do not have cell phones, spoke to the distractions that cell phones create in school noting that although Revelstoke Secondary School has cell phone "hotels" not all teachers ask students to turn their phones in and even when asked, not all students turn them in and/or silence them which disrupts the entire class.

Trustees thanked the parents and students for their presentation and expressed their gratitude for the high level of community engagement on this issue. Board Chair Chell noted that the Ministry of Education and Child Care has provided districts with a Ministerial Order to amend the Codes of Conduct. The district will need to ensure that any Codes of Conduct and policies are aligned with the Ministerial Order while being specific to Revelstoke. The district will go through the policy development process and will be engaging with the Free to Focus group and any other interested parties. Trustee Rota added that the district developed "ScreenSmart" back in 2010 to inform parents and the community on the safe use of screens and to encourage activities that do not involve screens. This year the ScreenSmart week will be June 1st to 8th, 2024.

Following the presentation, a few parents had questions regarding the district's policy process and the difference between a school code of conduct and a district policy.

All but one parent left the meeting at 5:07 pm.

SPECIAL REPORTS

Columbia Park Elementary School Annual Report to the Board presented by Tammy Tomm, Acting Principal

Acting Principal Tammy Tomm begin her report by welcoming everyone noting that she taught 10 years at Columbia Park Elementary School before joining the staff at Begbie View Elementary School. She added that knowing most of the staff and students helped with her transition when she took over as Acting Principal in January. When she started in January, she developed four areas of focus, Primary Literacy, Intermediate Literacy, Numeracy, and Social Emotional. Acting Principal Tomm reviewed the data and the interventions that were introduced to improve student outcomes in the areas of literacy and numeracy such as increased learning support, resources (i.e. level readers, math manipulatives etc.) as well as teacher mentorship and professional development for teachers.

In the area of Social Emotional, the data indicates that students at CPE have high levels of empathy and happiness. The areas of focus are creating a safe inclusive school environment with expectations consistent with the school's code of conduct including expectations around technology (no cell phones are allowed) and a strong focus on self-regulation strategies.

Trustees thanked Acting Principal Tomm for her presentation noting that she has done a tremendous amount of work in the short period of time she has been at the school.

Acting Principal Tomm left the meeting at 5:36 pm

NEW BUSINESS

ADMINISTRATION REPORTS

SUPERINTENDENT KUBIK

Administration Report: Superintendent Kubik

Received as information.

Superintendent Kubik presented her Administration Report highlighting the BC School Superintendents' Association (BCSSA) Spring Forum, the two RSS band concerts, and the RSS band performance for elementary students. 74 grade 7 students have signed up for Grade 8 band for the 2024/2025 school year. She also noted that Shane Safir, the author of the book "Street Data" is working with a group of Revelstoke Secondary School teachers.

Policy 2.1 Procedural Bylaw

The revised policy received first reading at the March 13th, 2024 School Board Meeting.

24: R- 32 Zimmer/Walsh

"THAT the Revelstoke Board of Education give second and third reading to the Policy 2.1 Procedural Bylaw."

CARRIED

Policy No. 2.2 Revelstoke Board of Education – Composition, Roles and Conduct

The Ministry of Education and Child Care requires that district policies are revised to meet the Ministry's criteria and be in place by April 30th, 2024. The revised policy will be circulated for feedback but is being approved now to meet the Ministry's deadline.

24: R-33 Allen/Rota

"THAT the Revelstoke Board of Education approve revised Policy 2.2 Revelstoke Board of Education – Composition, Roles and Conduct."

CARRIED

Adoption of Belief Statements and Student Learning Focus for the SD19 Strategic Plan

Superintendent Kubik thanked trustees for visiting schools to obtain parent/community feedback on the district's strategic plan. Their efforts are reflected in the feedback of approximately 150 community members. The next step will be putting together a writing team which will include students, to develop action plans based on the Belief Statements and Student Learning Focus.

24: R-34 Zimmer/Allen

"THAT the Revelstoke Board of Education adopt the following belief statements and student learning focus for the district's Strategic Plan:

Our school district believes in:

- The pursuit of excellence while nurturing a joy for lifelong learning.
- Fostering the physical, mental, and emotional well-being of our school community.
- Supporting the development of diverse communication skills, creative thinking, and critical reasoning.

- Living the journey of Truth and Reconciliation.
- Upholding the ideals of social and environmental responsibility at both the individual and societal levels.

Student Learning Focus

We will create purposeful learning environments that incorporate the Core Competencies into every facet of the curriculum.

We will prepare students to enter the next stages of their lives as educated citizens equipped with resilience, self-worth, and pathways for a fulfilling future."

CARRIED

SECRETARY TREASURER TISDALE

2024/25 Capital Project Approval

Secretary Treasurer Tisdale gave a brief overview of the projects explaining that the projects were chosen after discussions with principals.

24: R-35 Walsh/Rota

"THAT the Revelstoke Board of Education give first, second and third reading to the attached Capital Project Bylaw No. 2024/25 CPSD19-01 in the amount of \$1,224,100."

CARRIED

Additional Ministry of Education and Child Care Grants

Secretary Treasurer Tisdale noted that these additional grants that were unexpected. Project Penny is to be used towards the costs in replacing the TELUS copper lines. The Student and Family Affordability Fund allows districts to use their discretion how the funds are used to support vulnerable families.

2024-2025 Preliminary Operating Grant Comparison

Secretary Treasurer Tisdale noted that this is for trustees' information. It is a living document and will be updated as revised enrolment numbers are known. The district's budget will be based on the latest numbers.

OTHER

COMMITTEE REPORTS

District Parent Advisory Council Minutes of March 6th, 2024

Trustee Walsh presented the minutes noting Secretary Treasurer Tisdale attended the meeting and provided information on an online payment system for schools. It is anticipated that the new online payment system will be in place for September 2024.

24: R-36 Walsh/Zimmer

"THAT the minutes of the District Parent Advisory Council meeting of March 6th, 2024 be received as presented."

CARRIED

Indigenous Education Council Minutes of April 4th, 2024

Trustee Zimmer presented the minutes noting that it is no longer a "Committee", it is now a "Council". Unfortunately, the current members of the council are primarily school district employees. Members are actively trying to recruit members. Meetings are now offering a virtual option to make it easier for others to attend.

24: R-37 Zimmer/Allen

"THAT the minutes of the Indigenous Education Advisory Committee meeting of April 4th, 2024 be received as presented."

CARRIED

TRUSTEE REPORTS

British Columbia School Trustees' Association Annual General Meeting of April 18th – 20th, 2024 and British Columbia School Trustee Association Thompson Okanagan Branch Meeting of April 19th, 2024 (during the BCSTA AGM)

Trustees Chell, Zimmer, Walsh, Allen and Superintendent Kubik and Secretary Treasurer Tisdale attended the meeting. Trustees enjoyed the meeting in particular the sessions on the legalities of inclusion, governance, and anti-racism.

CORRESPONDENCE

- Notice from the Ministry of Education and Child Care issued Friday, April 12th, 2024 regarding *Cell Phone Use: Amendment to the Provincial Standards for Codes of Conduct Order*
- Letter from Christina Zacharuk, Deputy Minister of Education and Child Care dated April 12th, 2024 to Superintendents regarding the amendments to the Provincial Standards for Codes of Conduct Order and providing copies of:
- Ministerial Order M89 amending the Provincial Standards for Codes of Conduct Order MO276/07 effective July 1, 2024; and
- Personal Digital Device Restrictions Support Guide

PUBLIC QUESTION PERIOD

Trustee Chell invited members of the audience to ask questions related to items on the agenda.

ADJOURNMENT

The meeting adjourned at 6:18 p.m. on the motion of Trustee Zimmer.

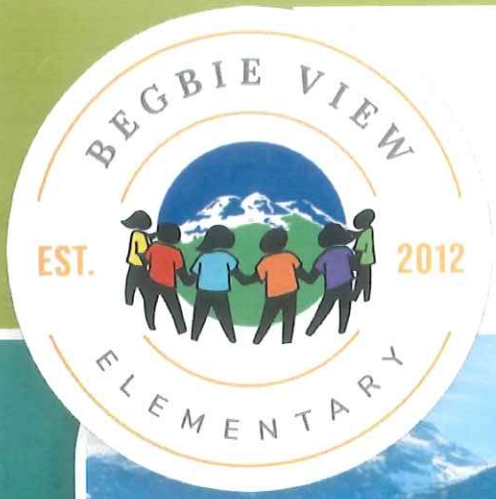
CLOSED BOARD ITEMS

- Bargaining
- Conseil Scolaire Francophone de la Colombie Britannique
 - École des Glacier Lease at Arrow Heights Elementary School
- Student Suspensions to April 8th, 2024

Chair

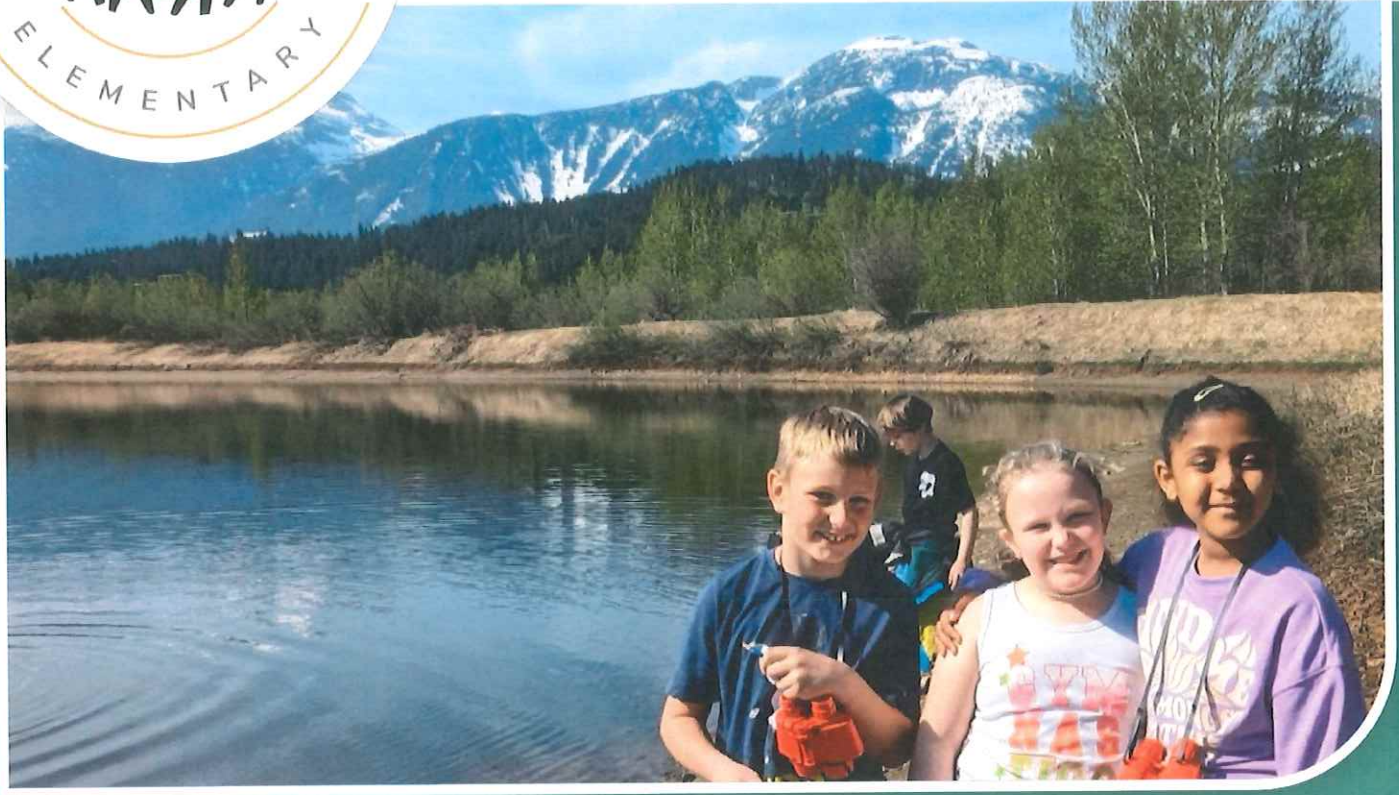
Secretary Treasurer

DATED: April 24th, 2024



BEGBIE VIEW ELEMENTARY

School Learning Plan 2023-2024



School Focus

1

School Environment



2

Literacy & Numeracy



3

Reconciliation



Our School Learning Story:

Begbie View Elementary (BVE) is a school of approximately 273 students, located on the shores of the Snxw̓ ntkwítkw "Sin-When-tu-Queet-Qu" (Columbia River) which means 'Swift River', on the traditional and unceded territory of the Sinixt, land shared by Secwepemc, Syilx and Ktunaxa people since time immemorial.

