



**The Board of Education of
School District No. 19 (Revelstoke)
Regular Board Meeting
at the Revelstoke School Board Office
Thursday, September 26th, 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.*

Jodie Allen

2 ATTENDANCE

Trustees: _____

Sr. Admin.: _____

Principals/Vice Principals: _____

REGRETS:

3 APPROVAL OF AGENDA:

4 APPROVAL OF MINUTES:

Regular Meeting of June 26th, 2024

5 DELEGATIONS:

6 SPECIAL REPORTS:

7 BUSINESS ARISING:

8 NEW BUSINESS

8.1 ADMINISTRATION REPORTS:

8.1.1 SUPERINTENDENT KUBIK

- A) Superintendent's Administration Report
- B) 2024/2025 Committee and Representative Appointments
- C) Election of BC School Trustees' Association Provincial Council
Representative and Alternate Representative

D) Framework for Enhancing Student Learning Report (FESL)

8.1.2 **SECRETARY TREASURER TISDALE**

- A) 2023/2024 Audited Financial Statements
- B) 2025/2026 Capital Plan

8.2 **OTHER**

8.3 **COMMITTEE REPORTS**

8.4 **TRUSTEE REPORTS**

- 8.4 A) Trustee Roundtable
- 8.4 B) Branch Meeting Review

8.5 **CORRESPONDENCE**

9 **FUTURE AGENDA ITEMS**

10 **PUBLIC QUESTION PERIOD**

11 **RECESS**

_____ TIME: _____



Revelstoke Board of Education
Regular Board Meeting
June 26th, 2024
at Arrow Heights Elementary School
Minutes

RESUMPTION OF MEETING

Trustee Chell called the meeting to order at 5:00 p.m.

ACKNOWLEDGEMENT (*Alan Chell*)

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.

Board Chair Chell noted that he learned about the importance and impact of language from a colleague at the Provincial level that took a course on language. She pointed out that phrases we routinely use but do not think about such as “low man on the totem pole” have an impact. It is important that we become more aware of the language that we use.

ATTENDANCE

Trustees: Chell, Zimmer, Allen, Rota and Walsh
Senior Administration: Superintendent Kubik and Secretary Treasurer Tisdale
Principals: Pam Mair, Principal of Arrow Heights Elementary School and Jodi Wallach, District Principal of Indigenous Education and K-12 Well-Being
and: Administrative Secretary Magarian
Guests: Barry Rourke, RTA President; 4 RTA members, and one student
Regrets: None

APPROVAL OF AGENDA

24: R-52 Walsh/Allen

“THAT the agenda be approved as presented.”

CARRIED

APPROVAL OF MINUTES

24: R-53 Allen/Rota

“THAT the minutes of the Regular Board meeting of June 5th, 2024, be approved as presented.”

CARRIED

DELEGATIONS

Strategic Plan Delegation

Teachers, Erin England, Pica Reeves, and Ainslee Atimanuk and RSS Student Mya Manson presented an update on the Strategic Plan process. They began with a story about two students

taking different approaches to accomplish the same thing as some thrive with specific instructions and others sit and ponder, but by working collaboratively, they can accomplish their goals. The story was a metaphor for the district's strategic plan process. The teachers expressed what a fantastic experience it was and then walked trustees through the three-day process starting with the district belief statements. Then the survey questions were reviewed as to whether they relate to core competencies, all of the data collected was reviewed through a data walk, then research (50 articles were distributed) was reviewed. Two of the things that came out of the process were that it is not only a professional development, it is a living system and everyone is the system.

Finally, the feedback from the community was reviewed and determined whether or not it was supported by research. Some of the topics discussed were personalized learning, student centered assessment, Indigenous informed pedagogy, connections to community and real world learning, universal design for inclusion, and technology integration.

Mya Manson, currently a grade 11 student at Revelstoke Secondary School and part of Student Leadership at RSS highlighted:

- Personalized learning/thinking. This helps students to approach their education in the way they want to pursue it
- Student-Centered Assessment – encouraging creative and critical thinking will be invaluable
- Indigenous teaching – students need to deepen their connection to the land by being on the land and helps with well-being, and grounding
- Universal Design for Learning is a framework to improve and optimize learning for all people based on scientific insights into how humans learn. Everyone wants a safe space. It encourages self-confidence and self-acceptance, uniqueness is encouraged, provides real world skills, and hands on learning
- Technology Integration is important. Students need to learn to using phones responsibly – teaching students how to use technology would help lower tech addiction and give students time to think and improve their self-development.

Trustees and Superintendent Kubik thanked the delegation especially Mya and the writing team that participated in the Strategic Plan process.

24: R-54 Allen/Zimmer

“THAT the Revelstoke Board of Education endorse the recommendation to develop an Action Plan based on the Theory of Action developed by the Strategic Plan writing team.”

CARRIED

The Delegation left the meeting at 5:32 pm

SPECIAL REPORTS

Arrow Heights Elementary School Annual Report to the Board

Principal Pam Mair began her presentation with the First Peoples Principles of Learning which were a focus for the 2023/2024 school year :

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities.

- Learning recognizes the role of Indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

Principal Mair then reviewed the three goal areas of Literacy, Numeracy Social/Emotional and the action plans under each of those goals. The data collected under each of the three goal areas was also reviewed.

Using the CARES matrix (Cooperation, Achievement, Respect, Enthusiasm, Safety) staff developed common goals with a common focus every week as well as a focus of the month. The activities that students participated in to support the First Peoples Principles of Learning were reviewed (i.e. "always room for everyone under the umbrella", talking stick, old games like stilts were brought in to support to "Learning involves patience and time". The school placed a focus on outdoor play and doing things together. Principal Mair then played a "Lip dub" clip of students engaging in activities.

Trustees and Superintendent Kubik thanked Principal Mair for the presentation and asked her to pass on to staff their thanks and appreciation.

Principals Pam Mair and Jodi Wallach left meeting at 6:02 pm.

NEW BUSINESS

ADMINISTRATION REPORTS

SUPERINTENDENT KUBIK

Administration Reports: Superintendent Kubik

Received as information.

Strategic Plan Update

Superintendent Kubik provided the Strategic Plan update as background information to the earlier presentation by the Strategic Plan delegation.

Personal Digital Device Survey Update

Superintendent Kubik reviewed the number of surveys returned to date. The survey results will be provided to the Policy Review Committee. Superintendent Kubik will be providing Trustees with an update at the Trustee retreat on August 27th, 2024.

Policy No. 5.9(a) Video Surveillance - Buses

Board Chair Chell presented the new policy.

24: R-55 Allen/Zimmer

“THAT the Board of Education approve new Policy 5.9(a) – Video Surveillance - Buses in accordance with Board Policy 2.4 District Policy Development and Review.”

CARRIED

Revelstoke Secondary School Trip to Ono Cho, Japan – Spring 2025

It was noted that 20 students have expressed an interest in going on the trip. The next meeting will be held in September 2024.

24: R-56 Walsh/Rota

“THAT the Revelstoke Board of Education approve in principle, a trip to Ono Cho, Japan in March 2025 for Revelstoke Secondary School students.”

CARRIED

SECRETARY TREASURER TISDALE

2024/2025 Annual Budget

Secretary Treasurer Tisdale presented the budget. Trustees noted that they are happy with the process as it is an inclusive process.

24: R-57 Zimmer/Allen

“THAT the Board of Education of School District No. 19 (Revelstoke) give first, second and third reading and adoption to the attached 2024/2025 Annual Budget and Bylaw in the amount of \$21,310,332.”

CARRIED

New Spaces Fund

Secretary Treasurer Tisdale confirmed that the Farwell Project, thanks to the Federal and Provincial Governments providing funding for 12 new spaces under the “New Spaces” fund, has been approved. The project will be going out to tender over the summer and it is hoped that construction will begin in the Fall of 2024. It is anticipated that construction will take a year to complete. Linda Chell and Tracy Spanner of the Revelstoke Child Care Society are working with the district to determine how best to minimize disruption to the existing child care spaces during construction.

2024/2025 Capital Plan

Secretary Treasurer Tisdale presented the capital plan noting that it was approved by the Board at an earlier meeting as 2024/2025 CPSD19-01. However, as the Ministry of Education and Child Care is providing funding for a new electric bus, the bus has been added to the capital plan, requiring the revised plan to be approved by the Board.

24: R-58 Walsh/Rota

“THAT the Revelstoke Board of Education give first, second and third reading and adoption to the attached Capital Project Bylaw No. 2024/25 CPSD19-02 in the amount of \$1,224,100.”

CARRIED

2025/2026 Capital Plan (Major)

Secretary Treasurer Tisdale explained that the Capital Plan is for a further expansion of Begbie View Elementary School. As the building code may have changed, which would impact the cost of an expansion, the district will do an assessment of the current building code and compare it to the building code that was in place when the school was built.

24: R-59 Walsh/Rota

“In accordance with the provisions under Section 142(4) of the *School Act*, the Board of Education of School District No. 19 (Revelstoke) hereby approves the proposed Five-Year Capital Plan (Major Capital Programs) for 2025/2026, as provided on the Five-Year Capital Plan Summary for 2025/2026 submitted to the Ministry of Education and Child Care.”

CARRIED

OTHER

BC Builds Cleaner Communities with Active Transportation

Trustee Rota brought forward the BC Builds Cleaner Communities with Active Transportation grants which could provide funding for bike lanes for students riding bikes to school. The district would need to work with the City on improving bike lanes to and from schools as well as partnering with bike groups.

24: R-60 Rota/Walsh

“THAT the Revelstoke Board of Education provide a letter to the City of Revelstoke asking the City of Revelstoke to review existing bike paths to and from school.”

CARRIED

COMMITTEE REPORTS

District Parent Advisory Council Minutes of June 5th, 2024

Trustee Walsh presented the minutes highlighting the donations the DPAC has made.

24: R-61 Walsh/Rota

“THAT the minutes of the District Parent Advisory Council meeting of June 5th, 2024 be received as presented.”

CARRIED

Finance and Facilities Committee Minutes of June 10th, 2024

Trustee Allen presented the minutes.

24: R-62 Allen/Rota

THAT the Report on Bills Paid for January and February 2024 in the amount of \$3,193,659.33 be approved.”

CARRIED

24: R-63 Allen/Zimmer

THAT the Report on Bills Paid for March and April 2024 to in the amount of \$3,513,146.34 be approved."

CARRIED

24: R-64 Allen/Rota

"THAT the minutes of the Finance and Facilities Committee meeting of June 10th, 2024 be received as presented."

CARRIED

TRUSTEE REPORTS

TRUSTEE ROUNDTABLE

Trustee Rota noted that the ScreenSmart week was very successful with many community businesses/organizations participating. She will submit her report on ScreenSmart Week at a later date.

CORRESPONDENCE

PUBLIC QUESTION PERIOD

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

As this was the last School Board Meeting for RTA President Barry Rourke prior to his retirement, he thanked the Board for its support of teachers and allowing them to pursue their passions. The Board thanked Barry Rourke for his connections with and caring for students, his many years of organizing the Last Spike series of Volleyball tournaments, and for his collegial approach while serving as RTA President.

Board Chair Chell and trustees noted that this was also the last board meeting for Executive Assistant Magarian as she is retiring in July. They congratulated her on her upcoming retirement and thanked her for her 18 years of service to the district.

ADJOURNMENT

The meeting adjourned at 6:26 p.m. on the motion of Trustee Zimmer.

CLOSED BOARD ITEMS

- Exempt Staff Increases – July 1, 2024
- Trustee Retreat – August 27th, 2024
- CBC Request for an interview regarding the district's cell phone use policy
- Local Purchasing

Chair

Secretary Treasurer

DATED: June 26th, 2024

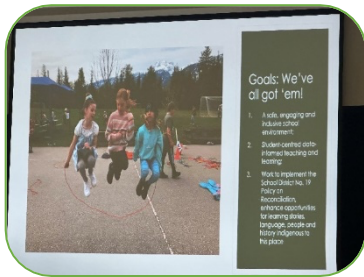
Superintendent's September 26th Report to the Board

Community Partner Engagement

- Met with Principal Brosseau-Fournier of École des Glaciers (SD 83) for a school start-up check-in.
- Attended the BCSSA (British Columbia School Superintendent Association) Summer Conference, themed: Reimagining Education for Human Flourishing

Key highlights include:

- BCSSA 2024 Summer Leadership Gathering: Reimagining Education for Human Flourishing (August 14-16), featuring a conceptual framework for reimagining the BC Education System's purpose to emphasize human flourishing in an AI-integrated world. Engaged with Ministry of Education and Childcare representatives, OECD experts, and other thought leaders to shape the future of education in BC.
- Attended a Zoom meeting with BC Children's Hospital for School Health Promotion alongside District Principal Wallach. The focus was on the development of a District Mental Health Team, which will:



- Lead and coordinate mental health initiatives across the district.
- Develop and implement a Mental Health Strategy/Annual Action Plan.
- Engage with diverse school community groups to inform the district's mental health priorities.

- Along with Trustee Rota, met with a school agent representing Mexico as part of the Rocky Mountain International Program.

SD 19 District Meetings

- Revelstoke Board of Education Retreat (August 21-22):
 - Board Chair: Group welcome and land acknowledgment.
 - Secretary-Treasurer Report: Audit update, summer capital work, and key budget timelines for the 2024/25 school year.
 - Superintendent Report: Staffing update, 2024/25 class configurations, Indigenous Education website update, Strategic Plan implementation, digital device restriction policy update, key calendar dates, and preparations for the October 4-5 Branch Meeting.
 - Open Q&A session for updates and discussions.
- Conducted regular scheduled meetings with:
 - CUPE President Celes Lucius and CUPE VP Yvette Pendergast.
 - RTA President Jason Stevens.

- BCTF Health and Wellness consultants.
- Participated in several Regional Branch preparation meetings with Trustee Rota.
- Reviewed Education Assistant applications with District Principal Wallach.
- Conducted interviews for the Vice Principal of Inclusion and Vice Principal of Early Learning positions:
 - Naomi Ford was successfully appointed Vice Principal of Inclusion.
 - Jillian Fransoo was successfully appointed Vice Principal of Early Learning.
 - We had a strong field of candidates for these roles—congratulations to the appointees!
- Attended meetings with OLRC with Secretary Treasurer Tisdale
- Met with Indigenous Department in preparation for the upcoming Trustee Branch meeting.
- Conducted TTOC interviews with Vice Principal of Technology Haworth and District Principal Wallach.

Framework for Enhancing Student Learning

- Commenced Leadership Retreat. Key highlights:
 - Leadership Retreat (August 21-22) agenda:
 - Group welcome, land acknowledgment, and opening activities.
 - Discussion on linking school plans to create a unified district-wide learning focus, aligned with the new Strategic Plan.
 - Review of School Learning Plans from Columbia Park Elementary, Revelstoke Secondary School, Begbie View Elementary School, and Arrow Heights Elementary.
 - District Learning Focuses: Identifying best practices in numeracy, literacy, and social-emotional learning, with a focus on supporting diverse abilities and Indigenous students.
 - Presented Slide presentation: Leading teams with Awareness and Intention
 - Strategic Plan communication and next steps, focusing on aligning district goals with the Pathways outlined in the Strategic Plan.
- Hosted the August 28 District-Wide Planning Day.
- Attended the August 29 Professional Development Day and commenced leadership activities:
- Commenced the year's first Leadership Meeting. Key highlights:



- Special presentations from Hilla Shlomi (CYMH), Melonie Jensen (MCFD), and Michelle Mailet (Community Connections).

School Visits

- Participated in various school events and start-up activities, including:
 - Mug and Muffin events at BVE and CPE.

- School assemblies at AHE, BVE, and CPE.
- Multiple start-up visits to RSS, CPE, BVE, and AHE, with specific visits to M. Doeber's and Ms. Tedesco's kindergarten classes.

These engagements and initiatives reflect our ongoing commitment to supporting our students, staff, and community as we continue to build towards the Student Learning Goal and Pathways outlined in the new Strategic Plan



Welcome Back SD19!
August 28th, 2024
STAFF Planning Day



RSS THEATRE	8:00 AM to 8:30 AM	Coffee & Muffins
	8:30 AM to 9:00 AM	Welcome & Intros- Roberta Kubik
	9:00 AM to 10:30 AM	KEYNOTE-ALL- Hannah Beach
RSS LIBRARY	10:45 AM to 12:15 PM	Hannah Beach Gr. 8-12
RSS THEATRE	10:45 AM to 12:15 PM	Kendra Jacobs K-8 Numeracy
LUNCH 12:15 pm to 1:15 PM		
Schools	1:15 pm to 2:30 PM	Staff meetings

Hannah Beach

Keynote: Building Healthy Thriving Learning Communities

Gr 8-12: ATTENTION or LACK THERE OF: What's behind the behavior and how to help

Kendra Jacobs

K-8 Numeracy: Building a Community of Mathematicians- We'll explore how the BC Core Competencies can be seamlessly integrated into math instruction, promoting competency-based learning.



Professional Development Day
August 29th, 2024



Morning Sessions	Afternoon Sessions
Room 312 (9:00-11:30) Attention problems: What's behind the behavior & how to help Grades 5-12 Hannah Beach Please see attached page for a detailed explanation. Click here to register.	Room 312 (12:30 PM to 3:00) Attention problems: What's behind the behavior & how to help Grades K-4 Hannah Beach Please see attached page for a detailed explanation. Click here to register.
Room 313 (9:00 AM to 11:00PM) Math Workshop Kendra Jacobs Grades K-4 Please see attached page for a detailed explanation. Click here to register.	Room 313 (12:30 PM to 3:00 PM) Math Workshop Kendra Jacobs Grades 5-8 Please see attached pages for a detailed explanation. Click here to register.
Alternative Options 	Room 315 (12:30 PM to 3:00 PM) UBC Geering UP – AI Workshop Grades 6-12 Please see attached page for a detailed explanation. Click here to register.

Self-Directed
 As always, please feel free to pursue your own Professional Development, using the PD lens as a guideline

Grade Level/Dept. Collab's
 You are welcome to arrange your own collaborations with your colleagues



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

Weý (Nsyilxcen), Weyt-K (Secwepenemc), Kiᑭsuᑭ kyukyit (Ktunaxa), Taanishi (Michif), Hello

Welcome to the new school year! The start has been full of excitement, with children and youth happily reconnecting with friends and staff. Our Mug and Muffin event brought families back into the school community, and the assemblies helped students feel reconnected to their school environment.

One of the most exciting developments this year is the launch of our new Strategic Plan. Read on to learn more about the journey of engaging our community in the creation of this plan, which began in January 2024.

Engaging the Community to Develop a New Strategic Plan

On January 10, 2024, the Board of Education began sessions to build a new Strategic Plan, with a focus on identifying a clear Student Learning Goal. To ensure this plan reflected the community's voice, the Board initiated extensive outreach efforts, including public meetings and online surveys hosted on the district's website. All gathered data and feedback were synthesized to shape the Student Learning Goal and develop the Board's belief statements.

After further collaboration and refinement, the Board adopted the finalized Beliefs and Student Learning Goal at their April 24 meeting, marking the completion of a comprehensive, community-driven strategic planning process.

The Student Learning Goal and Belief Statements established the foundation for creating an Action Plan. The Board of Education entrusted the Superintendent of Schools, along with a consultant and a team of 25 school community members, to develop the action plan. This diverse group included students, parents, guardians, CUPE representatives, teachers, administrators, senior staff, and Indigenous committee members, ensuring broad representation in the process.

The Action Plan of the Strategic Plan was developed using a Triangulation approach, combining Community Input, Provincial and Local Data, and scholarly and professional development research to create a holistic, balanced and evidence based approach.

The Board approved the Action Plan for the new Strategic Plan on June 26. On August 28, during the District-Wide Planning Day, members of the Action Plan team presented it to the entire district.

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 and Pathways We will create purposeful learning environments that incorporate the Core Competences into every facet of the curricula.

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

Pathways: If we create 'irresistible' learning environments through...

Personalized Learning

Intentional approaches to student agency that encourage independent thought, reflective thinking, curiosity, and ongoing learning.

Learners build on their strengths and identify and grow from their stretches in a way that builds confidence, resilience, perseverance, results, and a joy for learning.

Student-Centered Assessment

Involves forward thinking, innovative lessons and assessments that support and engage learners in real world, relevant, and meaningful learning.

Allows learners to show educators what they know through cycles of reflection to advance learning and drive instruction.

Indigenous Informed Pedagogy

Incorporates land-based, holistic, experiential connections to self, family, community, and a broader sense of purpose.

The learning journey towards Truth and Reconciliation creates space and time for decolonized practices and Indigenous Ways of Knowing to enhance social emotional wellness, a sense of personal and cultural identity, and connections to one another.

Connections to Community and Real-World Learning

Learners engage in authentic experiences that include connections and collaboration with families and the local and global community.

Learners develop a range of perspectives that deepen their appreciation, understanding, and ability to create connections and positive change.

Universal Design for Inclusion

Enables learners to feel safe and confident to express their academic, personal, and social needs and interests, and to see themselves reflected in the fabric of the learning community.

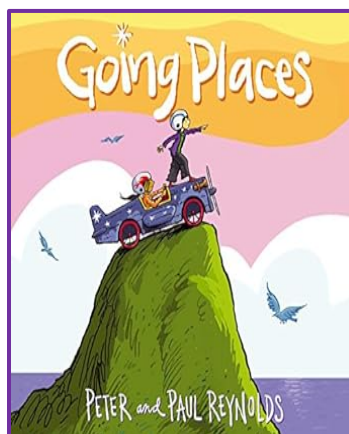
Student voice and choice creates a safe, positive, and productive learning environment which fosters ongoing curiosity and exploration.

Technology Integration

Provides learners with access to information and creative ways to design, show, and archive their learning over time.

A focus on a deeper understanding of responsible sources and uses promote positive mental health and digital citizenship.

We believe that we will enhance each student's development of the Core Competencies over time.



SCHOOL DISTRICT NO. 19 (REVELSTOKE)

TO: All Trustees

FROM: Roberta Kubik, Superintendent of Schools

DATE: September 26th, 2024

SUBJECT: 2024/2025 Committee and Representative Appointments



Trustees will find attached the draft Revelstoke Board of Education's 2024/2025 Committee and Representative Appointments based on the 2023/2024 list.

Please review the list and return the list with your preferences or changes you wish to make by October 7th, 2024.



School District 19
(Revelstoke)

Revelstoke Board of Education

2024-2025

Committee and Representative Appointments

	NAME	MEETING DATES	REPRESENTATIVES	
Board Committees	Policy	4 th Monday (Oct – May)	Sarah Zimmer, Chair Superintendent RTA President	Jodie Allen Principal Rep. CUPE Rep.
	Finance/Facilities Committee of The Whole	September, November, January, March, May, and as required	All Trustees – (Jodie Allen, Chair) Secretary Treasurer Superintendent	
	Education	4 th Tuesday (Oct – May)	Sasha-Emily Walsh (Chair) Wendy Rota Superintendent Principal Rep. RTA Rep.	DPAC/Parent Rep. CUPE Rep. Student Reps. Dist. Vice Principal of Technology
	Audit	TBD	Jodie Allen (Chair of F&F) Secretary Treasurer	Alan Chell Superintendent
Board Personnel Committees	RTA Bargaining	As required	Trustee Secretary-Treasurer	Superintendent
	PVP / Management	As required	Jodie Allen Superintendent	Alan Chell
	Okanagan Labour Relations Council		Alan Chell Secretary Treasurer	
Board Representation on Committees	District Scholarship		Wendy Rota Sasha-Emily Walsh	
	Early Childhood Development		Alan Chell	Superintendent
	Screen Smart		Wendy Rota District Principal of Student Learning and Inclusion	
	District Parent Advisory Council	First Wednesday of the month (Oct – June)	Sasha-Emily Walsh Superintendent	
	Performing Arts Centre Advisory Committee		Sasha-Emily Walsh Superintendent	Alan Chell, Alternate RSS Principal
Board Representation on Local/Regional Organizations	Chamber of Commerce		Sasha-Emily Walsh Alternate – Secretary Treasurer	
	Okanagan College Advisory Board		Wendy Rota	
Board Representation on Trustee Associations	BCPSEA		Jodie Allen	
	BCSTA - Provincial Council		Wendy Rota Sarah Zimmer, Alternate	
	BCSTA Thompson Okanagan Branch		Alan Chell, Branch Liaison Jodie Allen – Professional Learning Committee Sarah Zimmer – Indigenous Education Committee	

as of September 26th, 2024

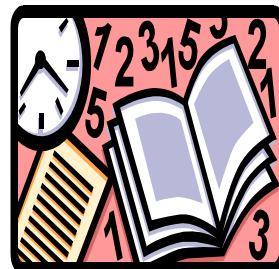
SCHOOL DISTRICT NO. 19 (REVELSTOKE)

TO: All Trustees

FROM: Roberta Kubik, Superintendent of Schools

DATE: September 26th, 2024

SUBJECT: Election of BC School Trustees' Association Provincial
Council Representative and Alternate Representative
and Alternate Representative



The BC School Trustees Association requires that each member Board elect one (1) trustee as a representative and one (1) trustee as an alternate representative annually. "Provincial Council members so elected shall take office immediately and shall hold office until successors are elected. Should the representative cease to be a trustee or resign, the Board shall elect a new representative." For the 2023/2024 year, Wendy Rota served as Provincial Council and Sarah Zimmer as Alternate.

RECOMMENDATION:

“THAT _____ be elected as the district’s Provincial Council Representative and _____ be elected as the district’s alternate.

REVELSTOKE SD 19

Enhancing Student Learning Report

September 2024

In Review of Year 3 of Strategic Plan 2021-24

plus, addition of new Strategic Plan

Approved by Board on September 26, 2024



**SCHOOL DISTRICT
#19 (REVELSTOKE)**

Revelstoke Secondary • Arrow Heights Elementary
Begbie View Elementary • Columbia Park Elementary

We are honored to be working and learning on the unceded traditional territories of the Sinixt, Secwepemc, the Ktunaxa and the Syilx Okanagan Nations who have been stewards of this land since time immemorial.

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Introduction: District Context

Overview of the Community of Revelstoke Revelstoke is a small mountain city nestled in southeastern British Columbia, Canada. Located between the Monashee and Selkirk Mountain ranges, Revelstoke sits along the Columbia River and is surrounded by breathtaking natural beauty. Revelstoke's unique blend of natural isolation and close-knit community partnerships fosters an enduring sense of strength. This tradition of strength and collaboration, particularly in Early Learning initiatives, has been a hallmark of the community since the 1990s.

Geographical Location and Features Revelstoke's geographic isolation, nestled between the Rogers Pass to the east and the Eagle Pass to the west, plays a significant role in shaping its unique character. Both passes are part of the Selkirk Mountains in the interior of British Columbia, with Revelstoke situated along the Trans-Canada Highway. Rogers Pass, with its high altitudes and challenging winter conditions, is renowned for its heavy snowfall and avalanche risks, often creating periods of travel delays or road closures. Meanwhile, Eagle Pass, though lower in elevation, also presents a rugged landscape that can make access difficult, especially in winter months.

This isolation affects everything from transportation and supply chains to social connections with nearby communities. The town has learned to be self-reliant, with a tight-knit community and strong local resources. While the natural beauty and remoteness attract tourists and outdoor enthusiasts, the geographical barriers also foster a sense of resilience and adaptability among residents, who are accustomed to periods of inaccessibility during harsh weather conditions. Despite these challenges, Revelstoke thrives as a community deeply connected to its environment, with a unique blend of natural seclusion and local spirit.

Demographics and School District Overview Revelstoke has a relatively small population, with approximately 8,000 permanent residents. The community is predominantly English-speaking, though it's gradually becoming more diverse as new families and workers from other parts of Canada and abroad settle here. While the median age has traditionally been older due to long-time residents, an influx of younger families and professionals has shifted the age distribution somewhat.

Within our school district, we proudly operate one secondary school and three elementary schools, serving a diverse student population of 1,118. Among these learners are 30 international students and approximately three percent English Language Learners who contribute to our cultural diversity. A significant part of our district's identity is rooted in the approximately nine percent of students who identify with of Indigenous ancestry. We deeply value our partnership with the Indigenous Friendship Society and the Sinixt, Secwepemc, the Ktunaxa and the Syilx Okanagan Nations. While no First Nation Bands are physically based in Revelstoke, our relationships with First Nations from Enderby, BC, to Inchelium, WA, continue to grow.

For the purpose of this report, and in respect of student privacy, the majority of Indigenous data is masked due to small cohort size. Nevertheless, this embedded knowledge plays a vital role in our

continuous assessment of student success, including understanding "What's going on for our learners, and how do we know?", celebrating successes from the past year, identifying emergent growth areas, and planning for ongoing improvement.

Twenty percent of our student population comprises students with disabilities or diverse abilities. Our commitment is to provide a safe, equitable learning environment that nurtures each learner's unique passions and interests, guiding them on a path toward success. Notably, we currently have no Children and Youth in Care within our district.

New Families Moving to Revelstoke Over recent years, Revelstoke has seen an increase in new families moving to the area, attracted by the lifestyle, access to nature, and outdoor recreational opportunities. The town's community-centric focus, coupled with excellent schools, has made it an appealing choice for those looking to raise families in a smaller, tight-knit community. However, the housing market, driven by demand from both tourists and new residents, has seen rising prices, which poses challenges for affordability.

Recent Climate Challenges Like many parts of British Columbia, Revelstoke has experienced recent climate challenges, notably forest fires and flooding. In recent years, dry summers and hotter-than-usual temperatures have increased the risk and frequency of wildfires, sometimes affecting air quality and leading to evacuation alerts in surrounding areas. Heavy rainfall and snowmelt have also led to occasional flooding, particularly in low-lying areas near the Columbia River, posing risks to infrastructure and housing.

Workforce and Other Challenges Revelstoke's workforce faces unique challenges, particularly in sectors like tourism, service industries, and construction. The seasonal nature of employment, especially driven by winter tourism, can result in fluctuating job availability. There's also a growing need for skilled tradespeople to keep pace with new housing developments. High costs of living, especially housing, have added pressure on both the workforce and new families moving to the area, with housing shortages being a key concern.

During the ski season, Revelstoke's population swells significantly, sometimes doubling in size. Tourists, seasonal workers, and temporary residents flock to the city for skiing and snowboarding at Revelstoke Mountain Resort. This seasonal influx drives the local economy but also places strain on services, housing, and infrastructure. Temporary accommodations and hospitality services face high demand during peak periods, and this shift in population creates a need for additional workforce in these sectors.

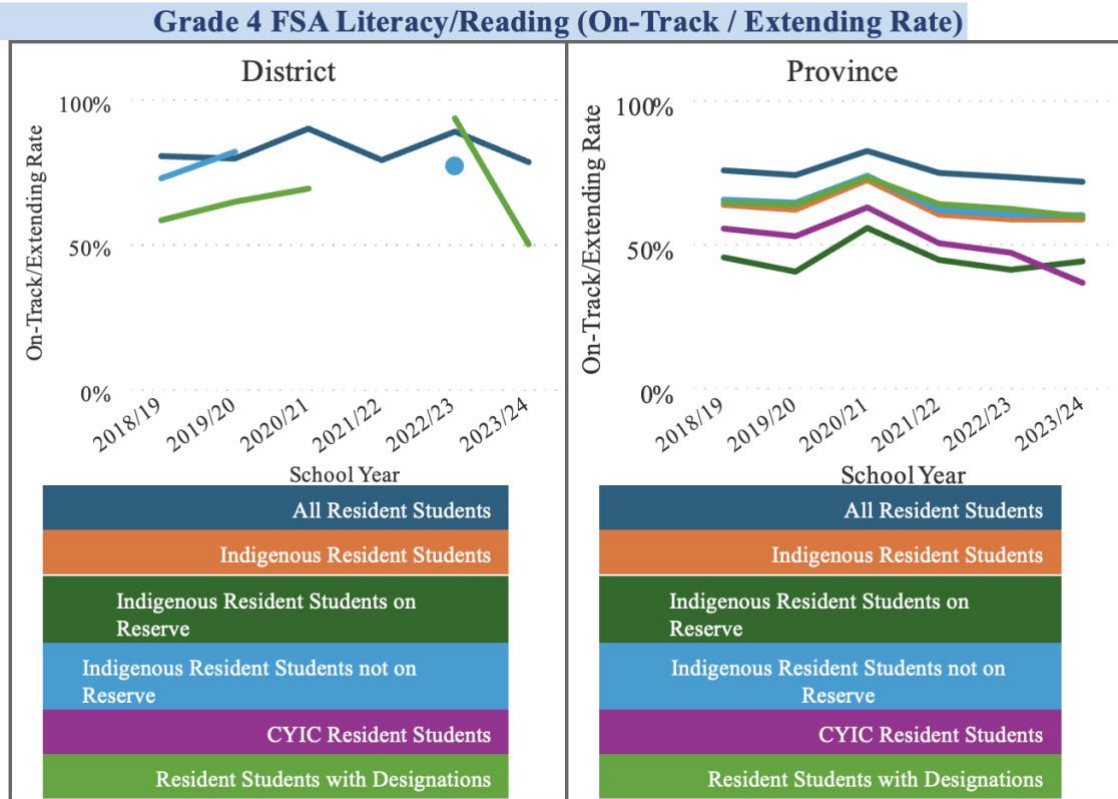
In conclusion, Revelstoke is a dynamic community that thrives on tourism, especially during the ski season, but faces challenges related to climate change, a seasonal workforce, and housing affordability. Nonetheless, the influx of new families and the community's strong spirit continue to shape Revelstoke's growth and resilience.