Our goals for the 2023-2024 school year have been focused on the areas of:

1. Preserving a safe, welcoming and engaging school environment;
2. Maintaining the gains we've made in literacy, and enhancing our outcomes in mathematics and numeracy with a student-centred and data-informed approach;
3. Working toward Reconciliation, including equity in student outcomes, opportunities for staff, students and families to learn about the history and ongoing impact of colonialism, and getting to know the stories, languages, and peoples Indigenous to this place.

BVE has 13 classes, six of which are combined grades and seven of which are straight grades. Our student population is drawn from the greater downtown Revelstoke area, from the Illecillewaet on the Southeast, to the neighbourhood of Farwell and the Big Eddy bridge on the North-west. 2024 marks the twelfth anniversary of BVE opening its doors, and our school has established a unique spirit and identity. A few of our staff members and families remember the two schools that closed and amalgamated, Mount Begbie and Mountain View Elementary, but for most of our population, BVE has been their neighbourhood school of memory.

The BVE community – students, staff and parents – have been working to recognize the persistent impacts of colonialism on our society, and in education in particular. We are working to shift practices and approaches that perpetuate barriers to education for First Nations, Inuit and Métis children and families. Also central to our school culture is a recognition of the strength that exists in diversity. We celebrate multiple strengths and perspectives, and work to ensure that all learners see themselves reflected in their school. Our student population is quite diverse, including families whose roots have long been in this area, from across Canada and Turtle Island, as well as students and families who have come from around the world, including: Jamaica, Denmark, Philippines, Venezuela, Colombia, Ukraine, Japan, South Korea, Vietnam, Madagascar, Taiwan, Nigeria, Australia, and beyond.

Our school motto, "Growing Together, Being our B.E.S.T." gives us a shared language of the importance of building a foundation of respect and responsibility, good effort, safety, and thoughtfulness.



Scanning:

What do we, as staff and community, know about our students - their successes and challenges? What's going on for them?

This year we have been proud to witness the leadership of so many of our senior students. Our Grade 7 cohort is the largest in the school, and their impact is important in setting the tone. Intermediate students have been caring role models and teachers to their Primary buddies, and even their Cornerstones preschool friends. They have responsibly run whole-school station activities like Jump Rope for Heart, Winter Fun, and dances. Many of them have volunteered their time running Gym activities, and helping in StrongStart. One of our three senior classes encountered quite a lot of change when their teacher, Mrs. Tomm, left to be Acting Principal of CPE. The class subsequently has had two different teachers, and recently an EA on leave – and yet, they have been resilient and for the most part have been able to continue on a positive trajectory.

The BVE Parent Advisory Council has been very active this year. From conversations at the PAC table, we have brought in the contracted sexual health educator to do a parent presentation for parents of Primary students. There will be a second session in the Fall for parents of Intermediate students. As well, the PAC opted to organize two very successful student dances, rather than the Harvest Festival. Also at the PAC table there has been a very active discussion about the use of social media and personal digital devices. Our students continue to report many hours of screen time on survey data we collect. As well, many of them report waking up tired and getting much less sleep than is recommended.

Improving numeracy diagnostic information was identified as an area of focus for this year, and the District has implemented standardized assessments across the grades. We have only done the Fall data collection so far, so we are looking forward to seeing what the June round of data collection shows. As a school, we have made a concerted effort to implement systemic mathematics and numeracy instructional practices and structures that are evidence-based. With strong mentorship from our Learning Support Team, classroom teachers have implemented many new resources and approaches. As yet our FSA results do not indicate improvement, but this is the first year of much important learning and growth. We will continue to build student confidence, skills and knowledge through further emphasis on collaboration and instruction aligned with revised curriculum and informed by current research.

This year our school has continued our conversations about how we can bring meaningful Truth and Reconciliation into our teaching and learning. Reconciliation does not mean just celebrating Orange Shirt Day and acknowledging territory at the beginning of assemblies. To keep Reconciliation moving forward means going deeper with our learning. Recently, staff have participated in an Indigenous-focused professional development day, and we are challenging ourselves to think about the meaning and value of recognizing Territory in a way that honours the land and Indigenous rights-holders, and keeps at the forefront the ongoing impact of colonialism.

Focus:

From what we know, what is the most important work we can do to improve the success for our students? What key areas of learning will we focus on?

1. Preserving a safe, welcoming and engaging school environment;
2. Maintaining the gains we've made in literacy, and enhancing our outcomes in mathematics and numeracy with a student-centred and Data-informed approach;
3. Working toward Reconciliation, namely equity in student outcomes, enhancing opportunities for staff, student and family learning about the history and ongoing impact of colonialism, and getting to know the stories, languages, and peoples Indigenous to this place.

Goal 1: School Climate - Taking Action & Checking:

Describe the actions that we propose to take related to our goals. What will we do more of, less of, or do differently to improve student learning? Have we made a difference? How do we know?

1. Goal 1: Continue to ensure a Safe, Welcoming and Engaging Learning Environment
 - a. Ensure the school is well-organized and resourced.
 - b. Ensure the school is safe for students and staff (consistent expectations and reliable follow-through,
 - c. collaborative problem-solving, informed by shared values of respect and compassion, consistent with our school Code of Conduct, and informed by the First Peoples' Principles of Learning
 - d. access to Mental Health and Wellness supports, instruction, and frequent review of strategies for students to try
 - e. support with basic needs through Breakfast Program, family support using the Affordability fund, additional school food programs

Measure: Objective of 90% or greater positive student self-reporting on questions in the SLS related to their interest/enjoyment of school and learning, safety, belonging



Goal 1: School Climate - Data Story:

Goal 1: Continue to ensure a Safe, Welcoming and Engaging Learning Environment

Measure: Objective of 90% or greater positive student self-reporting on questions in the SLS related to their interest/enjoyment of school and learning, safety, belonging

Student Learning Survey:

	2019 % positive responses	2020 % positive responses	2021 % positive responses	2022 % positive responses	2023 % positive responses	2024 unofficial % positive (% rarely/never)
Grade 7 Do you like school ?	26%	27%	47%	43%	62%	74% (22%)
Grade 4 Do you like school?	34%	71%	68%	48%	74%	88% (8%)
Grade 7 Do you feel welcome at school?	39%	60%	42%	76%	84%	90% (4%)
Grade 4 Do you feel welcome at school?	58%	77%	75%	61%	91%	76% (8%)
Grade 7 Belong at school?	39%	53%	37%	66%	68%	70% (14%)
Grade 4 Belong at school?	37%	79%	58%	57%	82%	76% (8%)

Middle Years Developmental Index indicators:



ADULT RELATIONSHIPS
Adults at School
Adults in the Neighbourhood
Adults at Home



PEER RELATIONSHIPS
Peer Belonging
Friendship Intimacy

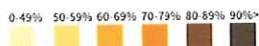


NUTRITION & SLEEP
Eating Breakfast
Meals with Adults in Your Family
Frequency of Good Sleep



OUT-OF-SCHOOL ACTIVITIES
Organized Activities

Percentage of children reporting the presence of an asset



BEGBIE VIEW ELEMENTARY



REVELSTOKE



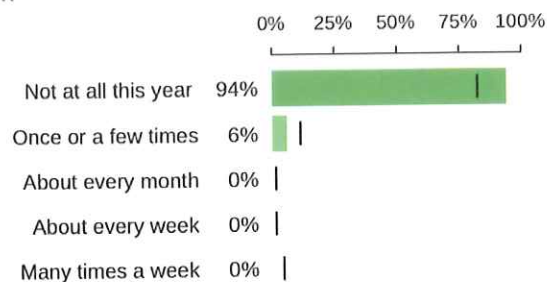
Goal 1: School Climate - Data Story cont'd:

Middle Years Developmental Index indicators:

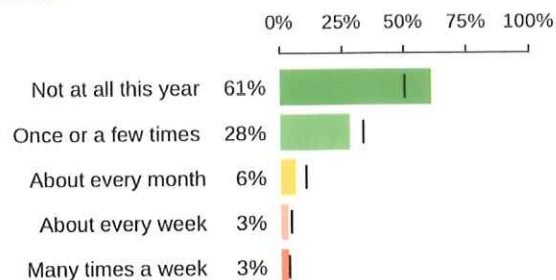
VICTIMIZATION AND BULLYING AT SCHOOL

Children are asked: "During this school year, how often have you been bullied by other students in the following ways?":

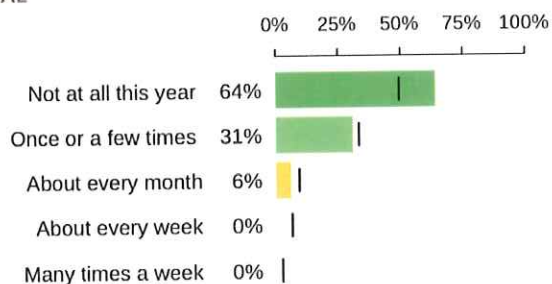
CYBER



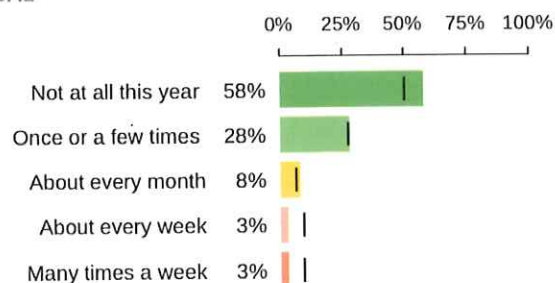
PHYSICAL



SOCIAL



VERBAL



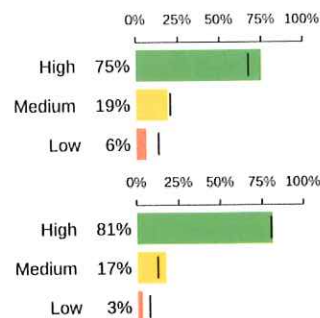
CONNECTEDNESS WITH PEERS

PEER BELONGING

Measures children's feelings of belonging to a social group. e.g., "When I am with other kids my age, I feel I belong."

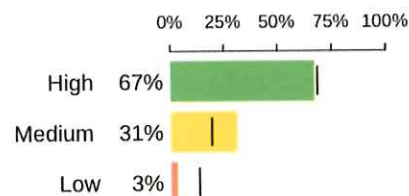
FRIENDSHIP INTIMACY

Assesses the quality of relationships children have with their peers. e.g., "I have a friend I can tell everything to."



SCHOOL BELONGING

School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school."



Goal 2: Literacy and Numeracy - Taking Action & Checking:

Describe the actions that we propose to take related to our goals. What will we do more of, less of, or do differently to improve student learning? Have we made a difference? How do we know?

Goal 2: Quality Teaching and Learning, with a focus on proficiency in Literacy and Numeracy

- Overall-** Build on opportunities for purposeful, place-based learning, and learning in our broader community, enhanced opportunities for student agency, voice and choice. Continue to support teachers and staff with their own learning, and also to feel confident and positive about the work they do with students and families. Provide opportunities for collaboration and mentorship, both for student and staff learning. Ensure instructional and assessment practices are based on sound research and are culturally responsive, especially in relation to the First Peoples' Principles of Learning (FPPL) and the Truth and Reconciliation Commission's (TRC's) calls to action for education.

Literacy- Classrooms offer a balanced literacy program, with specific phonological instruction. Targeted phonemic awareness instruction using Heggerty (in Kindergarten) and Equipped for Reading Success (Kilpatrick) in Gr. 1 through 7. Classroom teachers co-teach with the SD 19 Speech and Language Pathologist and with Learning Support Teachers. Focus on increased comprehension of non-fiction and fiction texts in conjunction with fluency using whole class reading assessments, and Reading Power Fiction and Non-fiction. School-Wide Writes, with a focus on co-creating criteria with students, collaborative assessment with teachers, and enhancing student writing development using resources like Writing Power (Adrienne Gear) and 6+1 Traits of Writing (Culham). Classroom instruction is built on a Daily 5/Café workshop model to ensure frequent conferencing opportunities and just-right challenge for each student.