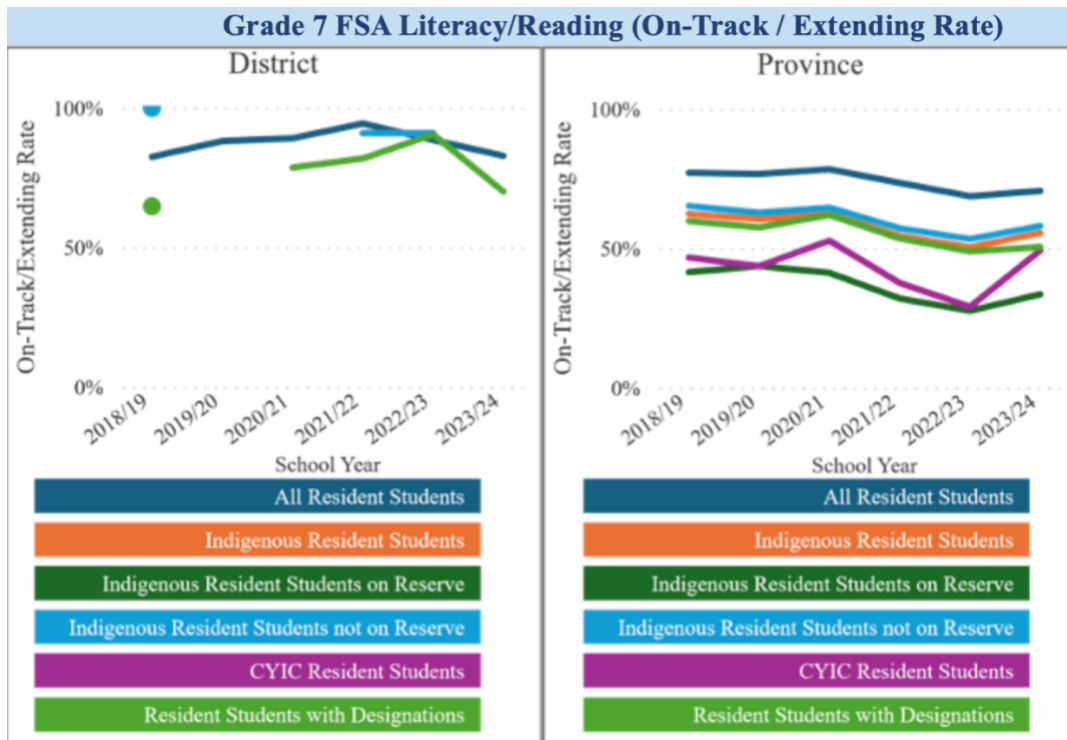
Section A: Reflecting Student Learning Outcomes

Intellectual Development

Educational Outcome 1: Literacy

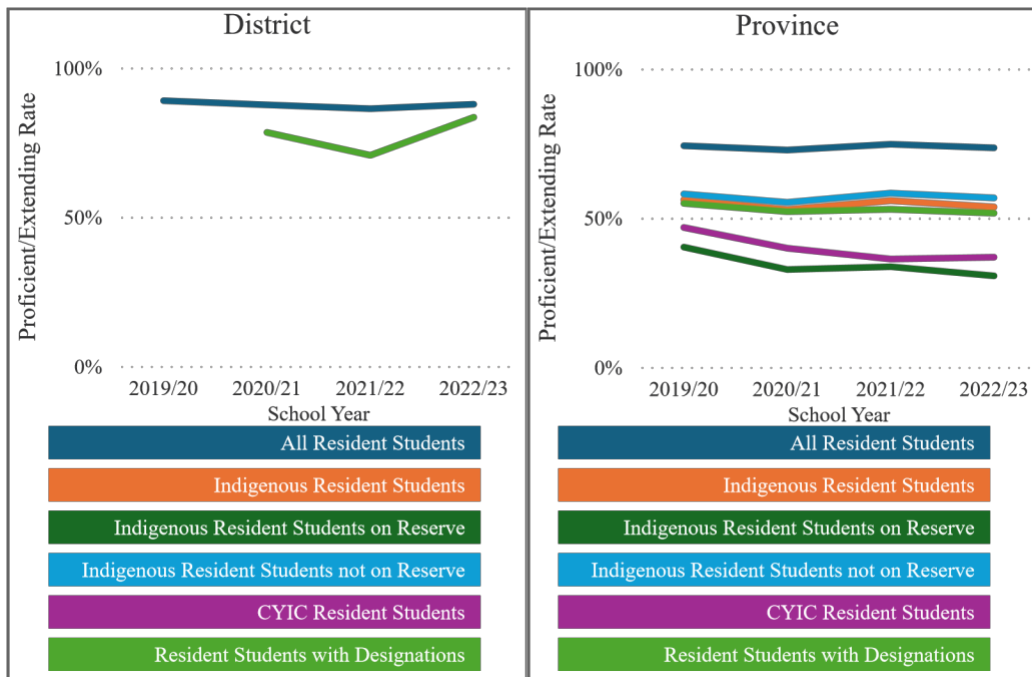
Measure 1.1: Grade 4 & Grade 7 Literacy Expectations





Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Grad Assessment Literacy (Proficient / Extending Rate)



Analysis and Interpretation

Outcome 1: Literacy

1. MISSING OR MASKED DATA POINTS

- No CYIC were enrolled in the district for the past five years. There are no on-Reserve students in the district. Due to a small population size, Student Learning Survey results are often masked for students with designations and Indigenous students to maintain student privacy.
- District analysis of unmasked data in the How Are We Doing report and unmasked data from Power BI were used by the internal review team.

2. EMERGING TRENDS AND THEIR IMPLICATIONS FOR THE DISTRICT

- **Trend Identification:** The data shows the 5 years trend in literacy rates over multiple school years for different groups of students. When examining five-year trends in literacy FSAs, notable anomalies appear in both the Grade 4 and, to a lesser extent, Grade 7 cohorts. While our district's results are significantly higher than provincial averages, the data shows a downward trend over the past two years. This decline is partly attributable to the impact of the pandemic on the current Grade 4 cohort, who were in Kindergarten and Grade 1 during school closures. Significant efforts by our three elementary schools have helped to close learning gaps, however; the missed instructional time during those foundational years, particularly in reading development, has had an effect.
- **Implications:** The trends highlight the need for us as a district to continue focusing on closing these achievement gaps. We have begun implementing targeted interventions for groups of students in schools that consistently show lower literacy rates. An emphasis on phonological and phonemic awareness continues as not all schools are using the same approach. Moving forward, we need to evaluate the effectiveness of current programs in each school aimed at these groups and consider new strategies as perhaps current efforts in all locations are not yielding the desired results.

3. INEQUITIES OF LEARNING OUTCOMES

- **Disaggregated Data Findings:** Overall literacy rates for "All Resident Students" are higher than those for students with designations. Indigenous students met or exceeded FSA literacy expectations at a rate higher than non-Indigenous students in three of the past five years at grade 4, two of the past five years in grade 7, and in one of the past five years in grade 10.
- **Analysis:** While support ratios are high and students with diverse abilities have excellent levels of support, further collaboration needs to address the reason for the challenges still seen. Through the work done with the Learning Support teams, it has highlighted the need for differentiated classroom instruction. The district needs to address these disparities by ensuring that these students have access to the same high-quality instruction and support as their peers. The best way to achieve this is by providing further

professional development for our educators in inclusion and culturally responsive curriculum.

4. STORIES FROM LITERACY DATA AND EVIDENCE

Revelstoke story:

- The literacy data suggests that while the district is making progress, there are still areas that require our attention. The data reflects the success of school-wide literacy initiatives but also points out that these initiatives may not be reaching all students in all schools. The district's support of Professional Development represents the district's mandate to support teaching and learning and continuous improvement for our educators.
- The data tells a story of gradual improvement in literacy outcomes for the general student population, but it also highlights ongoing challenges in reaching marginalized groups. This could indicate that while broad strategies are effective, more focused approaches are needed to support students who are at risk of falling behind. The district is just making the switch to considering our marginalized groups as a focus of our main instructional practices rather than solely as a part of the learning support program.

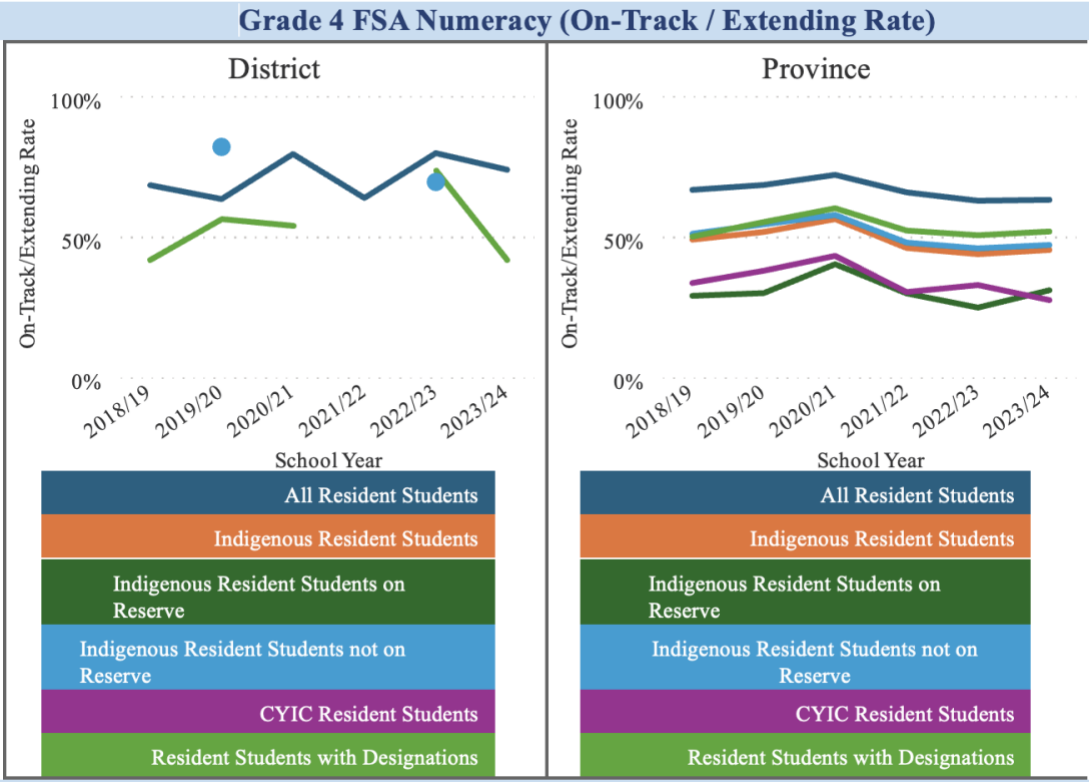
5. EQUITY OF LEARNING FOR INDIGENOUS STUDENTS, YOUTH IN CARE, AND STUDENTS WITH DISABILITIES

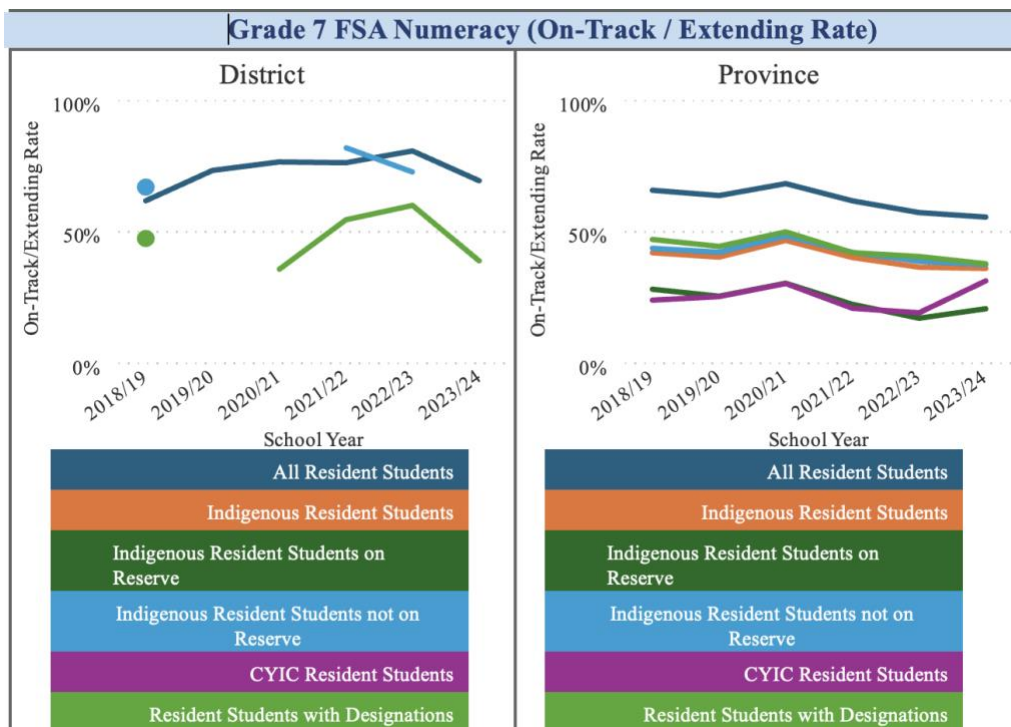
Revelstoke story:

- The literacy data for students with designations suggests that the district's current approaches are still developing in promoting equity. The consistent gaps in literacy rates between this group and the general student population suggest that these students are not benefiting equally from the district's literacy programs. We know that residency support in schools demonstrating will help them immensely in sound, effective literacy instructions.
- The data tells a story of inequity in educational outcomes. The district needs to consider broader contexts and work to create more inclusive and supportive learning environments for these students through an expansion of culturally responsive curriculum and differentiated instruction.