Measure: Objective 90% or greater On Track or Extending on FSA and on District assessments

Numeracy- Numeracy is still the area that has the most students in the "emerging" category on both the Grade 4 and Grade 7 FSA. Classroom Numeracy instruction must maximize student thinking and solid numerical understanding, rather than rote learning or procedural memorization. All learning, but numeracy learning in particular, requires taking risks and making errors. Numeracy learning is recursive, and classrooms must be set up to provide spaced and varied practice, with challenging and interesting problems. Samples of resources we regularly use include: First Steps in Mathematics (Government of W. Australia Department of Education resource), Carole Fullerton- Developing Number Sense, and others, Peter Liljedahl- Thinking Classrooms, and his Numeracy Tasks resource, Jo Boaler- Stanford University Math for Teachers and You Cubed resources, Math Daily 3 station classroom framework, Math Workshop (Lempp), and Numeracy Circles classroom framework with Susan Leslie in Kindergarten.

Measure: Objective 90% or greater On Track or Extending on FSA and on District assessments

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Goal 2: Literacy and Numeracy Data Story:

FSA Data for Literacy:

School Level Table Data: 019 - Revelstoke, Begbie View Elementary [Literacy & Reading-04]

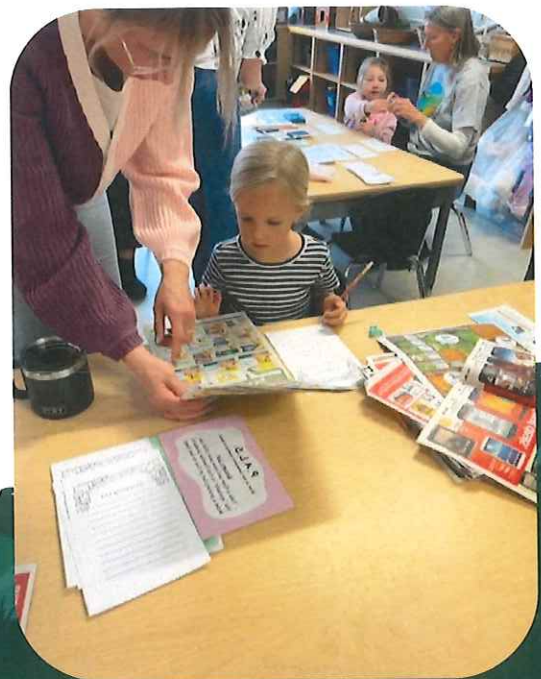
School Year	Expected Count	Writer Count	Participation Rate	Emerging Count	Emerging Percent	On Track Count	On Track Percent	Extending Count	Extending Percent
2023/2024	30	30	100.0%	6	20.0 %	22	73.3 %	2	6.7 %
2022/2023	39	38	97.4%	2	5.3 %	33	86.8 %	3	7.9 %
2021/2022	29	29	100.0%	9	31.0 %	17	58.6 %	3	10.3 %
2020/2021	42	41	97.6%	5	12.2 %	29	70.7 %	7	17.1 %
2019/2020	26	22	84.6%	7	31.8 %	15	68.2 %	0	0.0 %
2018/2019	38	33	86.8%	9	27.3 %	15	45.5 %	9	27.3 %
2017/2018	27	19	70.4%	4	21.1 %	14	73.7 %	1	5.3 %

School Level Table Data: 019 - Revelstoke, Begbie View Elementary [Literacy & Reading-07]

School Year	Expected Count	Writer Count	Participation Rate	Emerging Count	Emerging Percent	On Track Count	On Track Percent	Extending Count	Extending Percent
2023/2024	45	45	100.0%	6	13.3 %	39	86.7 %	0	0.0 %
2022/2023	29	27	93.1%	5	18.5 %	19	70.4 %	3	11.1 %
2021/2022	33	31	93.9%	3	9.7 %	26	83.9 %	2	6.5 %
2020/2021	22	18	81.8%	4	22.2 %	14	77.8 %	0	0.0 %
2019/2020	30	26	86.7%	5	19.2 %	21	80.8 %	0	0.0 %
2018/2019	30	22	73.3%	8	36.4 %	13	59.1 %	1	4.5 %
2017/2018	41	29	70.7%	8	27.6 %	18	62.1 %	3	10.3 %

District Writing Data (Fall):

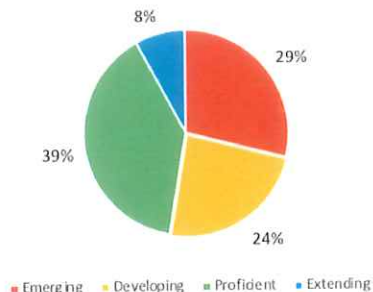
Grade	%Emerging	%On Track or Extending
K	n/a	n/a in the Fall
1	26	74
2	8	92
3	6	94
4	3	97
5	27	73
6	7	93
7	6	94



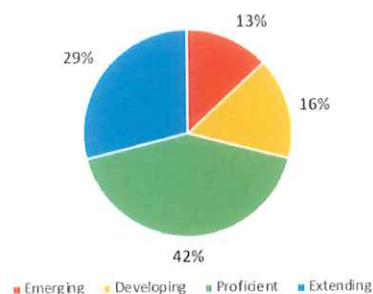
Goal 2: Literacy and Numeracy Data Story cont'd:

District Elementary Reading Data

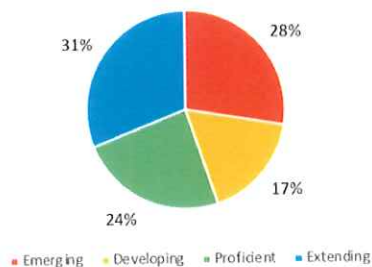
BVE Grade 1 PM BENCHMARKS - NOV 2023



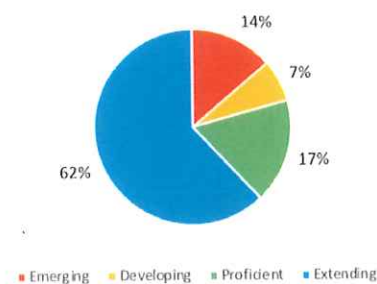
BVE Grade 1 PM BENCHMARKS - MAR 2024



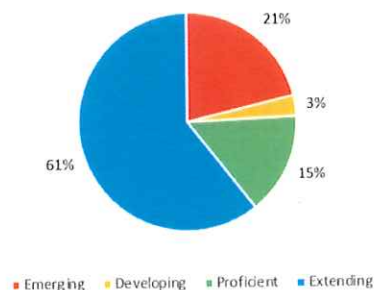
BVE Grade 2 PM BENCHMARKS - NOV 2023



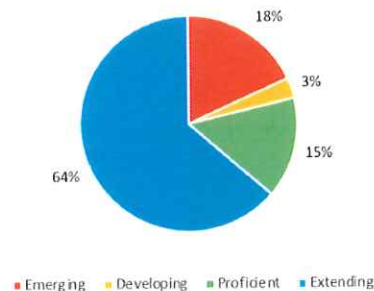
BVE Grade 2 PM BENCHMARKS - MAR 2024



BVE Grade 3 PM BENCHMARKS - NOV 2023



BVE Grade 3 PM BENCHMARKS - MAR 2024



Goal 2: Literacy and Numeracy Data Story cont'd:

FSA Data for Numeracy:

School Level Table Data: 019 - Revelstoke, Begbie View Elementary [Numeracy-04]

School Year	Expected Count	Writer Count	Participation Rate	Emerging Count	Emerging Percent	On Track Count	On Track Percent	Extending Count	Extending Percent
2023/2024	30	30	100.0%	4	13.3 %	20	66.7 %	6	20.0 %
2022/2023	39	38	97.4%	4	10.5 %	31	81.6 %	3	7.9 %
2021/2022	29	29	100.0%	12	41.4 %	17	58.6 %	0	0.0 %
2020/2021	42	40	95.2%	12	30.0 %	25	62.5 %	3	7.5 %
2019/2020	26	22	84.6%	13	59.1 %	9	40.9 %	0	0.0 %
2018/2019	38	33	86.8%	14	42.4 %	18	54.5 %	1	3.0 %
2017/2018	27	18	66.7%	6	33.3 %	12	66.7 %	0	0.0 %

School Level Table Data: 019 - Revelstoke, Begbie View Elementary [Numeracy-07]

School Year	Expected Count	Writer Count	Participation Rate	Emerging Count	Emerging Percent	On Track Count	On Track Percent	Extending Count	Extending Percent
2023/2024	45	43	95.6%	14	32.6 %	26	60.5 %	3	7.0 %
2022/2023	29	27	93.1%	5	18.5 %	19	70.4 %	3	11.1 %
2021/2022	33	31	93.9%	6	19.4 %	12	38.7 %	13	41.9 %
2020/2021	22	18	81.8%	9	50.0 %	9	50.0 %	0	0.0 %
2019/2020	30	26	86.7%	7	26.9 %	14	53.8 %	5	19.2 %
2018/2019	30	22	73.3%	9	40.9 %	12	54.5 %	1	4.5 %
2017/2018	41	30	73.2%	12	40.0 %	15	50.0 %	3	10.0 %

District Numeracy Data:

Grade	%Emerging	%On Track or Extending
K	0	100
1	16	84
2	10	90
3	3	97
4	3	97
5	12	88
6	12	88
7	8	92



Goal 3: Reconciliation - Taking Action & Checking:

Describe the actions that we propose to take related to our goals. What will we do more of, less of, or do differently to improve student learning? Have we made a difference? How do we know?

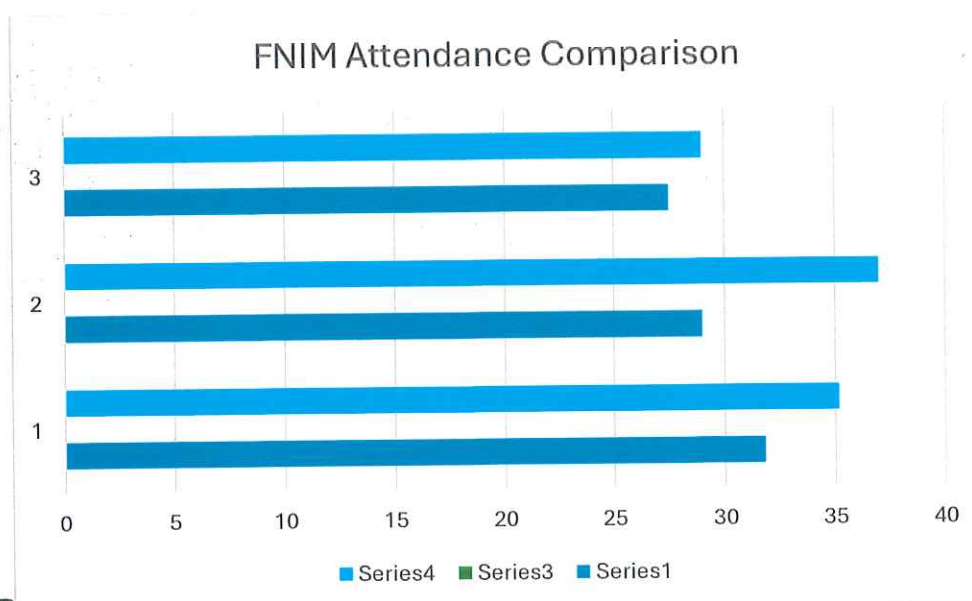
Goal 3: Work toward Reconciliation: equity in student outcomes, enhancing opportunities for staff, student and family learning about the history and ongoing impact of colonialism, and getting to know the stories, languages, and peoples Indigenous to this place.

- Ensure instructional and assessment practices are informed by the First Peoples' Principles of Learning (FPPL) and the Truth and Reconciliation Commission's (TRC's) calls to action for education.
- Monitor the educational progress of First Nations, Inuit and Métis (FN/I/M) students.
- Enhance opportunities for BVE students and staff to learn from local and Indigenous Elders.
- Enhance opportunities for students and staff to learn the languages, stories, and practices indigenous to this area.