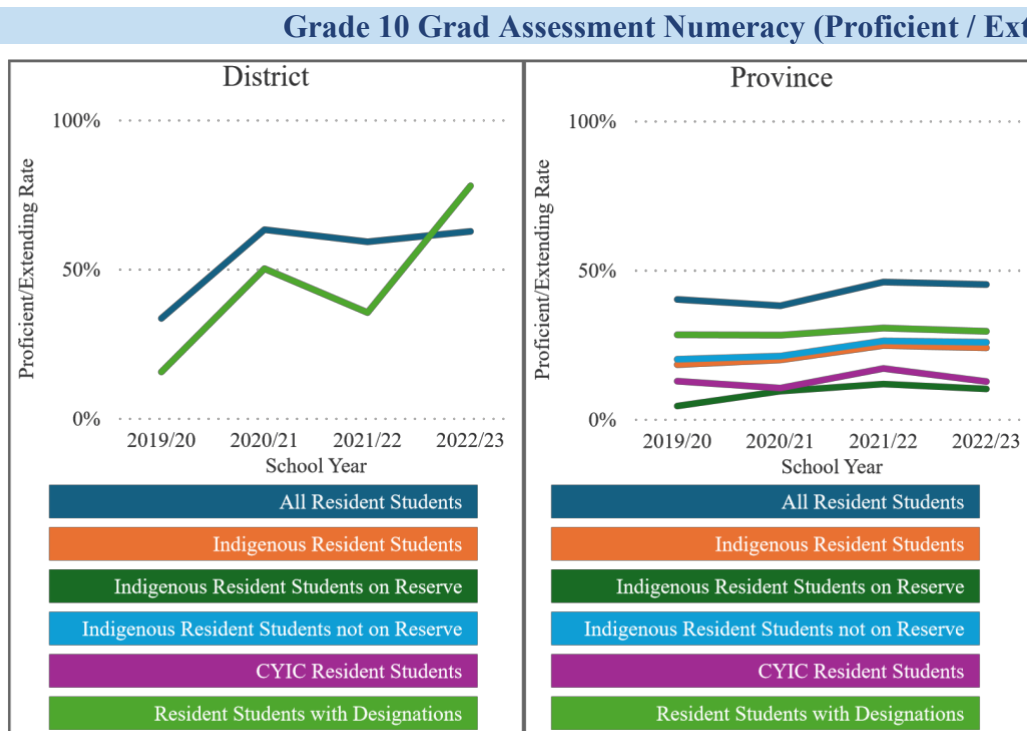
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations



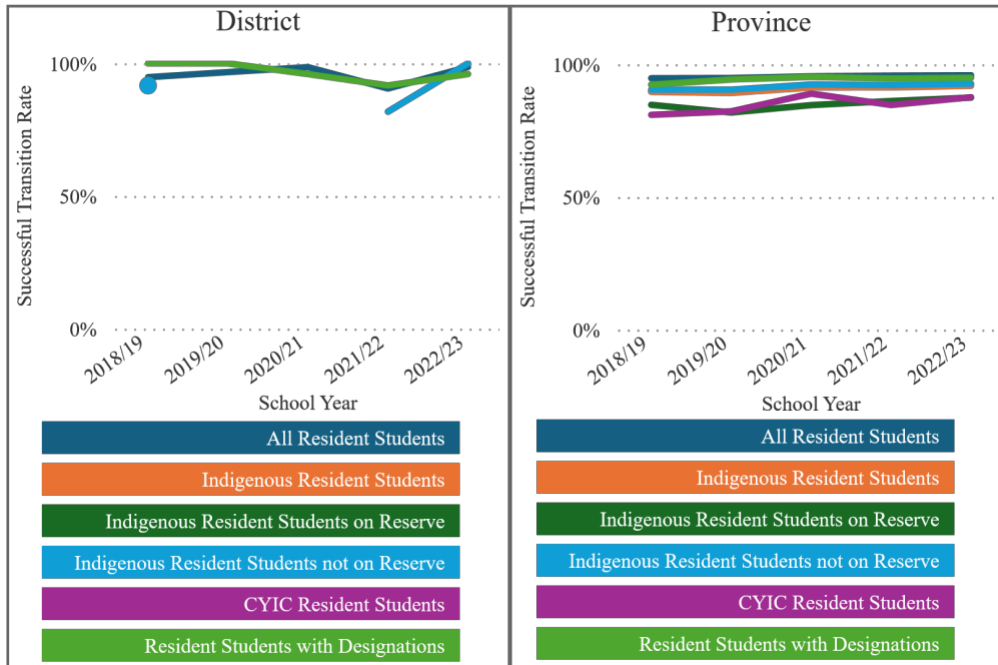


Measure 2.2: Grade 10 Numeracy Expectations

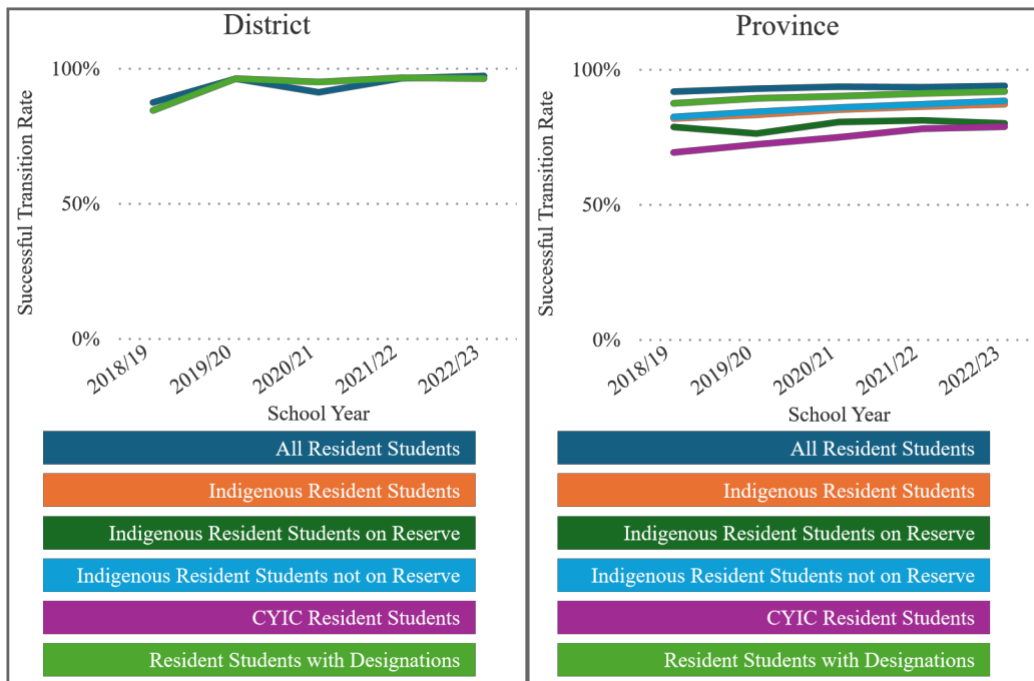


Measure 2.3: Grade-to-Grade Transitions

Grade 10 to 11 Transition Rate



Grade 11 to 12 Transition Rate



Analysis and Interpretation

Outcome 2: Numeracy

1. MISSING OR MASKED DATA POINTS

- No CYIC were enrolled in the district for the past five years. There are no on-Reserve students in the district. Due to a small population size, Student Learning Survey results are often masked for students with designations and Indigenous students to maintain student privacy.
- District analysis of unmasked data in the How Are We Doing report and unmasked data from Power BI were used by the internal review team.

2. EMERGING TRENDS AND THEIR IMPLICATIONS FOR THE DISTRICT

- **Trend Identification:** The overall trend for students meeting or exceeding FSA numeracy expectations slightly decreased this year for both grades 4 and 7, although both cohorts were still well above provincial average. Grade 10 students showed a slight improvement in meeting or exceeding the numeracy expectations.
- **Implications:** The creation of the district's numeracy plan aims to create consistency in instruction and intervention in order to address the differences across schools and classrooms.

3. INEQUITIES OF LEARNING OUTCOMES

- **Indigenous Students:** While data cannot be made public, our internal review showed that Indigenous students in grade 10 met or exceeded numeracy expectations at a higher rate than non-Indigenous students for the past four years. In grades 4 and 7, Indigenous students met or exceeded FSA numeracy expectations at a rate equal or higher than non-Indigenous students in three of the five years.
- **Students with Disabilities or Diverse Abilities:** Students with designations, likely including those with disabilities, show lower performance in numeracy. This indicates that current support structures might not be sufficient to meet these students' needs, potentially due to inadequate differentiation in instruction or lack of appropriate resources.

4. STORIES FROM NUMERACY DATA AND EVIDENCE

Revelstoke story:

- The creation of the district's numeracy plan aims to create consistency in instruction and intervention in order to address the differences across schools and classrooms.

5. EQUITY OF LEARNING FOR INDIGENOUS STUDENTS, YOUTH IN CARE, AND STUDENTS WITH DISABILITIES

Revelstoke story:

- The district brought Susan Leslie, an Indigenous math consultant, to Revelstoke as a keynote speaker and for Professional Development on using numeracy circles in our classrooms. Numeracy circles embed the pedagogy of First Peoples Principles of Learning, created a community of learners, offer various entry points for young mathematicians to build confidence, use pre and post assessment, and align with the BCTF Professional Standard 9.

Intellectual Development Summary

Literacy Conclusions: The district has worked hard to support students through small class sizes and targeted supports. A continuous learning approach will benefit all and together we will move learning forward for all groups. The district has focused on enhancing phonemic and phonological awareness. In fall 2023, we brought together a K-3 focus group for ongoing professional development in these areas. This led to educators refining their balanced literacy approach with a stronger emphasis on oral language in primary classrooms. A similar emphasis on phonics instruction has improved students' ability to decode words effectively. Schools have also implemented targeted remediation for students struggling to meet grade-level expectations, offering additional support in areas such as word work, letter sounds, and phonemic instruction.

Writing performance remains strong at the elementary level. While students have gained substantial experience in personal narrative writing, there is room for improvement in their ability to respond to texts.

At the secondary level, Grade 10 literacy rates are very strong, largely due to minimal disruption in their schooling. These students have benefited from a focus on developing their skills in interpreting texts and communicating effectively, both in writing and oral language. A district-wide focus on core competencies in the upcoming strategic plan aims to address these needs by enhancing instructional strategies that promote critical thinking and the ability to question and analyze information.

Literacy Next steps: With the hiring of new VP of Early Learning, it would serve us well to take the early learning model of intervention and ensure its implementation in all schools. This

consistent, systematic streamlined approach will support all students in all schools and ensure greater levels of achievement. Together we can support all students.

Numeracy Conclusions: In summary, the numeracy data reveals areas where the district must focus its efforts to address inequities in learning outcomes. These include adopting more culturally responsive teaching methods for Indigenous students and improving inclusive education practices for students with disabilities. A district focus on Numeracy instruction is an excellent step forward in promoting numeracy rates that match our excellent literacy rates.

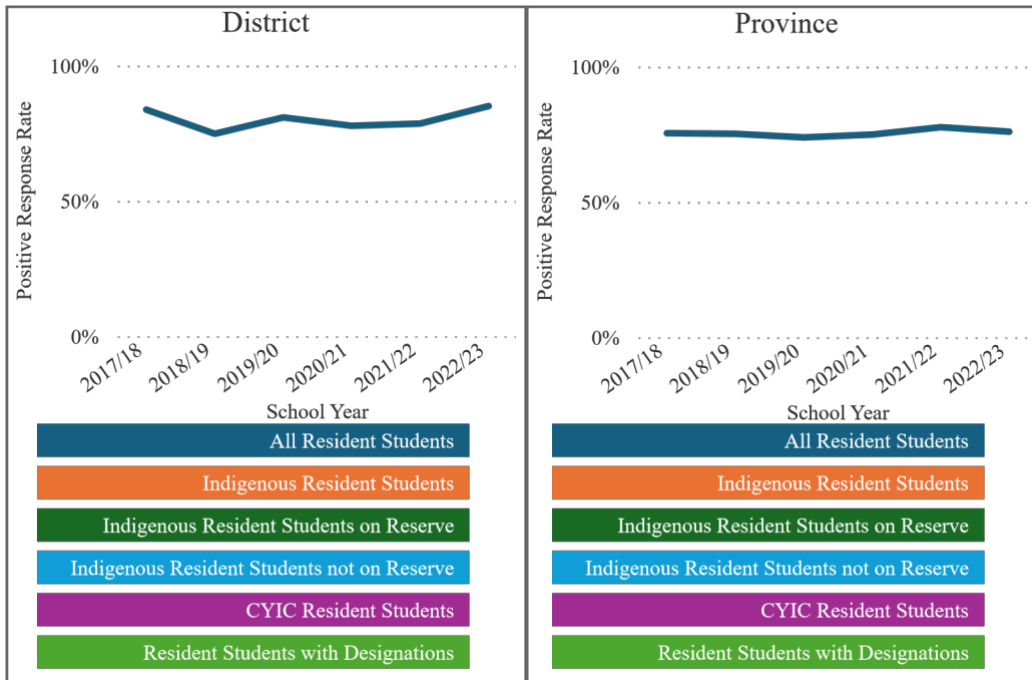
Numeracy Next Steps: Many great efforts in numeracy have been planned. The creation of a Numeracy committee, plan and allocating support to Numeracy are all things that the district is doing to address Numeracy learning in our district. In addition, the focus on numeracy for the district learning day was a step forward in helping educators learn more about effective numeracy instruction. A district-wide focus on core competencies in the new strategic plan aims to enhance instructional strategies that promote reasoning and thinking. We have a positive outlook for all students as we know that with dedicated time and resources we can move learning forward for all students in this area.

Human and Social Development

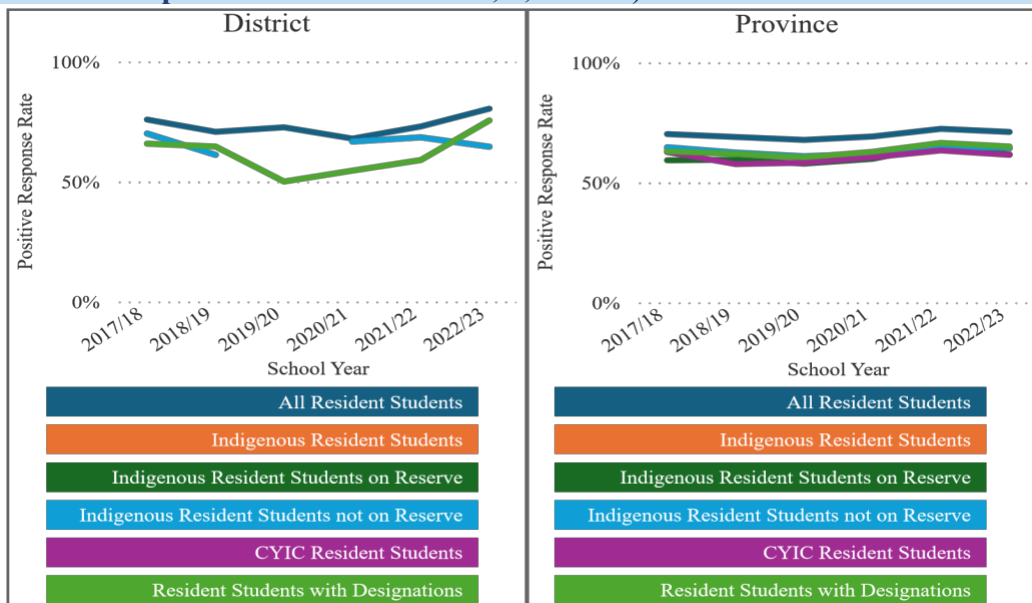
Educational Outcome 3: Feel Welcome, Safe, and Connected

Measure 3.1: Students Feel Welcome and Safe, and Have a Sense of Belonging at School

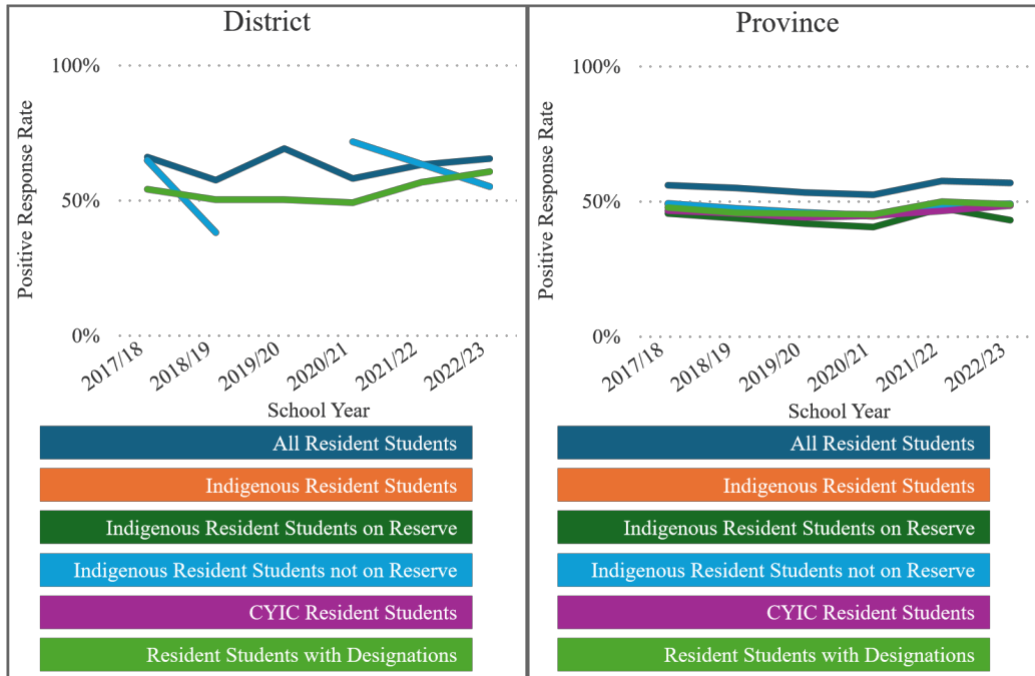
Feel Welcome (Positive Response Rate for Grades 4, 7, and 10)



Feel Safe (Positive Response Rate for Grades 4, 7, and 10)

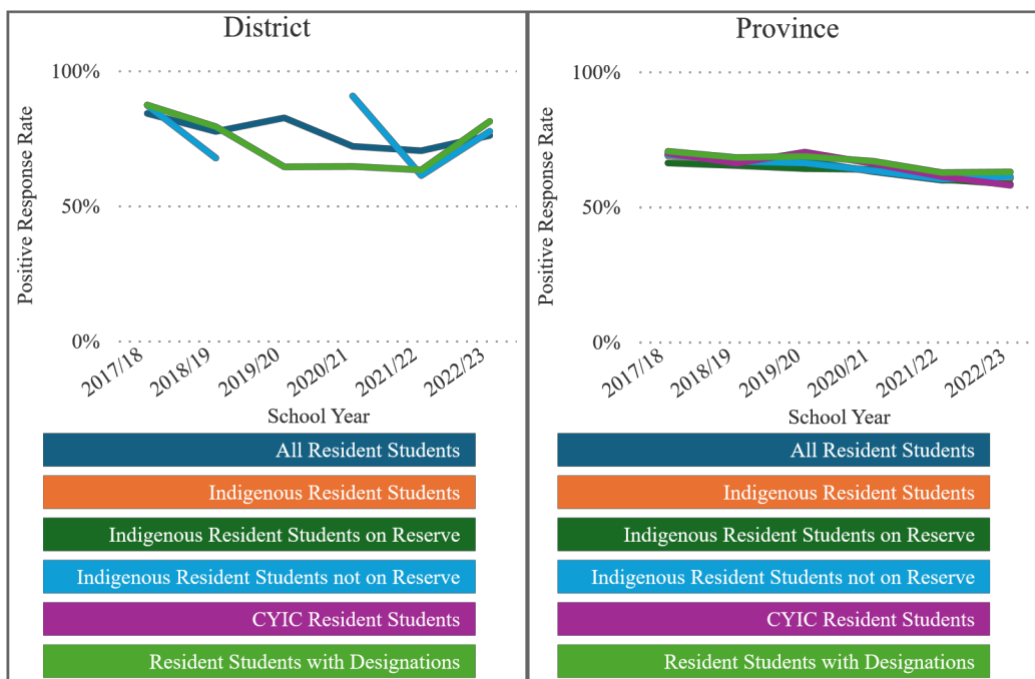


Sense of Belonging (Positive Response Rate for Grades 4, 7, and 10)



Measure 3.2: Students Feel that Adults Care About Them at School

2 or More Adults Care (Positive Response Rate for Grades 4, 7, and 10)



Analysis and Interpretation

Outcome 3: Students Feel Welcome, Safe, and Connected

1. MISSING OR MASKED DATA POINTS

- No CYIC were enrolled in the district in the 2023-2024 school year. There are no on-Reserve students in the district. Due to a small population size, Student Learning Survey results were masked in 2019-2020 to maintain student privacy.
- **Consideration:** District analysis of masked data in the How Are We Doing report, as well as data from the MDI and YDI were used.

2. EMERGING TRENDS AND THEIR IMPLICATIONS FOR THE DISTRICT

- **Trend Identification:** The overall trend for feeling welcome, safe, and connected has increased over the past two years. Revelstoke students continue to indicate that they feel more welcome, safe, and connected than the provincial average.
- **Implications:** Although the trend across all grade levels indicate a sense of feeling welcome and belonging and are above provincial average, more work needs to be done to improve student sense of belonging as students transition to new schools.

3. INEQUITIES OF LEARNING OUTCOMES

- **Disaggregated Data Findings:** Students with designations indicated an improvement in feeling welcome, safe, and connected over the past two years, and indicated that they feel more connected than their peers. Indigenous students also indicated feeling more connected than their peers, however, their sense of feeling welcome and belonging is lower than their peers.

4. STORIES FROM FEELING WELCOME, SAFE AND CONNECTED DATA AND EVIDENCE

Revelstoke story:

- Weekly SBT meetings in each school and monthly extended SBTs with district staff, SLPs, counsellors, LSTs, and teachers, help identify students and families who need additional support.
- The Community of Practice (CoP) with Shane Safir initiated a process where LST team members from elementary and secondary schools interviewed students who regularly “elope” from class to listen to student voice and collect street data. This process helped build relationships and was invaluable data for schools.
- Counsellors and Mental Health leads work with teachers to deliver Mental Health

curriculum K-7. PreVenture, an evidence-based prevention program that promotes mental health and reduces the risk of substance use, is delivered to students in grade 8 and Mental Health Literacy is taught to all students in grade 9 by high school counsellors.

- Local physicians run a full-day clinic once a week at the high school, reducing barriers to access.
- Parents appreciated the parent information sessions we offered last year.
 - Grade 5 parents were invited into schools for PAUSE (**P**arents **A**s **U**ltimate **S**upporters and **E**ducators about mental health) where they learned about anxiety and worries from a CYMH counsellor and learned strategies that their children had been learning alongside their children. Parents were very appreciative and asked for future sessions for high school aged students as well.
 - Educational workshop series on Social Media Impacts and platforms, Pros & Cons of Video Games, and Cyberbullying/Sextortion and Sexual Age of Consent. Parents were able to attend in person or virtually.

5. CURRENT APPROACHES TO EQUITY OF LEARNING FOR INDIGENOUS STUDENTS, CHILDREN AND YOUTH IN CARE, AND STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES.

Revelstoke story:

- District focus on staffing ratios of Learning Support Teachers (LSTs) and counsellors, as well as a designated Indigenous Student Support staff member in each school have had a direct positive impact on students indicating that there are two or more adults who care about them.
- Inviting Elders, language teachers, and Knowledge holders from the Sinixt, Secwépemc, Ktunaxa, and Syilx Okanagan Nations, who traditionally stewarded this land, into classrooms on a regular basis has supported building connections.
- Monthly season-themed programming options are run by the Indigenous Education Department highlighting the First Peoples Principles of Learning and using the outdoors whenever possible. All elementary schools have an outdoor classroom and the district has permanently set up a Lodge (Tipi).

Human and Social Development Summary

Overall trends:

- Students are indicating that they are learning about Mental Health literacy, that schools have a supportive climate for their mental health, (See appendix for YDI Data – Mental Health in Schools), and they are feeling that the adults in schools and community care about them. The decrease in the sense of belonging as they enter high school conflicts with students' sense of feeling welcomed and needs further investigation.

New areas for growth:

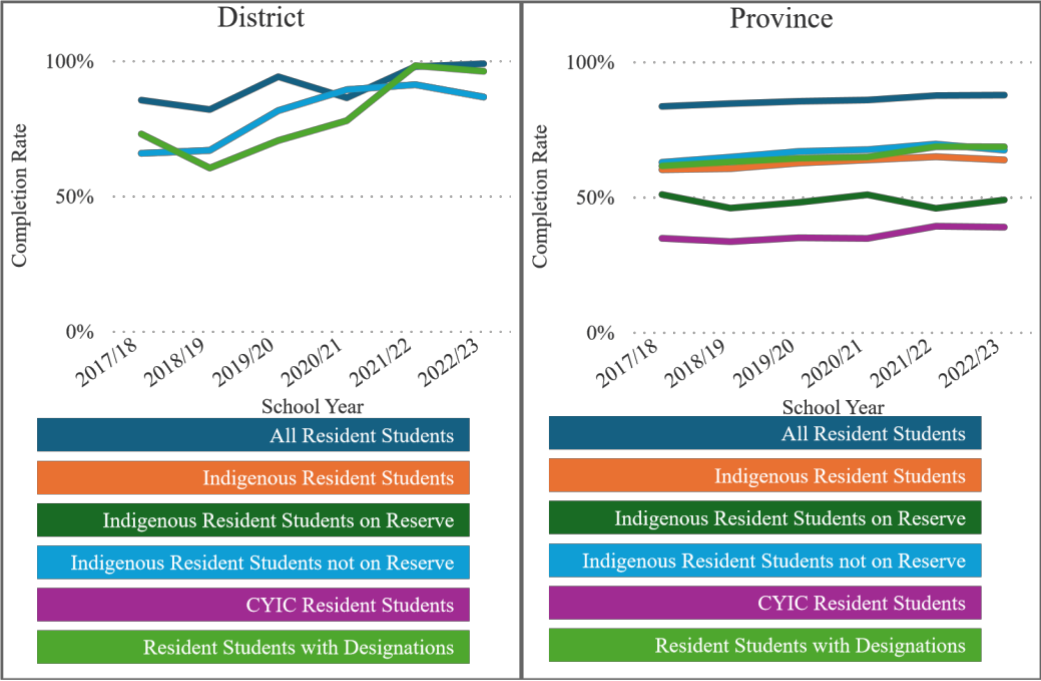
- Starting Open Parachute this year. The Mental Health in Schools grant supported a 0.2 Mental Health Lead position in each elementary school for the past four years, building capacity so teachers to feel comfortable with the curriculum. Open Parachute will support teachers, students, and families with accessible curriculum.
- We are planning to run a monthly parent educational series based on the feedback from parents last year, expanding on topics to meet their needs.
- Communication – using the new website to make it easier for parents, teachers, and students to find resources.
- Use the Shane Safir model to gather street data directly from youth to inform decision making.

Career Development

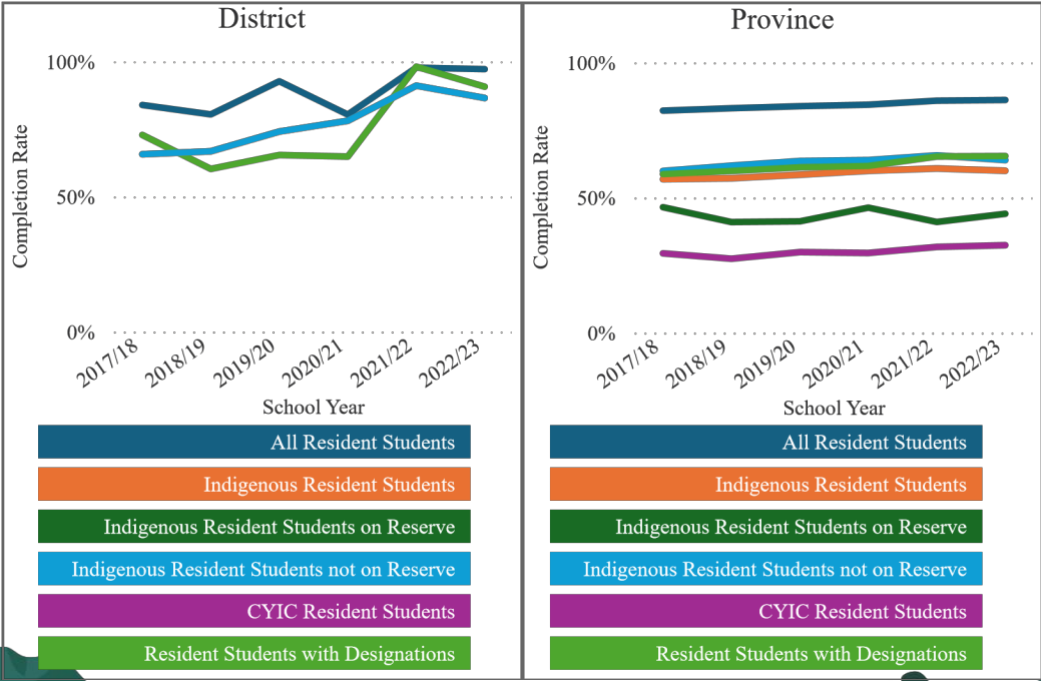
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

5-Year Completion Rate (Dogwood & Adult Dogwood)



5-Year Completion Rate (Dogwood Only)



Analysis and Interpretation

Outcome 4: Graduation

1. MISSING OR MASKED DATA POINTS

- No CYIC were enrolled in the district in the 2023-2024 school year. There are no on-Reserve students in the district.

2. EMERGING TRENDS AND THEIR IMPLICATIONS FOR THE DISTRICT

Trend Identification: The five-year completion rate continues to exceed provincial averages for all students, including students with Designations and Indigenous students with 97% of the cohort graduating in 22-23.

3. INEQUITIES OF LEARNING OUTCOMES

- **Disaggregated Data Findings:** While the graph indicates a slight decreasing trend in Indigenous students graduating over the past year, we know the two students who moved out of province did graduate and continued on with post-secondary schooling, which means that 100% of Indigenous students graduated within five years from that cohort. Students with diverse abilities were also well above provincial average and on track with their peers.

4. CURRENT APPROACHES TO SUPPORTING TEACHING AND LEARNING

Revelstoke story:

- Counsellors, CLC teachers, career teachers, LSTs, and Indigenous Student Support staff, all support students. Teachers and community partners come together a few evenings during the year to watch student presentations highlighting their successes, strengths and plans for their future.
- The school district funds smaller classes at the senior levels to give students a variety of options towards their career path in the Fine Arts, Trades, and academics.
- Counsellors and career teachers coordinate a variety of opportunities for students to learn about post-secondary schools and work with neighbouring districts to create Dual Credit options for students. Living in a community with a small outlet college option limits the opportunities for our students.

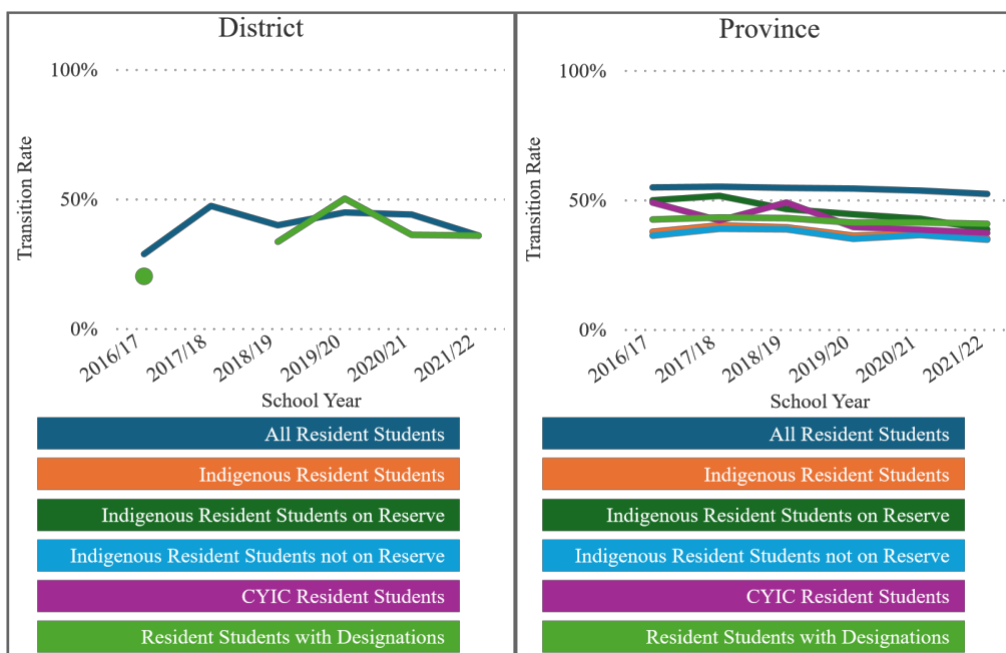
5. CURRENT APPROACHES TO EQUITY OF LEARNING FOR INDIGENOUS STUDENTS, CHILDREN AND YOUTH IN CARE, AND STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES.