Outcomes to Measure: **Attendance and educational outcomes for BVE students of FN/I/M heritage are at or better than average. Measure: 90% or greater positive student self-reporting on questions in the SLS related to learning about local First Nations and local First Nations languages**

Goal 3: Reconciliation Data Story

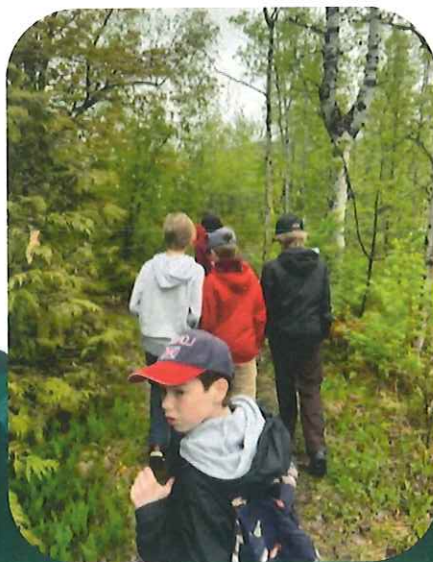
56. Attendance of BVE FNIM students compared with sample of non-FNIM student attendance: (dark blue: FNIM, light blue: non-FNIM) 3=median number of absences, 2=mode, 1=average



Goal 3: Reconciliation Data Story cont'd

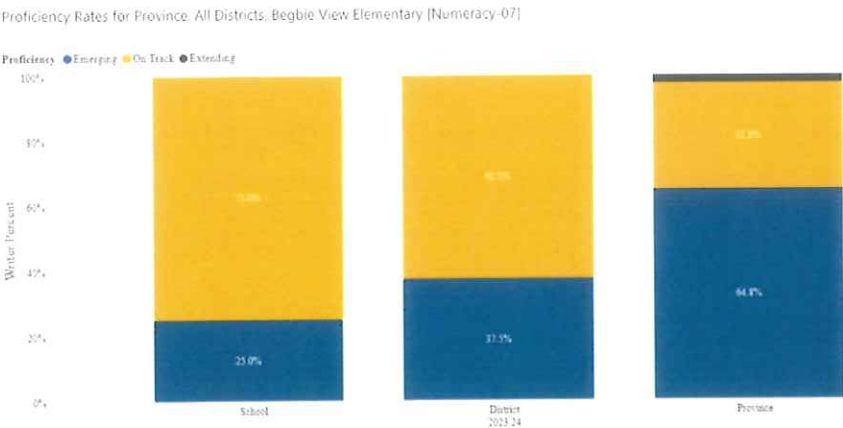
Grade 4 and 7 student self-reporting on questions in the Student Learning Survey related to learning about local First Nations and local First Nations languages

Some/most/all (Never almost never)	2022	2023	2024 unofficial
Grade 4 Do you participate in any Indigenous (FN/I/M) activities?	35% (52%)*	41% (49%)	40% (44%)
Grade 7 Do you participate in any Indigenous (FN/I/M) activities?	24% (68%)	40% (50%)	35% (55%)
Grade 4 At school are you learning about Indigenous First Peoples?	76% (13%)	83% (5%)	80% (8%)
Grade 7 At school are you learning about Indigenous First Peoples?	64% (24%)	85% (11%)	80% (12%)
Grade 4 At school are you learning about local First Nations?	***	41% (49%)	68% (8%)
Grade 7 At school are you learning about local First Nations?	***	41% (49%)	72% (9%)
Grade 4 -At school, are you learning about local First Nations' language(s)?	***	62% (22%)	48% (28%)
Grade 7 At school, are you learning about local First Nations' language(s)?	***	70% (23%)	56% (15%)

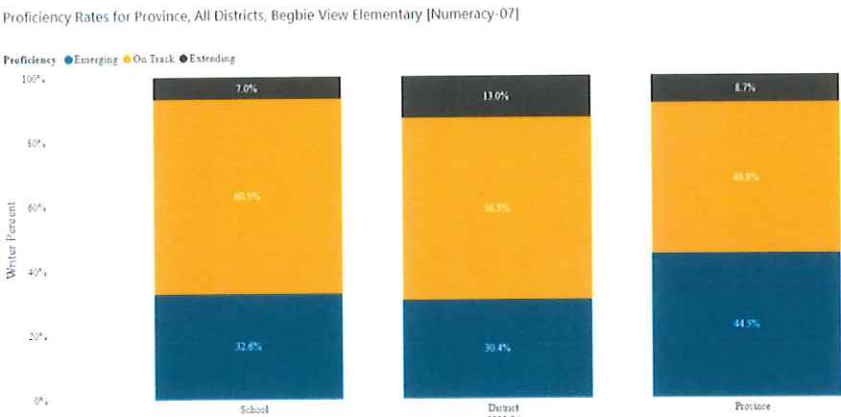


Goal 3: Reconciliation Data Story cont'd

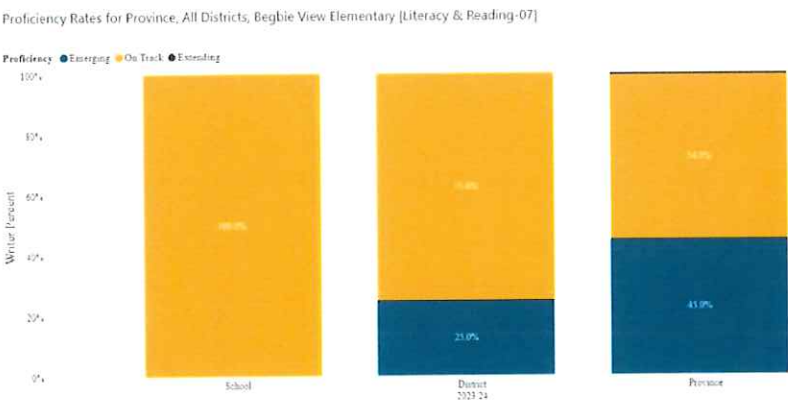
2023-24 FSA Indigenous Grade 7 Students' Numeracy Results:



All students:



2023-24 FSA Indigenous Grade 7 Students' Literacy Results:



Professional Learning:

Summarize areas for professional learning and how we will go about designing strategies and structures that will impact our school community.

Reading: Continue to enhance staff knowledge about reading acquisition and reading instruction, and ensure weekly schedules integrate a minimum total of 60 minutes of Literacy a day. Continue to implement Heggerty and Kilpatrick phonemic awareness resources across all Primary grades, and beyond as students require. Continue to enhance classroom libraries, including building upon decodable text resources for early grades. Continue District whole-class literacy assessment in Grades 4 and up. Facilitate collaboration and conferencing to plan individual and class instruction.

Writing: Revisit teacher collaborative assessment time and school-wide writes and Adrienne Gear Reading Power professional development.

Numeracy: Build on Math Workshop (Jennifer Lempp resource) structure, inquiry-based units (Cathy Fosnot resource), Thinking Classrooms (Peter Liljedahl), Mathematical Mindsets & YouCubed (Jo Boaler), and Numeracy Circles in Kindergarten with Susan Leslie. Continue to build connections through the BC Numeracy Network, Reggio-inspired Numeracy Network and BC Association of Mathematics Teachers. Ensure classroom schedules integrate a minimum total of 60 minutes of Mathematics and Numeracy a day.

Reconciliation: Expand our analysis and teacher knowledge of outcomes for FNIM students at BVE. Build bank of resources and activities to further emphasize the importance of respect and gratitude. Continue to increase Nsyilxen language visibility and use in our school, using resources from the Salish School of Spokane. Increase our connections to local First Nations organizations and individuals, including continuing Elder and Knowledge-Keeper visits.



Partner meetings

Social Sector check in call with the Social Development Committee

Attended meeting with SD 19 Speech and Language pathologist Penner and Community Speech and Language Pathologist Duncan, Linda Chell/Tracey Spanier of the Revelstoke Early Childhood Development Committee and Secretary Treasure Tisdale to celebrate and plan for Communication Boards throughout parks in Revelstoke

Attended the Revelstoke Community Foundations Grant Awards

Attended the Thompson Okanagan Superintendent Chapter meeting in Vernon

Highlights from the Ministry of Education and Child Care *Denise Augustine*- A Dialogue about Bill 40

. Review of Bill 40 and Distinctions-based Approach Primer



. Navigating tensions as we carve a pathway together as leaders What are the tensions? (Self-governance of I EC and board governance; cultural appropriation- what it is/is not; land acknowledgements)

Jenn McCrea

Cell Phones- Ministry Expectations

Safer Schools- What is happening with changes to the Safer Schools

Feeding Futures- Themes (strengths and challenges)

Student and Family Affordability Fund- Criteria,

strengths/challenges

Drug and Substance Abuse Education- What is happening

Early Learning- Integrated project- progress update

Attended the District Early Learning Child Care Lead Community of Practice zoom session

Attended the RSS Mental Health Fair

SD 19 meetings

Regular scheduled meeting with CUPE President Celes Lucius and CUPE VP Yvette Pendergast.

Regular scheduled meeting with RTA President Barry Rouke. President – elect Jason Stevens joined the meeting.

Regular scheduled meeting with RTA President Barry Rouke and the BCTF Health and Wellness Consultant.

Met with 3 teachers on separate occasions for staffing purposes

Attended Strong Start Hits the Road at CPE

Staffing meeting with Vice Principal Grimm

Commenced regular scheduled Monday meeting with Secretary Treasurer Tisdale, District Principal Tedesco, and District Principal Wallach.

Attended the Indigenous Education Committee - Information appears later in the agenda.

Attended a DPAC meeting. Information appears later on the agenda

Attended an Education Community meeting. Information appears later on the agenda

Attended the first Budget meeting of the season

Attended the RSS Student Leadership meeting

Met with each Principal / Vice Principal to review staffing

Data prep for BVE, AHE and RSS School Learning Plans

District Principal Tedesco and I met with each school principal / Vice Principal to review support staff staffing



Framework for Enhancing Student Learning

SD 19 Data and Evidence team attended 2 BC Street Data Community of Practice sessions hosted by the Ministry of Education and Child Care and authors of the book Street Data.

Attended All Superintendents Meeting in Vancouver

Continuing the Collective Work: Supporting Student Success Literacy and Numeracy

School Outreach Programs and Literacy Supports

Foundation Skills Assessment

Continuous Improvement: Framework

Child Care on School Grounds.

Indigenous Education Update History of Indigenous Education in B.C.

Distinctions-Based Approach Primer

Bill 40 (IECs)



Attended the Jointly Convened Annual Meeting (JAM) | Supporting First Nations Student Success in Vancouver

Cultural Activity

Local Education Agreements

Schools of Choice

Indigenous Education Councils

Children in Care

Strategic Plan Writing Team prep session for Day 1 & 2

Strategic Plan Writing Team prep session for Day 2 & 3

Attended the Indigenous focused Professional Development Day for SD 19



Commenced two leadership meetings. Highlights from the meeting

Student led Conference

Critical Incident Response travel folders / review of scenarios \ Part 1 & 2

Enrollment and Staffing

Special Placements

Writing team for Strategic Plan

Investigative Procedures | Part 1 & 2

Explore the Ministry of Education and

UNDRIP – DRIPA, Truth and Reconciliation Calls to Action, BCTC Standard 9, First Peoples' Principles of Learning.

Schools Visits

RSS school visit

CPE school visit

BVE school visit

AHE school visit



Inspire Passion || Joy for Learning

TRUSTEE UPCOMING DATES

Date(s)	Time	Event
May 24 th , 2024		Arrow Heights Elementary School Sports Day
May 28 th , 2024		Begbie View Elementary School Sports Day
May 29 th , 2024		Columbia Park Elementary School Sports Day
June 4 th , 2024		District Field Day at Columbia Park Elementary School
June 5 th , 2024	4:30 pm	Tour of Revelstoke Secondary School
	5:00 pm	School Board Meeting in the Library of Revelstoke Secondary School
June 6 th , 2024		District Track Day
June 26 th , 2024	4:30 pm	Tour of Arrow Heights Elementary School
	5:00 pm	School Board Meeting in the Library of Arrow Heights Elementary School
June 28 th , 2024	11:00 am	Grad Ceremony

Grateful for the privilege to live and learn on the unceded traditional territories of the Sinixt, Secwepemc, Ktunaxa, and Sylix Okanagan who have been stewards of this land since time immemorial

Weý (Nsyilxcen), Weyt-K (Secwepenemc), Ki?su?k kyukyit (Ktunaxa), Taanishi (Michif)

Strategic Plan: Goal 1 We believe that engaged learners will achieve successes that reflect their passions and interests in safe, equitable learning environments.