Revelstoke story: The Indigenous Student Support staff at the high school attend SBT meetings and work with families to support students when necessary. The ratio of LSTs in the high school allow the teachers to work closely with students with diverse abilities to support each of them on their individual path to

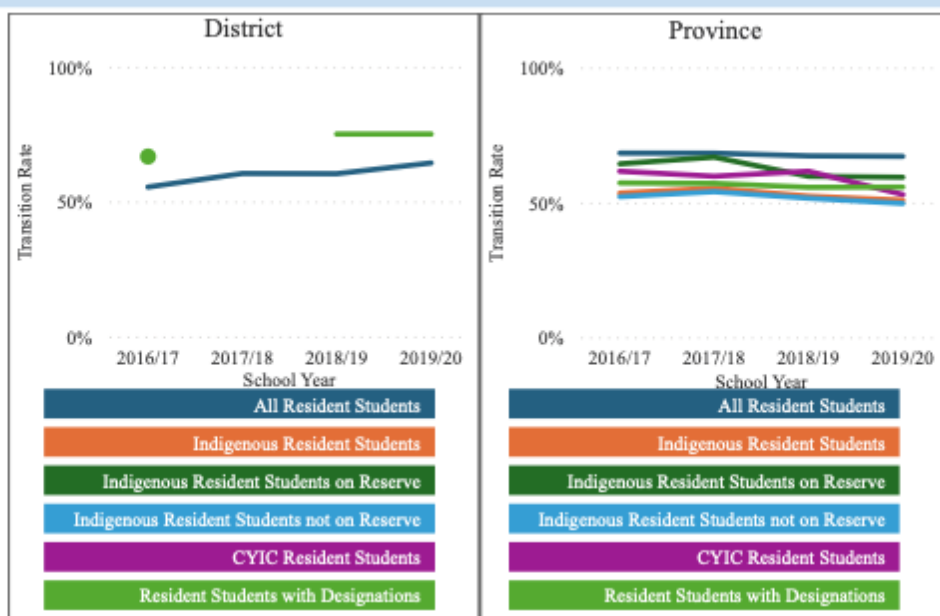
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

Transition Rate to BC Public PSI (Immediate)



Transition Rate to BC Public PSI (Within 3 Years)



Analysis and Interpretation

Outcome 5: Post-Secondary Transitions

1. MISSING OR MASKED DATA POINTS

- No CYIC were enrolled in the district in the 2023-2024 school year. There are no on-Reserve students in the district. Due to a small population size, Transition rate to BC Public PSIs results were masked for students with Designations prior to 2018-2019 and for Indigenous students to maintain student privacy.
- **Consideration:** Masked data from the Equity Scan and Transition to PSI sections of the Power BI portal as well as street data from knowing our families were used in district analysis.

2. EMERGING TRENDS AND THEIR IMPLICATIONS FOR THE DISTRICT

- **Trend Identification:** The trend in Revelstoke matches the provincial trend with a slight decrease in the number of students transitioning directly into post-secondary school right after high school and an increasing trend of students transitioning within three years.

3. INEQUITIES OF LEARNING OUTCOMES

- **Disaggregated Data Findings:** Due to lack of data, accurate conclusions cannot be made.

4. CURRENT APPROACHES TO SUPPORTING TEACHING AND LEARNING

Revelstoke story:

- Graduating students from Revelstoke must relocate to pursue post-secondary education, which can double the cost of schooling when accommodation is included. The last few years of data shows that 35-46% of our graduates transitioned immediately into a BC Post-Secondary Institute, about 10-15% below provincial average. Some graduates opt to move to Alberta or further east due to cost of accommodation, proximity to extended family, or simply for the adventure since they need to move anyhow. These numbers are not accounted for in the above percentages.
- The local Revelstoke Community Foundation manages a scholarship and bursary fund so donors can give a scholarship or bursary that runs in perpetuity. This fund has added to other local scholarships to support Revelstoke graduates with about \$80,000 per year.
- The career department planned and ran four Career days for students from grades 10-

12. This was implemented to give importance to learning about and preparing for future careers. Guest speakers presented on a variety of careers, and career preparation topics.

5. CURRENT APPROACHES TO EQUITY OF LEARNING FOR INDIGENOUS STUDENTS, CHILDREN AND YOUTH IN CARE, AND STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES.

Revelstoke story:

- Indigenous Student Support staff and counsellors work with students and families to find scholarships as well as support with applications. For two years we have travelled with students to Thompson Rivers University to attend the Indigenous Student Leadership Summit where students meet University staff and spend two days on campus.

Students on a School Completion Certificate often have Work Experience placements in the community and participate in the CLC presentations, along with the rest of their grad class, where they celebrate their successes

Section B: Moving Forward Planning and Adjusting for Continuous Improvement

Current Strategic Priorities



New Strategic Plan: Student Learning Focus and Pathways We will create purposeful learning environments that incorporate the Core Competences into every facet of the curricula. We will prepare students to enter the next steps of their lives as educated citizens equipped with resilience, self-worth, and pathways for a fulfilling future.



Personalized Learning

Intentional approaches to student agency that encourage independent thought, reflective thinking, curiosity, and ongoing learning.

Learners build on their strengths and identify and grow from their stretches in a way that builds confidence, resilience, perseverance, results, and a joy for learning.

Student-Centered Assessment

Involves forward thinking, innovative lessons and assessments that support and engage learners in real world, relevant, and meaningful learning.

Allows learners to show educators what they know through cycles of reflection to advance learning and **drive instruction**.

Indigenous Informed Pedagogy

Incorporates land-based, holistic, experiential connections to self, family, community, and a broader sense of purpose.

The learning journey towards Truth and Reconciliation creates space and time for decolonized practices and Indigenous Ways of Knowing to enhance social emotional wellness, a sense of personal and cultural identity, and connections to one another.

Connections to Community and Real-World Learning

Learners engage in authentic experiences that include connections and collaboration with families and the local and global community.

Learners develop a range of perspectives that deepen their appreciation, understanding, and ability to create connections and positive change.

Universal Design for Inclusion

Enables learners to feel safe and confident to express their academic, personal, and social needs and interests, and to see themselves reflected in the fabric of the learning community.

Student voice and choice creates a safe, positive, and productive learning environment which fosters ongoing curiosity and exploration.

Technology Integration

Provides learners with access to information and creative ways to design, show, and archive their learning over time.

A focus on a deeper understanding of responsible sources and uses promote positive mental health and digital citizenship.

STRATEGIC ENGAGEMENT & REVIEW CYCLE

Progress updates on the goal(s) of our Strategic Plan are communicated regularly through public Board meetings, Education Committee meetings, Indigenous Education Council (IEC) meetings, as well as DPAC and PAC meetings. Reports are also posted on the district's website, ensuring transparency and community engagement. The following section, along with the attached timeline, provides examples of our ongoing engagement and review cycle.

Indigenous Rightsholders Engagement and Consultation Highlighted in our District Context, while no First Nation Bands are physically based in Revelstoke, our relationships with First Nations from Enderby, BC, to Inchelium, WA, are growing stronger. We deeply value our partnership with the Indigenous Friendship Society and are actively engaged in consultation with Indigenous Rightsholders. This year, we extended invitations to the Sinixt, Secwépemc, Ktunaxa, and Syilx Okanagan Nations to participate in the IEC either through virtual meetings or in person, further fostering collaboration. The Ktunaxa and Secwépemc Nations accepted the invitation and a representative from the Ktunaxa Nation joined via Zoom. We extended an invitation to the Métis Nation as well for this coming year.

CUPE and Revelstoke Teachers Union Engagement and Consultation We hold weekly meetings with senior staff and representatives from the Revelstoke Teachers Union, alongside bi-monthly meetings with CUPE representatives. These meetings provide a forum for regular reviews and consultations on student progress and address emergent issues within schools that require immediate attention.

Children and Youth In Care Engagement and Consultation At present, Revelstoke does not have Children in Care.

Students with Diverse Abilities and Disabilities Engagement and Consultation Throughout the school year, school-based teams collaborate closely with parents of students with diverse abilities and disabilities to develop educational goals, monitor progress, and plan for transitions. This consultation process also involves community partners such as MCFD, CYMH, Community Connections, various therapists, and other community supports working with the students. This ensures a comprehensive, wrap-around approach to supporting these learners.

Parent and Guardian Engagement and Consultation Our District has an active DPAC that meets monthly with the Superintendent and Trustee representatives, while each school holds monthly PAC meetings. These meetings facilitate ongoing consultation and engagement between parents/guardians, school administrators, and Trustees, ensuring that the voices of families are heard in decision-making processes. Parent/ Guardians sit on the Education Committee for further areas of engagement and consultation

Student Voice Students from grades 8 to 12 serve on the Education Committee, where they actively participate in reviewing data and providing valuable insights. Their perspectives are integral to interpreting the data and ensuring that student needs and experiences are at the forefront of decision-making.

The Superintendent of Schools regularly attends weekly Student Leadership class meetings. Notably, the Leadership class played an important role in developing the new Strategic Plan, engaging in the review of both the Educational Citizen and district data, ensuring student voices were heard throughout the process.

Principal and Vice Principal Leadership The Leadership team, consisting of Principals and Vice Principals and district senior team, meets twice a month. This regular and structured meeting schedule allows for timely review of both provincial and local data, ensuring a comprehensive analysis of student outcomes. These sessions include in-depth data dives and disaggregation, enabling the team to closely examine the impact of instructional strategies, structural decisions, and budget alignment. This process helps identify successes, address gaps, and prioritize areas for improvement to enhance overall student learning.

Street Data This year, a team consisting of three teachers, three principals, and the Superintendent participated in the Street Data sessions. Data from this project was shared in staff and committee meetings, providing valuable insights for ongoing improvement and strategic planning.

School Plans A key part of the district's improvement review cycle is the annual Principal and Vice Principal Leadership Retreat held in August. During this retreat, school leaders review and share the District's Strategic Plan and align their individual School Learning Plans with district priorities. Throughout the year, ongoing meetings are held with school administrators and senior staff to ensure coherence. Updated School Plans are presented to the Board in the spring, and renewed plans are posted on the District website.

This fall, Trustees, school administration, and senior staff will come together to review all school plans. Each school administration will present, all schools hearing each other's plan. In the spring, a school tour will take place to showcase evidence-based data as a follow-up to each plan, highlighting progress and outcomes.

Looking Back on the Year: Effectiveness of Implemented Strategies

Highlight of the successful strategies under the 2021_24 Strategic Plan

The Board of Education is committed to fostering engaged learners by providing a wide range of learning opportunities and supporting staff in delivering equitable, safe, and inclusive environments. The Board focuses on enhancing student success through various initiatives, including low-enrollment courses, mental health sessions, career days, and Indigenous support programs. They prioritize professional development for staff through collaborative projects and inquiry-based learning, and they support the integration of Indigenous perspectives into teaching practices, such as numeracy through an Indigenous lens.

The Board also encourages student involvement in community action projects, such as environmental teams and cultural exchanges. A strong emphasis is placed on mental health, with programs like PreVenture and mental health literacy training integrated into the curriculum. Students are encouraged to actively engage in shaping their learning experiences, supported by the district's ongoing commitment to professional development and quality teaching for staff.

Additionally, the Board focuses on sustainability, staff wellness, and creating safe, healthy learning environments. Technological improvements and environmental initiatives, such as electric buses and recycling programs, are ongoing efforts. The district also engages with local and post-secondary institutions, fostering partnerships that enhance learning opportunities for students.

The Board prioritizes transparent communication with the community, recognizing staff achievements and celebrating student growth. They work closely with stakeholders and rightsholders to honor Indigenous cultures and contribute to the reconciliation process. Indigenous education is integrated into district policies, professional development, and classroom practices, ensuring that all members of the school community are involved in fostering an inclusive, culturally responsive learning environment.

Please appendix for a more detailed list under the four goals of the 2021_24 Strategic Plan

Highlights of Impact and District Success with the Equity in Action Framework

Student Connection and Well-being: Over the past two years, students with designations have reported significant improvements in feeling welcome, safe, and connected, and notably, they feel more connected than their peers. Indigenous students also reported a stronger sense of connection compared to their non-Indigenous peers, aligning with Outcome 3: Students Feel Welcome, Safe, and Connected.

Equitable Learning Approaches: The district's commitment to equity in learning for Indigenous students, and students with disabilities or diverse abilities is evident in strategic staffing decisions. The increased Learning Support Teacher (LST) and counsellor ratios, along with a dedicated Indigenous Student Support staff member in each school, have positively impacted students' perceptions of having two or more caring adults in their lives. Additionally, the district regularly invites Elders and Knowledge Holders from the Sinixt, Secwépemc, Ktunaxa, and Syilx Okanagan Nations, who have traditionally stewarded this land, into classrooms, fostering cultural connections and supporting relationship-building.

Graduation Success: The district is dedicated to supporting Indigenous students in their journey toward graduation and beyond. Indigenous Student Support staff and counsellors work closely with students and families to help identify scholarships and provide assistance with applications. For the past two years, the district has organized trips for students to attend the Indigenous Student Leadership Summit at Thompson Rivers University, where they engage with university staff and experience two days on campus. Additionally, the district has tracked the success of Indigenous students, achieving a 100% graduation rate within five years for the past two years, including those who moved out of the province. Students with diverse abilities also outperformed the provincial average, remaining on track with their peers.

High School Support Systems: At the high school level, Indigenous Student Support staff participate in School-Based Team (SBT) meetings and collaborate with families to support students as needed. The favorable LST-to-student ratios allow teachers to work closely with students with diverse abilities,

providing individualized support and ensuring each student progresses on their unique path toward graduation.

Existing and/or Emerging Areas for Growth

Based on our analysis of data and evidence, we will continue our emphasis on Balanced Literacy for K to 3, with a focus on enhancing phonemic and phonological awareness. This initiative has already made significant progress in the 2023-24 school year, we plan to deepen our support in this area.

In 2023_24, we have developed a comprehensive Numeracy Plan through collaboration with teachers, Principals/Vice Principals, and senior staff. A Lead Teacher has been identified to lead Numeracy Circles with an Indigenous lens, working closely with Early Years partners and primary staff to integrate culturally responsive approaches into math instruction.

As we launch our new Strategic Plan, we will strengthen our triangulation approach by working with the selected data that aligns with core competencies. community input and evidence-based research. Our two lead teachers will further advance this work, using data-driven strategies for assessment to elevate instructional practices.

Additionally, our Grade 8 Non-fiction Reading Assessments have revealed that students excel at identifying main ideas but need further support in making deeper connections and mastering the skill of inferencing. We will address these needs through enhanced instructional strategies that promote critical thinking, inquiry, and analysis.

To effectively tackle inequities, we will take a multi-faceted approach that focuses on gathering authentic, qualitative data and creating inclusive, flexible learning environments. Building on our Community of Practice Street Data team, we will deepen our practice of gathering qualitative data from students, families, and educators.

We'll continue conducting empathy interviews to uncover barriers faced by students and use these insights to design more responsive teaching practices. This work will be supported through professional development and collaborative time with teachers.

Partnering with community organizations will remain a priority, ensuring that students with designations and neurodiverse learners receive targeted support. Additionally, our District Principal of Indigenous Education, Indigenous Support team and Lead Indigenous Teacher will continue to advance Culturally Responsive Pedagogy, integrating Indigenous perspectives, histories, and ways of knowing into our curriculum.

Our strong relationships with Elders and Knowledge Keepers from the Sinixt, Secwépemc, Ktunaxa, and Syilx Okanagan Nations will remain a cornerstone of this work, as we bring their wisdom into classrooms and build connections with Indigenous Nations will visiting, listening and learning in community.

Ongoing Strategic Engagement (Qualitative Data)

Engaging the Community to Develop a New Strategic Plan

On January 10, 2024, the Board of Education began sessions to build a new Strategic Plan, with a focus on identifying a clear Student Learning Goal. To ensure this plan reflected the community's voice, the Board initiated extensive outreach efforts, including public meetings and online surveys hosted on the district's website. All gathered data and feedback were synthesized to shape the Student Learning Goal and develop the Board's belief statements.

Key Sessions and Timeline:

January 10: Strategic Plan session | January 17: Vision, Mission, Values session | January 24: "We Believe" Vision, Mission, and Values session.

By late January, the draft Strategic Plan came together. Board members and senior staff then began engaging school communities. Trustees presented the draft at Parent Advisory Council (PAC) meetings at all schools:

Arrow Heights Elementary (AHE) and Begbie View Elementary (BVE) on February 5 | Columbia Park Elementary (CPE) on February 13 | Revelstoke Secondary School (RSS) on February 26.

The plan was further shared with district and partner groups for feedback:

Education Committee (Feb 27) | Indigenous Advisory Committee (Feb 1) | District Parent Advisory Council (DPAC) (Feb 7) | Student Leadership (Feb 28).

In February and March, student voice was prioritized, with dedicated engagement sessions with Student Leadership to gather their perspectives on the plan. Additionally, partner groups, including the Revelstoke Economic Development Committee (Feb 26) and the Social Development Committee (Feb 28), were consulted, ensuring a broad range of input.

Community Engagement: An online survey was open from February to March 27, allowing the wider community to provide input on the proposed goals and values. The Board synthesized this feedback in March, aligning the final draft of the Strategic Plan with the community's aspirations.

After further collaboration and refinement, the Board adopted the finalized Beliefs and Student Learning Goal at their April 24 meeting, marking the completion of a comprehensive, community-driven strategic planning process.

The Student Learning Goal and Belief Statements established the foundation for creating an Action Plan. The Board of Education entrusted the Superintendent of Schools, along with a consultant and a team of 25 school community members, to develop the action plan. This diverse group included students, parents, guardians, CUPE representatives, teachers, administrators, senior staff, and Indigenous committee members, ensuring broad representation in the process.

Strategic Plan Sessions: Evidence of Student Learning - Day One (June 13, 2024)

Introduction and Land Acknowledgement

The session opened with a Land Acknowledgement, setting a respectful tone and emphasizing the importance of honoring the Sinixt, Secwépemc, Ktunaxa, and Syilx Okanagan Nations.

The Big Picture: Strategic Planning Overview The introduction to the Strategic Plan addressed its necessity and purpose. Key components of the plan, including the Framework for Enhancing Student Learning (FESL), the concept of the Educated Citizen, and the Policy for Student Success, were highlighted. This provided a foundation for understanding how the Strategic Plan aligns with broader educational goals.

Where Are We At? The group reflected on the process of designing the Strategic Plan, noting the creation of vision and belief statements by the Board. These statements, formed through a collaborative process, guided the vision for student success within the district. The Board's visioning process was reviewed to demonstrate how these foundational elements were established.

Making Connections: Personal Reflections Participants engaged in an activity inspired by Richard Wagamese's teachings, focusing on the importance of personal stories. Attendees reflected, journaled, and shared their reasons for being involved in the session, fostering a deeper connection to the purpose of the work. This was followed by a group circle where participants introduced themselves and shared meaningful words related to their involvement.

Student Learning Focus/Goal Selection The group explored why core competencies would serve as the focus of student learning. A brief review of relevant data helped guide the decision-making process, emphasizing the importance of developing these competencies in students.

Where Are We Going? An overview of the Strategic Plan outlined the components to be completed during the three-day session. Participants focused specifically on the Action Plan section of the Strategic Plan, setting the stage for drafting and finalizing critical elements. This process was designed to culminate in a presentation to the Board on June 26.

How Will We Get There? The concept of a Writing Team was introduced, with an emphasis on shared leadership and risk-taking as essential for transformative change. The team's role was to synthesize data, scholarly and professional educational research, and the vast community input.

Guiding Principles and Group Norms The group discussed the importance of guiding principles to ensure focus and progression, acknowledging that there were no strict rules but mutual agreements to maintain productivity. A second activity linked the Board's Belief Statements to the group's conduct and expectations, establishing norms for collaboration over the following days.

Evidence of Student Learning The core focus of the day was identifying and examining evidence of student learning in relation to core competencies. Participants reviewed core competency facets and profiles through various activities, including reading, card games, and analyzing direct evidence of learning. The session featured a structured sorting process to align student evidence with the competencies, leading to the development of a consensus on what data best reflected student progress. The evidence consists of ALL provincial and local data.

Closing Reflections The session concluded with a visual exercise, inviting participants to imagine a future connected to their work. The group shared one or two reflective words during a closing circle.

symbolizing their commitment to the strategic planning process. Indirect evidence and other important data were discussed as key elements to track over time, adding depth to the conversation on evidence-based decision-making.

Day One set a solid foundation for the Strategic Plan's development, combining personal reflection, collaborative data analysis, and collective goal setting.

Strategic Plan Sessions: Action Planning - Day Two (June 14, 2024)

Introduction and Land Acknowledgement

The session opened with a Land Acknowledgement, followed by a review of the protocols and processes established on Day One. This included a reminder of the section of the Strategic Plan the group was focusing on and the importance of the guiding principles and posters for making meaning.

Focus for the Day: Creating the Action Plan

The primary objective of Day Two was to develop a long-range action plan for the Strategic Plan. This involved identifying and weaving together various strands and elements to create the ideal learning environments for future student success. Key considerations included integrating data, research, and community input.

Setting the Stage Participants engaged in a reflective activity by watching a video by Will Richardson, followed by small group discussions to explore personal connections to the video. Each participant then shared two or three words during a group circle to express their reflections.

Data Walk The group participated in a "Data Walk" to closely examine various data sets, helping to inform the next steps in the action planning process. The Data Walk consisted of All provincial and local data from K to grade 12.

Research Review In this activity, participants reviewed relevant research that would support the action plan. They cited and named the key pieces of research on strips of paper, ensuring they had a clear understanding of how the research would guide decision-making.

Community Input Participants sorted and categorized community input to integrate these perspectives into the strategic plan. This activity ensured that the voices of stakeholders were considered and reflected in the action plan.

Calibrating Understanding The group engaged in an activity, which helped participants check for understanding and ensure alignment of their ideas and approaches to the action plan.

Writing the Action Plan With a solid foundation of data, research, and input, participants began writing the Action Plan by authoring a description of one strategy or structure that would be critical for the plan's success.

Theory of Action/ Pathways In the final activity, the group tested their "Theory of Action," ensuring that their strategies and structures would lead to the desired outcomes for student learning and development. Participants critically examined their approach to ensure it aligned with the overarching goals of the Strategic Plan.

Closing Reflection The day concluded with participants reflecting on the process. Each person shared one or two words in the closing circle to describe how they felt about the day's work, underscoring the collaborative nature and commitment to shaping the future of student learning.

Day Two focused on crafting a meaningful and evidence-based action plan, integrating data, research, and community voices to ensure the Strategic Plan's success.

Strategic Plan Sessions: Professional Learning - Day Three (June 19, 2024)

Introduction and Land Acknowledgement

Day Three began with a Land Acknowledgement, followed by a reminder of the ongoing process and protocols established over the first two days. The group reconnected with key tools, including the Making Meaning and Guiding Principles posters, to set the tone for the day's work.

Board Belief Statements

Participants engaged in a "Table Talk and Circle" activity centered around a quote from *Street Data* by Jamila Dugan and Shane Safir. Small groups discussed the quote, and each shared one or two words in the circle, connecting the quote to their thoughts on student learning and professional development.

Focus for the Day: Professional Learning Plan

The main goal of Day Three was to develop a comprehensive Professional Learning Plan that would support staff through strategic changes to practices and environments. The group discussed two central questions:

How can staff wellness be prioritized during significant changes? | What is the most effective way to support educators in enduring professional learning?

Professional Learning Research Review

Participants engaged in a review of research related to teacher professional learning, grounding the discussion in evidence-based practices.

Teacher and Support Worker Reflections

The session included two reflective activities:

- Teacher Fishbowl: A discussion where teachers reflected on professional learning experiences and the challenges and opportunities they encountered.
- Panel with Support Workers: CUPE members participated in a panel, sharing their perspectives on professional learning and how it impacts their roles.

Putting Bows on the Work

The group then shifted to completing unfinished work from previous sessions. Participants divided into smaller teams to complete specific tasks:

1. Finalizing the direct and indirect evidence of competency development.
2. Completing the strands of the Learning and Learning Environment Action Plan (strategies and structures).
3. Writing up the Professional Learning Plan.

Continued Focus and Teamwork

After a break, the group resumed the “Putting Bows on the Work” activity, ensuring all tasks were completed. Some members joined other groups to help finalize any remaining work. The Action Plan team also re-posted their Theory of Action for review.

Goal Statement Fun with Mentimeter

Participants used the Mentimeter platform for an interactive activity to summarize their action plan, condensing their ideas into one to three words that captured the essence of their commitment to the new Strategic Plan.

Preparing for the Board Presentation

To conclude the day, the group prepared for the 45-minute board presentation of the new Strategic Plan. Teams were assigned specific roles to share both the process and the final product with the board, including:

Opening and closing remarks | Presenting the evidence of student learning, action plan, and professional learning strategies.

Closing Circle

The day ended with a reflection activity, where each participant shared one or two words describing how they would carry the responsibility of serving on the writing team. This exercise emphasized the importance of their work in shaping the district's future.

Day Three solidified the Professional Learning Plan and ensured that all elements of the Strategic Plan were ready for presentation, with a focus on practical strategies for staff support and implementation.

The Board approved the Action Plan for the new Strategic Plan on June 26. On August 28, during the District-Wide Planning Day, members of the Action Plan team presented it to the entire district.

Adjustment and Adaptations: Next Steps

The Board embarked on an in-depth community engagement process to shape the New Strategic Plan, as highlighted in the section on [Ongoing Strategic Engagement \(Qualitative Data\)](#).

Key Highlights:

- Engagement included Committee meetings, which featured the participation of the Indigenous Friendship Society and Indigenous support staff, PAC meetings, Staff meetings, Student Voice sessions, and Community Partner meetings, alongside an online survey.
- This inclusive process drew insights from the Education Citizen, Policy for Student Success, Core Competencies, and Data for Understanding, creating a strong foundation for the new Strategic Plan.
- The Action Plan of the Strategic Plan was developed using a Triangulation approach, combining Community Input, Provincial and Local Data, and scholarly and professional development research to create a holistic and balanced approach.
- Updates on the progress were regularly shared at Board meetings and communicated through Superintendent newsletters and community messages.

Triangulation Approach:

- Data Walk and Review: A comprehensive analysis of various data sources, including FSA, Literacy and Numeracy assessments, EDI, MDI, YDI, Student Learning Survey, and local data, was undertaken. The FSA and Literacy and Numeracy data were disaggregated with an Indigenous lens, broken down into cognitive skill categories and students with disabilities or diverse abilities. Additionally, each question in these assessments was closely reviewed to select those that aligned directly with the Student Learning Goal.
- Research Review: A detailed review of 45 scholarly and professional development articles was conducted to ensure that the plan was grounded in evidence-based practices.
- Community Input: Feedback was gathered through meetings and an online survey, ensuring that diverse voices and perspectives were fully considered.

Moving Forward:

Triangulation remained central to ensuring the Action Plan was both accessible and inclusive throughout the process. For the upcoming year, the district plans to incorporate empathy interviews as part of the research and data collection process, further enhancing pathways and strategies that address the needs of all students.

Alignment for Successful Implementation

Our focus for the upcoming year is to ensure cohesion and alignment across all departments with the new Strategic Plan. A Professional Learning Plan is currently in development, specifically designed to align with the goals and priorities outlined in the Strategic Plan. Since the new Strategic Plan was built

on comprehensive data collected over time, the professional development plan and this year's bookings are already well-aligned with its objectives.

Additionally, we will expand job-embedded learning opportunities, emphasizing collaboration, mentorship, and inquiry-based learning across all staff levels. To foster a deeper sense of community and inclusion, the Superintendent of Schools and the CUPE President will meet with CUPE staff to ensure they feel a strong sense of belonging and connection to the Strategic Plan's vision.

The following plans are currently being updated to reflect alignment with the new Strategic Plan: Technology Plan, Financial Plan, and Long-Range Facilities Plan.

Limlmtx, Kukwstsétsemc, Su?kni (Thank you in Nsyilxen, Secwépmctsin, and Ktunaxa) Maarsii (Thank you Michif)



Revelstoke School District remains steadfast in its dedication to enhancing educational outcomes for every student, with a special lens on those who have faced historical disadvantages. Our actions are firmly aligned with the Board of Education's Belief Statements and Strategic Plan, demonstrating the unwavering commitment of our district personnel to improving the educational experience for all students. This year, the Board of Education will be implementing the Strategic Plan of 2024_29. As we embark on this journey of growth and collective learning, we wholeheartedly invite input and feedback to foster continuous improvement. Together, we will walk in a good way to ensure a future of equitable and enhanced education for all.

Enhancing Student Learning Report: Local Data

APPENDIX:

Local Data

Strategic Plan_2021_24: <https://www.sd19.bc.ca/our-district/policies-reports/district-strategic-plan/>

Communications Calendar

PM Benchmarks (Grades 1-3)

Grade 4-7 Nonfiction Reading

Early Number Sense (K to Grade 3)

Island Numeracy Assessment

MDI and YDI data (Grades, 5,8, and 11)



School District No. 19 (Revelstoke)

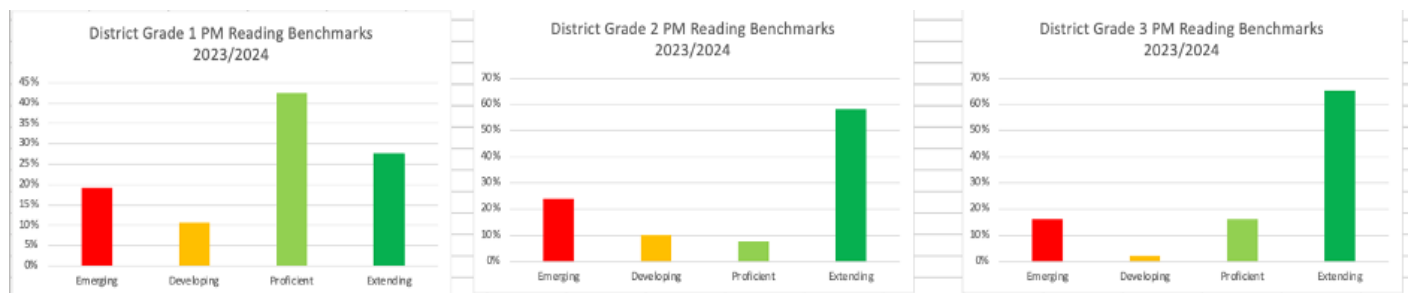
2024/2025 Communication and Engagement at a Glance

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
<ul style="list-style-type: none"> Strategic Plan 	<ul style="list-style-type: none"> Framework for Enhanced Student Learning Local data 	<ul style="list-style-type: none"> School Learning Plans Local data (student voice) 	<ul style="list-style-type: none"> Equity Action Plan Capital Plans 	<ul style="list-style-type: none"> Transitions (Pre-K and 7) Early Learning connections Stoke Youth Network
Focus Communication with:				
Regular scheduled meeting dates throughout school year Early Childhood Development Committee City of Revelstoke's Social Development Committee Okanagan College Advisory Committee Indigenous Community Indigenous Friendship Society		Meeting invites throughout the school year Community Connections Community Futures City Planning Department in (in comm. For EPP) Chamber of Commerce Columbia Basin Alliance for Literacy (CBAL) Revelstoke Arts Council Rotary		
FEBRUARY	MARCH	APRIL	MAY	JUNE
<ul style="list-style-type: none"> Budget Input Mental Health Initiatives Screen Smart 	<ul style="list-style-type: none"> Grade 12 Transitions Student Leadership 	<ul style="list-style-type: none"> Reporting/Assessment of Student Learning 	<ul style="list-style-type: none"> Equity Action Plan Provincial data (student voice) 	<ul style="list-style-type: none"> Annual Budget Provincial data
The following District Committees are engaged in regular review and discussion of district goals for student success during the year. <ul style="list-style-type: none"> Indigenous Education Advisory Committee Education Advisory Committee Policy Review Committee District Parent Advisory Committee School Parent Advisory Councils 				
(March, 2024)				

LOCAL DATA 2023-2024

In the 2023-24 school year, SD 19 expanded the use of local data to provide a more comprehensive view of student literacy and numeracy among schools. Our literacy evidence includes various assessments: PM Benchmarks for Grades 1-3 and the Grade 4-7 Non-fiction Reading Assessment. Our Numeracy evidence includes the K-3 Early Number Sense assessment and the Grade 4-7 Island Numeracy assessment.

PM BENCHMARKS Gr 1-3. 2023/24



Overall Trend Analysis (Grade 1 to Grade 3):

- The data shows student performance levels in reading benchmarks across multiple reporting periods, ranging from November 2022 to June 2024.
- Across Grade 1, Grade 2, and Grade 3, there appears to be a consistent increase in the number of students reaching the *Extending* level over time. For instance, the percentages of students in the *Extending* category increase substantially from earlier reporting periods (e.g., November 2022 to June 2024).
- Conversely, the percentage of students in the *Emerging* and *Developing* categories tends to decrease over time, signaling that many students are moving up in their reading levels.