- Ensure students have access to effective mental health tools and supports
-

Strategic Plan: Goal 3 We believe in communication strategies that foster school and community engagement

- Enhance communication with the community through events and activities that bring awareness to successes and challenges and celebrate student growth and learning

Mental Health Fair May 1 | RSS

A BIG thank you to our community partners and SD 19 departments who presented at the Fair.

Community Connections, Stoke Youth Network, Public Library, Uban Away From Home – First Nations Health Authority, CYMH, Indigenous Department, Dietician, Public Health, RSS Library, RCMP, Woman's Shelter, PCN Doctors, Sexual Health, Quit Now BC, Community Paramedic, Cathy Keenan, and Eva Hemming

A BIG thank you to Kathy Hoshizaki who took the lead on this in her health promoting school's role with the district. Counsellors Erin W and Lissa C were circulating to provide s encouragement to students. We had grades 8, 10 and 12 attending the fair.







Strategic Plan: Goal 2 We optimize the sustainability of our school system

Maintain and enhance our ability to reduce environmental impact – e.g. improving our reduce, reuse and recycling program and insisting green projects

- Conversion to LED lights in all schools Summer 2024
- Composting containers purchased for all schools
- RSS expanded from classroom based to whole school composting





Strategic Plan: Goal 4 We acknowledge the responsibility of our school community to learn the truth about, and honour Indigenous cultures, languages, and histories, and our responsibility to work through the Reconciliation process.

SD 19 Indigenous Day of Learning | May 3, 2024

Celebration, Introduction, & Welcome in RPAC Theatre | An Introduction to Nsyilxcən | Beading and the Proficiency Scale | Indigenous Games & Outdoor Activities | Land Acknowledgments | The Lodge (Tipi) | Indigenous Focused Courses and the Learning Continuum | Land Based Learning Continuum | Land Based Learning



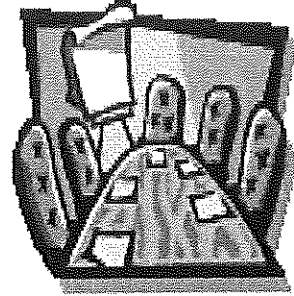
THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 19 (REVELSTOKE)

TO: All Trustees

FROM: Roberta Kubik, Superintendent of Schools

DATE: May 15th, 2024

ACTION: New Policy *Video Surveillance - Buses* for approval for circulation



This policy was developed for safety reasons and has been reviewed by the law firm of Harris & Company. Currently, the district has cameras on the outside of the buses which only engage when the bus stop sign is out. The public will be advised that cameras are installed on the buses.

The Policy Review Committee has reviewed the new policy *Video Surveillance - Buses*. The Committee would like to circulate the policy for feedback.

Recommendation:

"THAT the Revelstoke Board of Education circulate the new Video Surveillance - Buses policy for feedback."



School District 19
(Revelstoke)

Revelstoke Board of Education

Policy Manual

5.9(a) Video Surveillance - Buses

The Board of Education supports the controlled use of on-board video surveillance on school buses for the safety and security of students and staff on the bus, and to maintain order and discipline including the prevention of vandalism and bullying.

The Board recognizes that video surveillance systems must be used in a manner that protects the privacy rights of students and others, providing a safe environment and the need to protect School District property from vandalism.

Video surveillance is subject to the provisions of the *Freedom of Information and Protection of Privacy Act* ("FIPPA").

Guidelines

1. Parents and students will be provided with notice of the use of video surveillance on buses through notices and clearly posted signage.
2. Video cameras may be used to monitor and/or record on all School District buses for the purposes of safety, maintaining order and property protection.
3. The School District may access and use footage to investigate or respond to complaints, accidents or incidents occurring on buses, including staff or student misconduct.
 - 3.1 Video surveillance camera locations shall be authorized by the Manager of Operations, or the officers of the School District. Any change in camera location must be authorized in the same manner.
 - 3.2 Cameras will be oriented to avoid the unnecessary collection of personal information, including image and information of members of the public who are not staff or students.
 - 3.3 Video surveillance equipment will be installed and maintained only by designated employees or agents of the School District.

- 3.4 Recording equipment will be maintained in locked boxes on buses. Only designated employees or agents will have access to the key that opens the camera boxes. Only these employees shall handle the camera or recordings.
- 3.5 The School District shall have reasonable measures in place to secure recordings and ensure they are not accessible to unauthorized individuals (e.g. firewalls, password protection/encryption, secure storage).
- 3.6 Recordings will not be sold, publicly viewed, or used for commercial purposes, and shall be used and disclosed only as provided for by this policy or as authorized or required by law, including FIPPA.
- 3.7 Individuals may request an opportunity to view footage in which they appear by making a written request to the Secretary Treasurer, and such requests will be processed in accordance with FIPPA. The School District reserves the right to refuse such requests to protect privacy or other interests where permitted under FIPPA.
- 3.8 The School District shall maintain a log of all access to video footage.
- 3.9 Recordings shall be retained for one month, and shall be destroyed when they are no longer needed for any operational, administrative or legal purpose.
- 3.10 The Manager of Operations is responsible for the proper implementation and control of the video surveillance systems on buses.
- 3.11 The Superintendent of Schools or Secretary Treasurer shall conduct a review at least annually to ensure that this policy and any related procedures are being adhered to.



School District 19
(Revelstoke)

Revelstoke Board of Education

Policy Review Committee
April 22nd, 2024

Minutes

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.

Attendance

Trustee Allen, Trustee Walsh, Principal Representative Ariel McDowell, RTA President Rourke, CUPE Representative Clara Maltby, Michael Haworth, District Vice Principal Technology, Bruce Tisdale, Secretary Treasurer, and Superintendent Kubik

Regrets: Trustee Zimmer

1. Status of policies undergoing review.

Policy # - Policy Name	Status	Timeline
2.2 Revelstoke Board of Education – Composition, Roles and Conduct	Circulated for Feedback	Spring 2024
3.8 Information Technology and MyEducation BC Usage and Access	Circulated for Feedback	Spring 2024
3.9 School Completion (Evergreen) Certificates	Circulated for Feedback	Spring 2024
4.11 Educational Heritage	Circulated for Feedback	Spring 2024
New Cell Phone Use	Draft Policy	By August 15, 2024
New Video Surveillance - Buses	Review draft policy	Spring 2024

2. Policy No. 2.2 Revelstoke Board of Education – Composition, Roles and Conduct
This policy will be approved by the Board at its April 24th, 2024 meeting and will also be circulated for feedback.
3. Policy 3.8 Information Technology and MyEducation BC Usage and Access
This policy is being circulated until May 21st, 2024.
4. Policy No. 3.9 School Completion (Evergreen) Certificates
This policy is being circulated until May 21st, 2024.

5. Policy No. 4.11 Educational Heritage
This policy is being circulated until May 21st, 2024.
6. New Policy – Cell Phone Use
Michael Haworth, District Vice Principal Technology (seconded to the Ministry of Education and Child Care) explained that the district has taught students a healthy view of digital citizenship. The schools' Code of Conduct and Student Handbooks have been reviewed as well as the Amendment to Provincial Standards for Codes of Conduct. The Committee will wait for direction from the Board.
7. New Policy – Video Surveillance – Buses
Secretary Treasurer Tisdale reviewed the draft policy noting that the law firm of Harris & Company has also reviewed the draft policy. The district has 3 buses plus 1 spare bus. The total cost to install the video surveillance is \$10,000. The district currently has cameras on the outside of the buses which only engage when the bus stop sign is out. The public will be advised that cameras are installed on the buses. The policy will go to the Board for circulation for feedback.
8. Section 4 Policy Manual
Secretary Treasurer Tisdale will review Section 4 *Fiscal/Facilities* of the Policy Manual to determine if any policies need to be updated.

Dates for 2023/2024 (4th Monday of each month at 3:45 pm) at the School Board Office

- May 27th, 2024

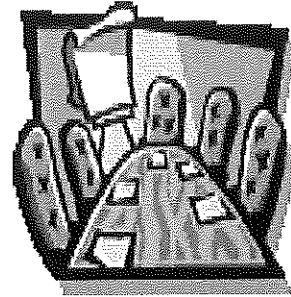
THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 19 (REVELSTOKE)

TO: All Trustees

FROM: Roberta Kubik, Superintendent of Schools

DATE: May 21st, 2024

INFORMATION: Outline of steps and timelines for in response to limiting personal digital devices in classrooms / schools



Letter to the Community sent on May 8th, 2024, on behalf of the Revelstoke Board of Education.

"Dear Family and friends,

I want to express my sincere gratitude for the emails, letters, and the insightful Free to Focus delegation presentation to the Revelstoke Board of Education following Premier Eby's recent announcement. Your engagement underscores our shared commitment to ensuring the safety and well-being of our children and young adults.

The Premier's announcement outlined three crucial actions to enhance safety measures:

- Restricting the use of cellphones in schools.
- Launching services to remove harmful images from the internet and pursue predators.
- Introducing legislation to hold social media companies accountable for the harm they have caused.

Additionally, Minister Rachna Singh's directive, effective July 1, 2024, to amend the Provincial Standards for Codes of Conduct Order (MO 276/07) is a significant step forward. These amendments will include statements addressing the restriction of personal digital devices in schools to promote online safety and foster focused learning environments.

Your correspondence and presentation emphasized the importance of limiting personal digital device usage in schools. In response to your input, the Revelstoke Board of Education, in conjunction with feedback from our broader community, has outlined a series of steps and timelines:

- The District and School Codes of Conduct will be amended to include statements addressing the restriction of personal digital devices before July 1, 2024.
- In June, an online survey will be available on the School Website for further input from families, staff, and community.

- The Policy Committee will develop a preliminary draft of the Restriction of Personal Digital Devices in Schools/Classrooms Policy by September.
- The initial draft will be presented to the Board of Education during the October School Board meeting. Subsequently, it will be circulated for community feedback.
- Following the October meeting, a dedicated session will be convened to gather additional input from parents, caregivers, students, and community groups on the proposed policy.
- The Policy Committee will carefully review and incorporate necessary modifications based on the feedback received.
- The final adoption of the Policy is scheduled for approval at the December Board meeting.

Comprised of trustees, the Superintendent of Schools, the President of CUPE, the President of the Revelstoke Teachers' Association, and administrative staff, the Policy Committee is committed to crafting a comprehensive and inclusive policy reflective of our collective aspirations for student well-being.

Once again, I extend my appreciation for your invaluable feedback. The collaboration between school, home, and community is a gift as we nurture our children and youth to thrive in all facets of life.

Warm regards

Roberta Kubik

Roberta Kubik (she/her)
Superintendent of Schools

Grateful for the privilege to live and learn on the traditional territories of the Sinixt, Secwépemc, Ktunaxa, and Syilx Okanagan people."

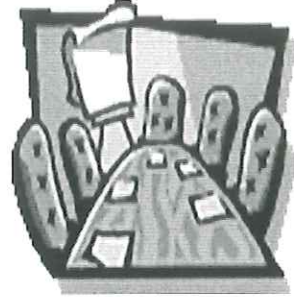
THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 19 (REVELSTOKE)

TO: All Trustees; Superintendent of Schools

FROM: Bruce Tisdale, Secretary Treasurer

DATE: May 21, 2024

ACTION: 2024/2025 Annual Facility Grant Expenditure
Plan



All districts receive an operating grant and capital funding to support smaller projects that are too costly to fund through operating but are too small to be a standalone project. There are guidelines that outline the criteria for projects that are an acceptable use for this program, and they generally center around extending the life of the facility.

The ministry requires districts to provide an Annual Facility Grant (AFG) Expenditure Plan by May 17. The plan is a fluid document, and changes are made as other issues arise during the course of the year.

A request for projects was sent out to principals earlier this year. As the requests often exceed the funding available, the projects are ranked in priority order and a decision is made on what projects will be approved for the coming year.

Attached is the list of projects for this year. A final report will be sent to the ministry next spring outlining the actual projects that were completed. This report can differ from the plan due to completion issues that arise during the year. For example, some of the projects in this year's list were on last year's list as well but weren't completed due to lack of contractors and materials. Other projects are then added to the list to ensure that the year's funding is spent.

This does not require board approval but is presented for your information.

Respectfully submitted.

A handwritten signature in blue ink, appearing to be 'Bruce Tisdale', written over a horizontal line.

Bruce Tisdale
Secretary Treasurer



Submission Summary

Submission Summary:	AFG 2024/2025 2024-05-31 MAIN - K12
Submission Type:	Expenditure Plan
School District:	Revelstoke (SD19)
Open Date:	2024-04-08
Close Date:	2024-05-31
Submission Status:	Draft

Submission Category	Sum Total Project Cost
AFG	\$412,313
Total	\$412,313

AFG							
Project Number	Existing Facility?	Facility/Site	Project Type	VFA Requirement #	SD Project ID	Project Description	Total Project Cost
165855	Yes	Columbia Park	Interior Construction (AFG)			Replace old lockers with modern cubbies	\$35,000
165859	Yes	Arrow Heights	Site Upgrades			outside equipment storage, garbage container - delayed from this year	\$15,000
165864	Yes	Begbie View	Interior Construction (AFG)			upgrade upstairs storage issue	\$15,000
165865	Yes	Begbie View	Exterior Wall Systems (AFG)			replace material covering soffits	\$12,500
165908	Yes	Columbia Park	Interior Construction (AFG)			Millwork required to change in classroom use	\$10,000
165909	Yes	Columbia Park	Site Upgrades			Additional outdoor storage space	\$10,000
165912	Yes	Begbie View	Interior Construction (AFG)			Connect two kindergarten rooms	\$7,500
165913	Yes	Begbie View	Interior Construction (AFG)			Upgrade sound system in gymnasium	\$4,500
165900	No	All schools	Site Upgrades			Bike racks	\$23,000
165903	No	All schools	Interior Construction (AFG)			complete upgrade of flooring around entry way areas	\$10,000
165910	No	all schools	Interior Construction (AFG)			Ongoing painting program	\$7,500
165911	No	All schools	Site Upgrades			Repairs and upgrade fencing at various sites	\$7,500

Submission Summary

165862	Yes	Arrow Heights Elementary	Site Upgrades			continue to work on site upgrades to address mud and accessibility issues- carried forward from current year	\$35,000
165863	Yes	Arrow Heights Elementary	HVAC (AFG)			replace two more boiler	\$45,000
165857	Yes	Begbie View Elementary	Site Upgrades			Additional support for new playground	\$37,500
165854	Yes	Columbia Park Elementary	Accessibility Upgrades			facilitate accessibility for new Level 1 student	\$30,000
165856	Yes	Columbia Park Elementary	Interior Construction (AFG)			repaint gymnasium and replace flooring	\$60,000
165858	Yes	Columbia Park Elementary	Interior Construction (AFG)			replace old doors- delayed from last year	\$17,500
165860	Yes	Revelstoke Secondary	Site Upgrades			improvements to site to accommodate Indigenous projects/learning	\$20,000
165914	No	RSS and BVE	Exterior Wall Systems (AFG)			Cleaning high exterior windows	\$9,813
Submission Category Total:							\$412,313



School District 19
(Revelstoke)

School District 19 (Revelstoke)
Education Advisory Committee Meeting

April 30th, 2024

held at the School Board Office

Minutes

1. Called to Order and Acknowledgement

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:

Sasha-Emily Walsh, Chair
Barry Rourke, RTA President
Jody Castillo/Quinn Castillo, Parent Representative
Seoha Lee, Grade 12 Student Representative
Alex Hardy, Grade 11 Student Representative
Greg Kenyon, Principal (Special Assignment)
Roberta Kubik, Superintendent of Schools

Regrets: Wendy Rota, Trustee, Helen Kondos, Vanessa Morrow, Melonie Jensen, and Mandy McQuarrie, Parent Representatives, Owen Bibby, Meya Musseau, Maya Howe-Short, Autumn Baechler, and Hazel Peet, Student Representatives, and Celes Lucius, CUPE President

3. Agenda Additions

- None

4. Review Minutes of April 30th, 2024 meeting

- No errors or omissions.

5. Purpose of the Education Advisory Committee (brought forward from the February 27th, 2024 meeting)

- After the Strategic Plan writing team completes the action items from the Strategic Plan, it will be time to reset the Student Learning focus, Belief Statements, and Strategies and Pathways from the writing team.

6. Cell Phone Use

- Students input:
 - Restriction does not work

- Reviewed the Ministry of Education and Child Care's Code of Conduct for districts request with restrictions for digital devices (support guide attached)
- Use for "kahoot" (play based learning platform)
- Pictures of answer keys
- Physics – Work time I will take pictures of notes with the theory in class and review later
- Grade 8 – If no ownership of cell phone
 - Some will ask others to use their phone at break
- Teachers say "take your phone out"
 - Take "authority away from parents" who do not allow their children to have cell phones
- Now we know how to move forward with restrictions of digital devices
 - Captivating class – the teacher has something important to say like in a Calculus class – you need to listen
- Has to be reason for not using your phone – if you are just sitting there you will pick up your phone
- Inattention in class - you will get cell phone

7. Strategic Plan Learning Focus – Belief Statements (passed by Board on April 24th, 2024)

The Board adopted a Student Learning Focus and Belief statements (below) at the April 24th, 2024 Board meeting to set the direction of the new Strategic Plan.

Our school district believes in:

- *The pursuit of excellence while nurturing a joy for lifelong learning.*
- *Fostering the physical, mental, and emotional well-being of our school community.*
- *Supporting the development of diverse communication skills, creative thinking, and critical reasoning.*
- *Living the journey of Truth and Reconciliation.*
- *Upholding the ideals of social and environmental responsibility at both the individual and societal levels.*

Student Learning Focus

We will create purposeful learning environments that incorporate the Core Competencies into every facet of the curriculum.

We will prepare students to enter the next stages of their lives as educated citizens equipped with resilience, self-worth, and pathways for a fulfilling future."

A very exciting part of the Strategic Plan is to 'operationalize' the plan. This means a writing team will come together to identify actionable steps and the resources needed for these actionable steps to bring the Strategic Plan to Life! The writing team will consist of CUPE members, parents/caregivers, teachers, students, Principals/Vice Principals (District and School), and Indigenous representation. Lisa McCulloch will be leading this

process. Lisa worked in SD 23 – Central Okanagan, SD 48 – Sea to Sky Superintendent and then was recruited to the Ministry of Education and Child Care to work with Framework for Enhancing Student Learning (FESL). Earlier this year, Lisa presented on Strategic Plan engagement with our Board.

The team will review data, research articles and assessments that support that Student Learning focus.

Writing Team Dates

- June 13 & 14, 2024 and June 19th, 2024 from 12:30 p.m. to 6:30 p.m.

Trustee Walsh spoke to the feedback process. Superintendent Kubik reviewed the Strategic Plan Feedback meetings with:

- All school Parent Advisory Councils
- All Committee Meetings
- All Community Partner Meetings
- School Staff Meetings
- Student Leadership meetings (twice)
- Revelstoke Secondary School students
- Total of approximately 145 responses (online and hard copies)

8. Adjourned

2023/2024 meeting date (at 3:30 pm at the School Board Office):

- May 28th, 2024

Personal Digital Device Restrictions

Support Guide

The Ministry of Education and Child Care has amended the *Provincial Standards for Codes of Conduct Order* (the “Order”) to promote provincial consistency and to support boards of education in ensuring their schools have appropriate policies in place to restrict student personal digital device use. The amended Order will come into effect on July 1, 2024.

This guide is intended to support boards of education in amending their codes of conduct to align with the amended Order by including language that addresses student use of personal digital devices (including cell phones) at school. This Order sets out the standards that boards of education must meet in establishing student codes of conduct for their respective districts. The information in this support guide is provided for your convenience and guidance and is not a replacement for the Order.

The Ministry of Education and Child Care recommends boards of education engage with their Indigenous Education Councils as part of the process of updating their codes of conduct.

Order Language

The following sections are excerpts from the amended Order:

- 1 In this order “**personal digital device**” means any personal electronic device that can be used to communicate or to access the internet, such as a cell phone or a tablet.
- 6 Boards must ensure that the following elements are included in their codes of conduct:
 - ...(d.1) one or more statements about restricting the use of personal digital devices at school for the purpose of promoting online safety and focused learning environments;
- 8 Further to section 6(d.1), the statements about restricting the use of personal digital devices at school must address the following matters:
 - (a) restrictions on the use of personal digital devices at school, including during hours of instruction;
 - (b) use of personal digital devices for instructional purposes and digital literacy;
 - (c) use of personal digital devices that is appropriate to a student’s age and developmental stage;
 - (d) accessibility and accommodation needs;
 - (e) medical and health needs;
 - (f) equity to support learning outcomes.

Intention

Codes of conduct to restrict student personal digital device use at school to promote online safety and support focused learning environments.

Supporting Information

Section 1 Personal Digital Devices

The Order defines this term as “any personal digital device that can be used to communicate or to access the internet, such as a cell phone or a tablet.” Additional examples of devices that may fall into this definition are smart watches, gaming devices, and electronic toys.

Subsection 8(a) At school, including during hours of instruction

Codes of conduct must include statements about restricting the use of personal digital devices during hours of instruction. Boards of education are expected to use these statements to limit the use of personal digital devices at times when students should be focused on participating in educational programs.

With respect to the meaning of “hours of instruction”, please see the relevant definitions in the *School Regulation*.

Codes of conduct may also address student use of personal digital devices during school hours or on school property.

Subsection 8(b) Instructional purposes and digital literacy

Codes of conduct must address the use of personal digital devices for instructional purposes and digital literacy. Instructional purposes might include the use of devices as directed by teachers during class time. Digital literacy purposes might include designated computer or cell phone time that serves to promote digital literacy by providing opportunities for students to use devices while under the supervision of a teacher, which may include critical dialogue regarding responsible and appropriate use of devices.

Subsection 8(c) Age and Developmental Stage

Codes of conduct must address the use of personal digital devices that is appropriate to a student’s age and developmental stage. For example, elementary school codes of conduct may take a more restrictive approach, while middle and secondary schools may allow for progressively greater flexibility and student agency in using personal digital devices.

Subsection 8(d) Accessibility and accommodation needs

Codes of conduct must address accessibility and accommodation needs. This might involve the use of personal digital devices to support students with disabilities or diverse abilities as outlined in students’ support plans and Individual Education Plans. Codes of conduct may consider the use of assistive technology on personal digital devices at school to support student accessibility, communication, and autonomy. Examples of assistive technology could include devices or programs that support students with hearing loss or voice, speech or language disorders. Codes of conduct might allow for the use of tools such as augmentative and alternative communication (AAC) devices, text to speech and speech to text programs or devices, translators, timers, calendars, and reminder software to promote accessibility and to facilitate participation.

Subsection 8(e) Medical and health needs

Codes of conduct must address medical and health needs. This might include approved use of personal digital devices to support medical necessities, such as monitoring blood glucose levels for a student with diabetes.

Subsection 8(f) Equity to support learning outcomes

Codes of conduct must address equity to support learning outcomes. Codes of conduct might include considerations to ensure personal digital device restrictions do not disproportionately impact some students

more than others. For example, codes of conduct may reflect computer or cell phone access facilitated by boards of education to support students who do not have access to internet outside of school and who therefore might use technology at school to complete schoolwork and foster connections with peers.

Research/Evidence

Restricting the use of personal digital devices at school is consistent with published research and evidence. The Ministry of Education and Child Care recommends that boards of education consider available research, including the following information, when amending their codes of conduct.

Reducing Screen Time at School

A recent academic paper (Smale et al., 2021) looking at the potential benefits and harms of cell phone use in classrooms to provide policy recommendations concluded that “removing cell phones from classrooms is likely to reduce students’ temptation to check their devices, play games, text, and surf the Internet, consequently enhancing their ability to focus and thus improving their performance due to greater intake and memory of academic material.” (p.51)

According to the 2023 BC Adolescent Health Survey results (Smith et al., 2024), during their last school day prior to responding to the survey, top reasons for which students reported using their phones included: to scroll social media (74%), connect with family and friends (65%), game (not esports) (26%), game (esports) (18%), and only 11% of students reported using their phones for none of these activities.

There is a growing field of research into the impacts of cell phones and social media on mental health and academic performance, however there is still limited in-depth or longitudinal studies and more research is needed to confirm causality versus correlation (Smale et al., 2021; Abi-Jaoude, et al., 2020; Vuorre et al., 2021; Shannon, et al., 2022). Social media use in particular has been linked to emotional and coping challenges, including eroded self-worth, fear of missing out, distraction, stress and anxiety, and exposure to cyber-bullying (Vuorre et al., 2021; Abi-Jaoude et al., 2020; Shannon et al., 2022).

To promote physical and mental health and support healthy relationships, HealthLinkBC (2023) recommends a maximum of 2 hours of screen time per day for children aged 5-17. According to a recent report (Saunders & Colley, 2024) based on the Canadian Community Health Survey, average screen time increased between 2018 and 2021. In 2018, 42.5% of youth between age 12-17 reported meeting the recommended 2 hours or less of screen time on school days and 21% on non-school days, compared to 29.8% and 12.2% in 2021. Increased screen time takes away from time spent in direct connection with others, physical activity, and learning activities, and delays sleep.

Digital Literacy

As set out in the *School Act*, “the purpose of the British Columbia school system is to enable all learners to become literate, to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous and sustainable economy.” Digital literacy is instrumental to meeting this purpose. Digital literacy can include both the basic skills needed to operate devices and programs, as well as the thinking skills needed to access, evaluate, and utilize digital information. Jobs across all industries increasingly need foundational to advanced computer skills (Bergson-Shilcock, 2020). Digital literacy further promotes critical thinking related to internet safety, media, and online participation which benefit personal agency, holistic health, and political engagement and democracy (Cortesi et al., 2020).

Equity, Accessibility and Accommodations

Many B.C. students face barriers due to factors such as race, gender, sexual orientation, socioeconomic status, care status, disabilities, diverse abilities, immigration status or primary language.

Students who face barriers are likely to experience greater benefits from access to technology and internet to support their unique needs. Cell phones can support equity through access to supports and services, connections and relationships, applications for learning, and more (UNESCO, 2023; McCreary Centre Society, 2018; Ministry of Children and Family Development, 2021). Cell phones can also support a sense of safety and promote social connection (Ministry of Children and Family Development, 2021).

The UNESCO Technology in Education report (2023) identifies that, “People with disabilities face some of the most significant barriers in accessing quality education. Technology provides multiple means of representing information, expressing knowledge and engaging in learning, which can support people with disabilities, providing fair and optimized access to the curriculum, while developing their independence, agency and social inclusion” (p. 37). They further identify that “Some applications and technology-assisted learning initiatives support language learning” (p. 40).

Access to the Internet

According to the 2023 BC Adolescent Health Survey, 97% of youth in B.C. had access to the internet in some capacity, and among these youth, 31% identified as accessing internet at school (Smith et al., 2023, p. 41). While highspeed internet or cellular services are available to most B.C. residents, many face barriers for access due to affordability (Ministry of Citizens' Services, 2022, pp. 26, 42). Students without internet access at home or cellular data may have access internet while at school or in other wifi-enabled locations outside of their houses.

BC Youth's Access to Technology fact sheet (McCreary Centre Society, 2018), based on 2018 Adolescent Health Survey data, identifies that a lack of internet access can create barriers to access health and mental health information, reduce feelings of connection and negatively impact school and employment skills (p. 1). They further note that those without internet were less likely to plan to graduate secondary school or pursue post-secondary education and reported poorer mental health and wellbeing, with higher levels of school absences, self-harm, and suicidality (p. 3). School connectedness was seen to be “protective for youth who lacked Internet access. For example, those who felt like a part of their school were more likely to rate their mental health as good or excellent ..., to feel happy ..., and to plan to continue their education beyond high school.” (p. 6)

Resources:

Curriculum

- BC's curriculum provides many opportunities for students to consider the appropriate use of technology. The provincial Applied Design, Skills, and Technologies (ADST) course is required learning for all students. Other areas of the curriculum reinforce this learning about technology use, such as the health components of the Physical and Health Education (PHE) curriculum which teach students about making choices to promote physical and mental health and developing healthy relationships.

Next Generation Network

- Through the Next Generation Network, the Ministry supports school districts with resources to protect internet access on school networks with firewall services to block: access to social media sites, inappropriate images, websites defined as inappropriate by the districts.

Digital Literacy

- BC's Digital Literacy Framework gives teachers suggestions on what ages to introduce important concepts related to topics like digital footprints, online safety, and information literacy.
- United Nations Educational, Scientific and Cultural Organization (UNESCO) International Centre for Technical and Vocational Education and Training provides a database of digital competence frameworks, links to articles and think-pieces, and webinars.
- Youth and Digital Citizenship+ (Plus): Understanding Skills for a Digital World overview of digital citizenship, its importance in the digital age, includes frameworks and resources.

Assistive Technology

- SET-BC (setbc.org) provides assistive technology services for students living with physical disabilities.

Parent & Educator Resources

Digital literacy training

- MediaSmarts Non-profit organization that develops digital media literacy programs and resources with BC specific resources and curriculum charts for Grades K-12. Additional resources for parents include blogs, games, tips sheets, guides, workshops & tutorials, and videos.
- Expect respect and a safe education (erase) Online safety information, actions and resources to support K-12 students, parents, families, and educators in learning how to use technology responsibly, and stay safe from online harms.
 - erase Training sessions were designed to support families and caregivers navigate the digital world.
- TelusWise free digital literacy education program that offers informative workshops and resources to help people of all ages have a positive experience as digital citizens.
- Canadian Paediatric Society - Digital media: Promoting healthy screen use in school-aged children and adolescents
- Canadian Paediatric Society - Screen time and digital media: Advice for parents of school-aged children and teens
- Canadian Paediatric Society - Social media: What parents should know

Assistive Technology

- Understood.org - What is assistive technology?

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School District 19
(Revelstoke)

Revelstoke Board of Education

District Parent Advisory Council Meeting May 1st, 2024

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 Secwépemc, the Ktunxa, and the Syilx Okanagan.

2. **Attendance**

Britt Hunchak (RSS), Sheena Wells (CPE), Amy McGiven (AHE), Courtney Beruschi (AHE), Sasha-Emily Walsh (School Board Trustee), Roberta Kubik (Superintendent), and Mireille Dufour (CSF)

Regrets: Erica Fairley (RSS), Colette Poirier (CPE), Stacey Lamont (BVE), Austin Luciw (BVE), and Angela Korsa (CSF)

3. **Agenda Additions**

- None

4. **Review of Minutes of Last Meeting – March 6th, 2024**

- 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 \$2,617.39

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

Information from the Ministry of Education and Child Care
Sent to Districts regarding cell phone use in schools

- Free to Focus Group
- The Revelstoke Board of Education is meeting at 7:00 pm on Wednesday, May 1st, 2024 to discuss a cell phone policy and next steps
- Reviewed the Ministry of Education and Child Care's request for restriction of digital device use (Support Guide attached)

Strategic Plan – Belief Statements

- Superintendent Kubik reviewed the belief statements and student learning focus which were adopted by the Revelstoke Board of Education at its April 24th, 2024 school board meeting.

Our school district believes in:

- *The pursuit of excellence while nurturing a joy for lifelong learning.*
- *Fostering the physical, mental, and emotional well-being of our school community.*
- *Supporting the development of diverse communication skills, creative thinking, and critical reasoning.*
- *Living the journey of Truth and Reconciliation.*
- *Upholding the ideals of social and environmental responsibility at both the individual and societal levels.*

Student Learning Focus

We will create purposeful learning environments that incorporate the Core Competencies into every facet of the curriculum.

We will prepare students to enter the next stages of their lives as educated citizens equipped with resilience, self-worth, and pathways for a fulfilling future.

- Superintendent Kubik confirmed that 145 responses were received and that a writing team made up of staff, administrators, parents, and students. The writing team sessions are set for June 13th, 14th, and 19th from 12:30 pm to 6:30 pm.
- A request and follow up email to DPAC Chair asking for 2 parents/caregivers to sit on the writing team (copy of invitation from the Education Committee is attached)

Staffing

- Superintendent Kubik provided a staffing update.

8. **Old Business**

Youth Initiative Report (brought forward from March 6th, 2024 meeting)

- Spending ideas were discussed, such as:
 - \$500 towards ArtStarts
 - \$500 to Revelstoke Museum
 - \$1,400 Athletic Equipment
 - Other ideas:
 - Pinnies (4 colours)
 - 9 Square
 - Wiffle balls
 - Balls

9. **New Business**

- None

10. **PAC News**

AHE

- A sushi lunch was held
- Strategic Plan ideas
- Grade 7 students are going to SunnyBrae
- A subway lunch is planned

BVE

- No report given

CPE

- May 29th, 2024 is Sports Day
- The PAC is doing the yearbook and the cost is \$15/book
- A Fable Book fair may be taking place
- Hot lunches are planned

RSS

- See attached

EDG

- See attached

11. **Adjourned: 12:57 pm**

Next meeting dates:

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

- June 5th, 2024

Roberta Kubik

From: Roberta Kubik
Sent: Sunday, May 5, 2024 3:20 PM
To: bhunchak@telus.net
Subject: FW: Save the Date June 13_14_ and 19

Hi Brit,

Thanks for chairing the DPAC and keeping us on track 😊 at each meeting.
This email is a follow up to the Writing team conversation at the DPAC meeting – see below.
Can you pass along 2 names of parents/ caregivers that would like to sit on the Writing team.
The writing team looks at Data, Research Articles and Assessments that will bring the Strat plan to life in the schools.

Strategic Plan Input

The Board will be adopted a Student Learning Focus and Belief Statements at the April 24 Board meeting to guide the direction of the new Strategic Plan.

A very exciting part of the Strat Plan is to 'operationalize' the plan. This means a writing team will come together to identify actionable steps and the resources needed for these actionable steps to bring the Strat Plan to Life! The writing team will consist of teachers, CUPE members, 2 parents/ caregivers and 2- 4 students and P/ VP and Indigenous representation. Lisa McCulloch will be leading this process. Lisa worked in SD 23 – Central Okanagan, SD 48 – Sea to Sky Superintendent and then recruited to the Ministry for work with FESL (Framework for Enhancing Student Learning). Earlier this year, Lisa presented on Strategic Plan engagement with our Board 😊

Writing Team Dates

- June 13 & 14 from 12:30 to 6:30
- June 19, 12:30 to 6:30

Have a great week,
Roberta



Roberta Kubik (she,her) | settler
Superintendent of Schools
SD 19 Revelstoke, BC

Phone 250 837 2101
Web www.sd19.bc.ca
Email rkubik@sd19.bc.ca

Grateful that I live and work on the unceded traditional territories of the Sinixt, Secwepemc, Ktunaxa and Sylix Okanagan who have been stewards of this land since time immemorial

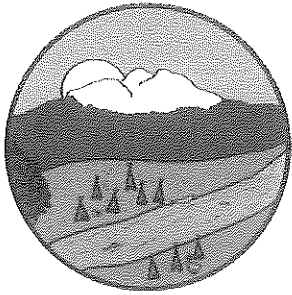
DPAC – RSS Update

May 1, 2024

- Planning for next year is ongoing. Enrolment will increase!
- Parent-Run, Grad Casino night was a huge success.
- Student Learning Updates (report cards) are going out on Wednesday and published on MyEdBC parent portal.
- Foundry Mental Health and Wellness - Parent Presentation Wednesday evening 6:30pm, RSS Library.
- Wellness Clinics happening Tuesdays at lunch with nurse Kelsey Croxall
- BC Parents/Guardians asked to complete the parent version of the Student Learning Survey.
- Grade 9 band trip to Calgary this weekend
- Golf, Girls Soccer, Mtn Biking, and Track and Field teams are practicing and competing.
- Presentation by 2 parents from the Free to Focus group requesting parent input for a letter to go to Superintendent Roberta Kubik, and the Revelstoke Board of Education Trustees to voice their support regarding the BC Govt's concrete action to restrict the use of cell phone and connected devices in schools. This letter would specifically address RSS cell use expectations since it would be different for high school than elementary school students.
(freetofocusrevy@gmail.com)
- Funding Requests Approved – Foosball Table for upstairs: \$1250; Spring Dance: up to \$500; Year End BBQ: \$300

Here are the École des Glaciers PAC news to add to the minutes of yesterday's meeting:

- all students had Financial literacy workshops on April 8 & 9 given by the Société de développement économique de la C.-B.. Each class had grade/age appropriate initiatives and activities to help develop essential financial competencies.
- virtual Sexual education workshops were given by Tessy Vanderhaeghe (Yes Tess) to our students at the end of April. Also adapted to grade/age groups.
- May 7 will be our sushi lunch day
- we will have a Maple syrup sale in the next couple of weeks
- May 14 the French theatre company "Théâtre La Seizième" from Vancouver will be coming in May to do some workshop with our students
- le Camp des Aigles (which is the same as the Sunnybrea Camp for SD19 kids) for our grade 7 & 8 students will be May 14-15. Our students will meet at Eagle Bay other students from different French school in the province.
- May 15-17, high school student will have an art workshop with local artist Turbo Bambi
- Mountain Bike Club running from May 15 to June 5
- Mini Spring Family Photoshoot fundraiser plan for early June
- our PAC purchased a new 9 Square in the air game, it should arrive soon



Revelstoke Board of Education

Indigenous Education Council Meeting May 2nd, 2024

Minutes

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.

Called to order.

1. Agenda Additions
 - Strategic Plan
2. A review of the April 4th, 2024 Indigenous Education Council Meeting Minutes:
 - No errors or omissions
3. Review of the joint training sessions with The Sinixt Confederacy and Confederated Tribes of the Colville and the Province of BC. concerning the Sinixt ethnohistorical report found here [\[Ethnohistorical Report - Sinixt\]](#), as well as the implementation of the Desautel decision. Sinixt Confederacy staff will also be outlining their priorities for the upcoming year.
 - Everything in the Ethnohistorical report has been tied to a historical record (ie ethnographer, trader, surveyor, missionary, scientists) recognizing that the job affected what was reported on. The window of time researched was 1811-1846.
 - Hunting trails discovered down the valley. In this area, trails connecting 3-valley gap to town. Documentation from a white person who was lost and missed his transportation south explained that the Lakes people helped him survive the winter. This was used to verify that they had in fact lived here.
 - The Sinixt Confederacy has officially been recognized as an "Aboriginal people of Canada". The federal government, provincial government, and Sinixt Confederacy are still working together on the logistics and legal matters.
 - The Lakes tribe is the only successor group that has been officially recognized.
4. Upcoming Student Leadership Summit in Kamloops
 - Seven students from grades 9-12 are travelling to Kamloops to attend the Student Leadership Summit along with Lisa Moore and Greg Kenyon.

- Students will participate in a campus scavenger hunt, grand march, breakout sessions to share voice and create actionable and youth-friendly goals to combat racism in schools, district, and province, and a closing ceremony with a student drum group.
 - Two breakout sessions for student voice: Personal and Interpersonal Racism, Structural and Institutional Racism.
5. Budget
 - Draft Budget approved.
 6. Indigenous Day of Learning – May 3rd, 2024
 - See attachments
 7. Staff and Knowledge Holder Updates:

Marlene Krug

- Randy – singing, doing flint knapping in 3- 6/7 Classes.
- Donavan- Alice came to language lessons, games, songs, colours, numbers, animals.
- Started Music Classes at Begbie View Elementary School, drumming and singing Secwepemc Honour Song.
- Canva projects - Nsyilxcen numbers and school plants-medicine.
- Wood burning on birch bark.

Lisa Moore

- Attended two capstone presentations for graduating students who showed confidence and pride in their presentations.
- Watching students feeling success at school has been so interesting.
- The Ktunaxa worked with Parks Canada to harvest white pine. We took the sturgeon nosed canoe made by Wayne Louie for them to see and were invited to attend the morning.

8. Strategic Plan
 - The school board adopted a plan to move forward with a student learning focus. Roberta Kubik is putting together a writing team to operationalize the strategic plan and would like representation from the Indigenous Education Department. Meetings will be June 13, 14, and 19 from 12:30 pm - 6:30 pm. The Sinixt Confederacy will be in Revelstoke from June 13-14 for the annual canoe launch which will likely conflict on the 13th.
9. Adjourned:

Future Meeting Dates: TBA

- Shared the dates for 4 Seasons of Indigenous Learning season 2 to consider for planning these dates.

SD 19 Indigenous Day of Learning

Session Descriptions

Beading the Proficiency Scale – Elementary with Shona Becker

Shona Becker is a math and science teacher at Summerland Secondary School (SD 67). She focusses on assessment practices that encourage student self-reflection and will share resources that introduce and support student-use of assessment language. Shona will guide attendees through the process of making a beaded representation of the proficiency scale that allows students to have a visual and tactile object that has proven to have a positive impact on how students view and understand assessment vocabulary. The beaded proficiency scale can be done as an individual activity or can be kept by students and used as a self-reflection tool throughout an entire grade.

Exploring the Proficiency Scale – Secondary with Shona Becker

Shona Becker is a math and science teacher at Summerland Secondary School (SD 67). She focusses on assessment practices that encourage student self-reflection and will share resources that introduce and support student-use of assessment language. Shona will guide attendees through the process of making a beaded representation of the proficiency scale that allows students to have a visual and tactile object that has proven to have a positive impact on how students view and understand assessment vocabulary. The beaded proficiency scale can be done as an individual activity or can be kept by students and used as a self-reflection tool throughout an entire course.

Land Acknowledgments with Jade Berrill and Naomi Ford

Wondering about the difference between a land acknowledgment and a welcome? Curious about having a deeper understanding about the history of the land in the Columbia Watershed? Looking to create a personal acknowledgment for your classroom or email signature?

Join Jade and Naomi for a supportive and knowledgeable session on exploring, understanding, and creating land acknowledgements.

Land-based Learning with Jade Berrill and Greg Uremovich

Taking our students outside can sometimes seem daunting – especially when we have so much curriculum and content to cover. Jade and Greg are both passionate about exploring curriculum content outside of the traditional classroom setting and are looking forward to sharing their tips, tricks, and techniques for successfully incorporating the outdoors into daily

teaching practices. The hope is for teachers to leave the session with simple systems to put in place that will assist in outdoor classroom management.

An Introduction to Nsyilxcən with Donovan Timentwa

Donovan Timentwa is from the Colville Sinixt Nation, is a certified teacher in Washington State, and is a fluent Nsyilxcən speaker. This winter he began making monthly trips to Revelstoke to share Nsyilxcən language with some of our elementary classes. We are grateful that Donovan has time to share with SD 19 teachers and understand the honour we have been given to receive the gift of language. Donovan will share introductory language like counting and greetings and will support learners with pronunciation and the tonal differences between Nsyilxcən and English.

Indigenous Games and Outdoor Activities with Adam Cadegan

Rabbit hunting, seal skipping, predator & prey, one-legged jumping, creeping coyote and many more! Come join Adam Cadegan and learn a variety of Indigenous games from across Turtle Island. All necessary materials will be on site, just bring yourself and a willingness to play. There are various sets of equipment for each game, with many sets already residing at each of the schools within our district. The intention is for you to walk away from this learning experience with the ability to facilitate these activities by yourself.

The Lodge with Michelle Cole

Michelle Cole is a board member of the Indigenous Friendship Society of Revelstoke and is truly at home on the land. We are fortunate to have Michelle join us to share the ins and outs of a traditional tipi, discuss the daily activities that are required to maintain a tipi, and to explain why our structure is better described as a lodge.

Indigenous Focused Courses and the Learning Continuum with Ainslee Atamanuk

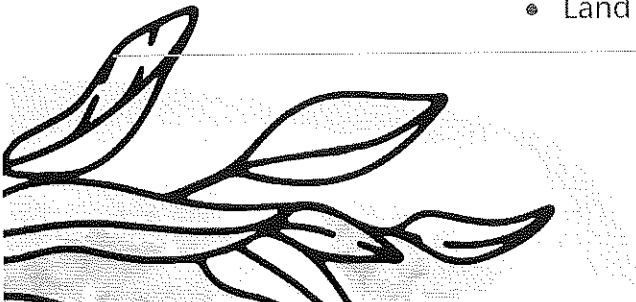
With a strong focus on professionally developing her personal knowledge and practice of teaching Indigenous focused courses, Ainslee Atamanuk will be sharing her experiences of this journey. With time to collaborate and discuss, Ainslee will support colleagues as they look to explore resources, develop content, and gain understanding in a supportive and thoughtful workspace.

SD 19 Indigenous Day of Learning



Please use the Bookings link in the email to sign up for the sessions you would like to attend. We have set 30 spots at each session, but please let us know if you can't get into something and we can adjust. McPherson Court (Cafeteria @ RSS) will be set up for the full day to share resources, lesson plans, coffee and tea.

Schedule	Sessions
8:30-9:30	Celebration, Introduction, & Welcome in RPAC Theatre
10:00-10:45	<ul style="list-style-type: none">• An Introduction to Nsyilxcən• Beading and the Proficiency Scale – elementary• Indigenous Games & Outdoor Activities• Land Acknowledgments
11:00-11:45	<ul style="list-style-type: none">• An Introduction to Nsyilxcən• Beading and the Proficiency Scale – secondary• Indigenous Games & Outdoor Activities• Land Acknowledgments
11:45-12:45	Lunch
12:45-1:30	<ul style="list-style-type: none">• The Lodge (Tipi)• Beading and the Proficiency Scale – elementary• Indigenous Focused Courses and the Learning Continuum• Land Based Learning
1:45-2:30	<ul style="list-style-type: none">• The Lodge (Tipi)• Beading and the Proficiency Scale – secondary• Indigenous Focused Courses and the Learning Continuum• Land Based Learning



April 10, 2024

School District 19

501 11 Street, Revelstoke BC

VOE2S0

Attention: Superintendent Roberta Kubik and the Revelstoke Board of Education Trustees: Allan Chell, Sarah Zimmer, Sasha-Emily Walsh, Wendy Rota, Jodie Allen

To Whom It May Concern,

The Arrow Heights PAC supports the BC Government's concrete action to restrict the use of cell phones and connected devices in schools. Research shows that frequent cell phone interruption in the classroom, social media platforms with addictive algorithms, and predators who seek to exploit young people, all present significant risks to young people. Studies have found that children's mental health and physical safety can suffer because of body-image distortion, cyberbullying, images shared without consent, and disturbing instances of sextortion.

Arrow Heights PAC wants to support the Revelstoke school district as it works to develop a robust policy by the start of the next school year to restrict students' cellphone use in the classroom. To facilitate this process, we have created a list of practical recommendations that we would like to see considered in the new policy as follows:

- The use of cell phones and connected devices brought from home as an educational tool be prohibited including research such as google search engine; games such as Kahoot; communication apps such as WhatsApp; note taking such as camera and video apps unless specifically allowed in a student's IEP or safety plan;
- Use of cell phones and connected devices brought from home are prohibited in classrooms and all learning spaces including the gymnasium and outside gym classes, theatre, drama and art studios, library etc.
- There will be designated areas free of cell phones and connected devices brought from home, including common eating areas, bathrooms, change rooms, hallways.
- There will be areas where cell phones and connected devices brought from home will be permitted such as lockers, exterior non-learning spaces, and entry hallways.
- Clear signage will indicate where cell phones and connected devices brought from home are prohibited and where they are permitted.
- Designated storage for personal connected devices will be provided in secure areas such as lockers, cell phone hotels, or office.
- Clearly articulated and outlined consequences for students who use personal cell phones and connected devices in the areas where use is prohibited.

- All technology used in schools, which is required for learning outcomes, should be provided by the schools, to ensure every student has the same learning experience regardless of socio-economic background. There should be zero/no expectations by school staff that students use a personal device as an educational tool in a classroom.
- Policies around personal cell phones and connected devices in the schools should be school-wide (i.e., rather than at the discretion of individual classrooms).

Arrow Heights PAC recognizes the importance technology plays in education and lifelong learning. However, it is important that we also recognize the substantive qualitative and quantitative research that shows how cell phones can negatively affect student well-being, mental health and learning outcomes. We believe that this list of recommendations for a School District-wide policy will help to create a fair and safe environment where students can learn that is free from the distractions of cell phones.

This committee understands that there may need to be different policies for elementary and high school students. Thank you for taking the time to read these recommendations and we look forward to your response.

Sincerely,



Suzy Calder

Chair

Arrow Heights PAC