Learning Outcome Inequities:

- **Emerging & Developing Categories:**
 - An inequity can be observed in the number of students remaining in the *Emerging* and *Developing* categories. For instance, there is a higher percentage of students in the *Emerging* category (as high as 39% in some reporting periods). This disparity suggests that some students require greater levels of intervention or support.
 - A more tailored or enhanced educational strategy along with greater professional support in differentiated instruction could help support these areas.

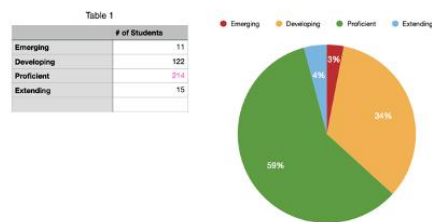
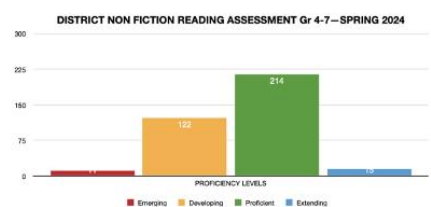
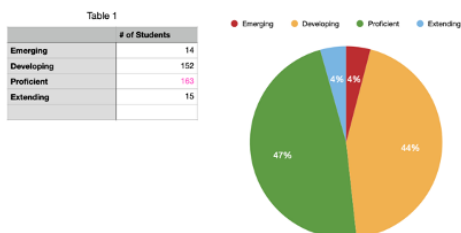
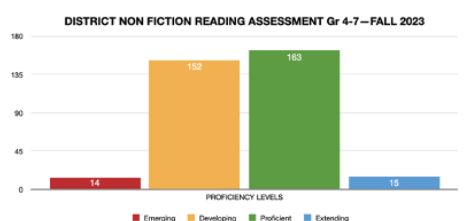
Implications and Stories Told by the Data:

- **Support for Vulnerable Learners:** The data suggests that vulnerable learners—those in the *Emerging* and *Developing* categories—require more focused support. This might include early interventions, differentiated instruction, or additional resources targeted at schools with higher concentrations of students in the lower performance categories.
- **Focus on Middle Performers:** The consistent rise in *Proficient* and *Extending* levels, particularly in the final years (2024), indicates that once students reach higher grades, they are more likely to thrive. However, greater attention could be placed on ensuring students in the middle (*Developing* level) do not stagnate and move upward toward *Proficient* or *Extending*.
- **Tailored School Support:** School-specific plans, such as professional development for teachers, or adjustments to curriculum delivery will be helpful in supporting all learners in their reading.
- **Positive Growth Story:** The general increase in *Extending* levels across the district tells a positive narrative of improvement in reading performance, suggesting that district-wide initiatives or improved teaching practices are benefiting most students over time.

- **Equity Challenges:** The data also tells a more complex story of inequity. While overall district performance improves, some students are lagging behind, highlighting a gap in outcomes that must be addressed to ensure all students have equal opportunities for success.
- **Effectiveness of Interventions:** If the percentage of students in the *Emerging* and *Developing* categories continues to decrease, it may suggest that specific interventions implemented between November 2022 and June 2024 are working effectively, but additional resources may still be required to fully close the gap for all students.

Conclusion: In summary, the data reveals positive growth in reading outcomes overall. Addressing inequities for certain groups will require targeted interventions, resource allocation, and continuous monitoring to ensure that all students can succeed.

DISTRICT NON-FICTION READING ASSESSMENT GR 4-7. 2023/2024



The provided graphs and data reveal notable trends in reading proficiency among students in grades 4-7 over two time periods: Fall 2023 and Spring 2024. By comparing the two assessments, we can identify trends, improvements, and potential inequities in learning outcomes.

1. Overall Trends Analysis:

- Fall 2023: 4% of students were classified as *Emerging*, 44% as *Developing*, 47% as *Proficient*, and 4% as *Extending*.
- Spring 2024: A shift occurred, with 3% *Emerging*, 34% *Developing*, 59% *Proficient*, and 4% *Extending*.

General Trend in Student Performance

- **Fall 2023:**
 - **Emerging:** 14 students (4%)
 - **Developing:** 152 students (44%)
 - **Proficient:** 163 students (47%)
 - **Extending:** 15 students (4%)
- **Spring 2024:**
 - **Emerging:** 11 students (3%)
 - **Developing:** 122 students (34%)
 - **Proficient:** 214 students (59%)
 - **Extending:** 15 students (4%)

Key Observations:

- There has been a **decline** in the number of students classified as "Emerging" (from 14 to 11) and "Developing" (from 152 to 122). This indicates that fewer students are in the lower proficiency levels by Spring 2024.
- The number of students in the **Proficient** category has seen a **significant increase**, rising from 163 in Fall 2023 to 214 in Spring 2024. This reflects a marked improvement in the reading skills of a large portion of the student population.
- The number of students classified as **Extending** has remained constant at 15, suggesting a consistent group of high-achieving students who were already performing well.

2. Implications and Stories Told by the Data:

The overall data demonstrates a positive shift in reading proficiency across the student body, with a clear movement of students from lower proficiency categories to higher ones. This suggests that the interventions or teaching methods used between the fall and spring have had a measurable impact, particularly on students who were previously classified as "Developing."

The large increase in students moving to the "Proficient" level highlights the efficacy of support systems in helping most students achieve higher proficiency levels, but there has been little to no increase in the "Extending" group, which indicates a need for additional opportunities for growth.

3. Equity in Learning Outcomes

While there are encouraging signs of improvement, the data suggests some potential inequities:

- **Emerging and Extending Groups:** The percentage of students in both the "Emerging" and "Extending" categories has not changed significantly (4% to 3% in Emerging, and 4% consistently in Extending). This shows that the students at the extremes of the proficiency spectrum may not be receiving the targeted interventions they need to either catch up or extend their learning further.
- **Developing Group:** The drop in the "Developing" group suggests progress, but the fact that 34% of students are still in this category shows that a portion of the students still require additional support to reach proficiency. These students may benefit from more personalized or intensive interventions to accelerate their progress.

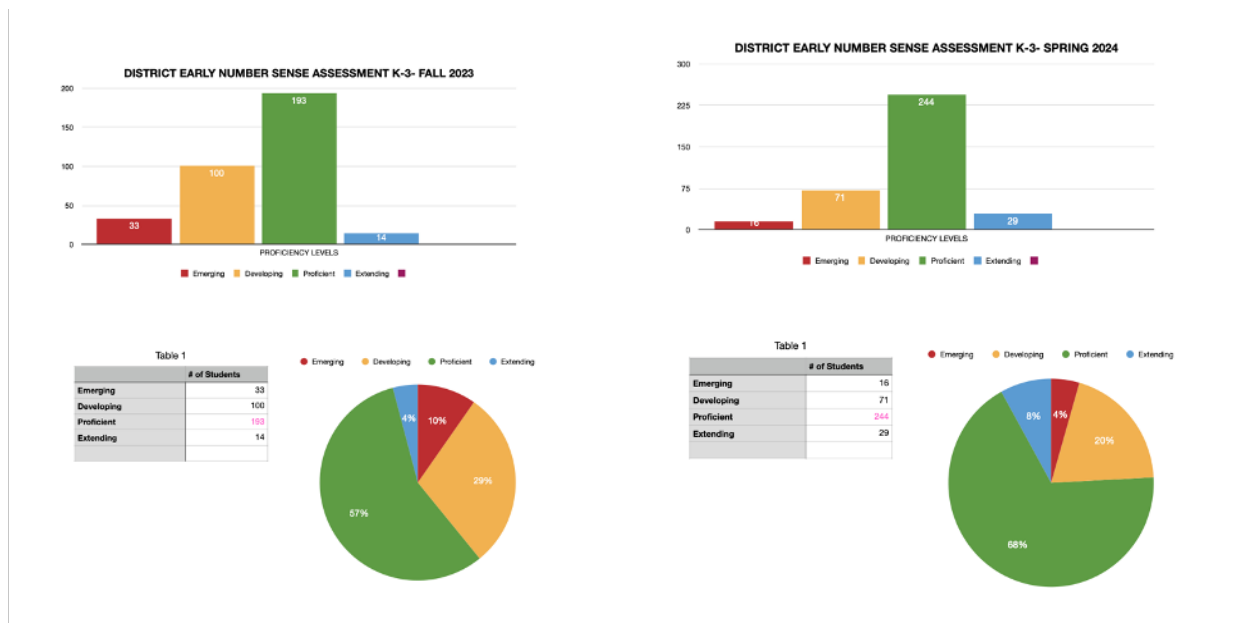
4. Stories Behind the Data

- **Success of Targeted Interventions:** The data tells a story of success in helping many students progress from "Developing" to "Proficient," likely due to our targeted literacy programs, teacher support, and reading interventions. However, the needs of students at the top and bottom of the proficiency scale (Emerging and Extending) will need further attention to foster growth.
- **Room for Improvement in Equity:** While the overall trend is positive, the data reveals that some students are still not benefiting equally. The unchanged "Extending" group may indicate that advanced learners are not being challenged adequately, while the minimal reduction in the "Emerging" group shows that a small number of students are still struggling and not progressing at the same rate as their peers.

Conclusion:

The data from our Fall 2023 and Spring 2024 non-fiction reading assessments demonstrates positive overall growth, with a significant improvement in the number of students achieving proficiency. However, there are areas that require further attention, particularly in addressing the needs of the highest and lowest performing students. Continued focus on equitable intervention strategies will be addressed to ensure that all students can achieve their full potential. As this is a new assessment for our district, we are still learning and refining its use and response to instruction.

DISTRICT EARLY NUMBER SENSE ASSESSMENT K-3 2023/24



The data from the District Early Number Sense Assessment for Grades K-3 compares student performance between Fall 2023 and Spring 2024, highlighting shifts in proficiency levels across four categories: Emerging, Developing, Proficient, and Extending.

1. Observed Trends:

Increase in Proficiency:

- **Proficient students** (those meeting expectations) increased from 193 in Fall 2023 (57%) to 244 in Spring 2024 (68%). This 11% increase reflects significant improvement in students' early number sense, with a large proportion of students moving to meet grade-level expectations.
- **Extending students** (those excelling beyond expectations) increased from 14 (4%) to 29 (8%). This doubling of the Extending group shows positive growth in students excelling in number sense.

Reduction in Developing and Emerging Levels:

- **Developing students** (those approaching grade-level expectations) decreased from 100 (29%) in Fall 2023 to 71 (20%) in Spring 2024, a positive decline of 9%.

- **Emerging students** (those struggling significantly) dropped sharply from 33 (10%) to 16 (4%), indicating substantial progress in addressing the needs of the most vulnerable learners.

2. Implications and Stories Told by the Data:

- **Strong Overall Growth:** The data indicates clear improvement across the board, with a significant shift of students moving from Developing and Emerging categories into the Proficient and Extending categories. The increase in proficiency and the drop in lower performance levels (Emerging and Developing) suggests that instructional strategies implemented during the year were effective at enhancing early number sense skills.
- **Particularly Notable Gains in the Extending Category:** The growth in the **Extending** category is particularly promising. A higher number of students are not just meeting, but exceeding expectations, indicating that advanced learners are being successfully challenged and provided opportunities to extend their mathematical thinking.

3. Inequities in Learning Outcomes:

- **Dramatic Improvement for Struggling Students:** The significant decrease in the **Emerging** group, from 33 to 16 students, signals success in addressing the needs of students who were previously struggling. However, while the group halved, the remaining students will need interventions and these learners will continue to require intensive support to further reduce the gap in achievement.
- **Developing Group Shrinks but Persists:** Although the **Developing** group decreased from 29% to 20%, there remains a significant number of students who are still not meeting grade-level expectations. These students, while making progress, may need additional targeted interventions to push them toward proficiency. Without such continued support, this group risks falling behind as the curriculum progresses.
- **Slight Discrepancy in Advanced Learning:** The improvement in the **Extending** group is encouraging, yet the proportion of students excelling remains relatively small (8%). This suggests there may still be untapped potential among students who are proficient but not yet reaching advanced levels. We will continue and enhance enrichment opportunities and differentiated learning to further increase the number of students in this category.

Recommendations:

1. **Sustain and Expand Targeted Interventions for Struggling Learners:** The substantial decrease in the **Emerging** group indicates that interventions have been working. These should be

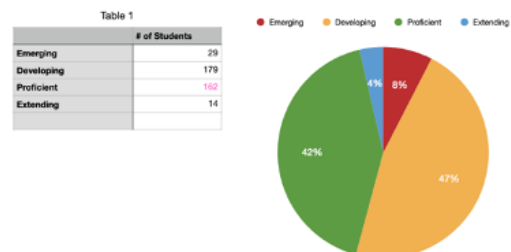
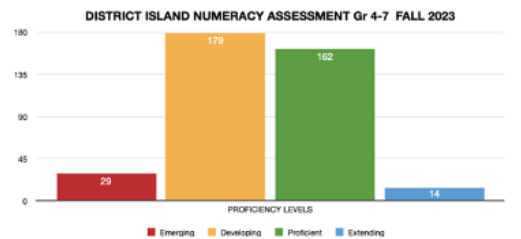
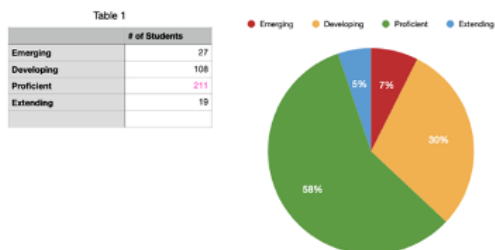
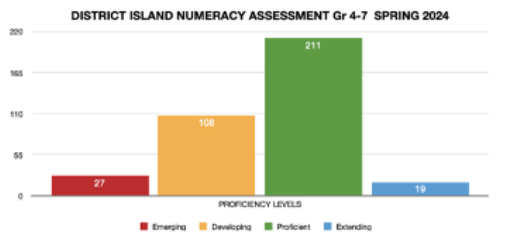
continued and potentially expanded, especially for the remaining students still struggling with early number sense. Strategies such as small-group instruction, one-on-one tutoring, and specialized programs could help bridge these students to proficiency.

2. **Focus on Pushing Developing Students to Proficiency:** Although the **Developing** group shrank, a considerable number of students still require support to move from "Developing" to "Proficient." Providing adaptive learning resources, progress monitoring, and scaffolded instruction could ensure that these students don't stagnate and can close the gap.
3. **Expand Enrichment Opportunities for Advanced Learners:** With the **Extending** group growing but still small, there is room to provide further enrichment activities to challenge students who are already proficient. Working with advanced problem-solving activities, exploration of mathematical concepts beyond the grade level, or project-based learning to foster deeper understanding will extend growth for these students.

Conclusion:

The use of the K-3 ENSA is new to the district and reflects significant improvement in overall numeracy skills, with more students reaching proficiency and excelling in number sense. The decline in both the Developing and Emerging categories is an indication of effective teaching and interventions. However, ongoing efforts are needed to further support struggling learners and to offer greater challenges for advanced students. By addressing these areas, the district can continue to promote equitable learning outcomes for all students. These results are promising as indicators for future proficiency.

DISTRICT ISLAND NUMERACY ASSESSMENT 4-7 2023/24



The data from the District Island Numeracy Assessment for Grades 4-7 compares student performance between Fall 2023 and Spring 2024, highlighting shifts in proficiency levels across four categories: Emerging, Developing, Proficient, and Extending.

1. Observed Trends:

Overall Improvement in Proficiency:

- **Proficient students** increased from 162 in Fall 2023 (42%) to 211 in Spring 2024 (58%). This 16% rise demonstrates a significant improvement in students meeting grade-level expectations.
- **Extending students** (those excelling beyond expectations) increased slightly from 14 (4%) to 19 (5%), showing a small but positive trend in students excelling in numeracy skills.

Reduction in Developing and Emerging Levels:

- **Developing students** (those approaching grade-level expectations) decreased notably from 179 (47%) in Fall 2023 to 108 (30%) in Spring 2024, a significant 17% drop.

- **Emerging students** (those struggling significantly) reduced slightly from 29 (8%) to 27 (7%), indicating some stability in the lower range but a small decrease overall.

2. Implications and Stories Told by the Data:

- **Improvement in Core Proficiency:** The largest gains were seen in the **Proficient** category, which suggests that many students who were previously close to proficiency in Fall 2023 successfully transitioned to meeting expectations by Spring 2024. This points to effective instructional strategies and interventions that targeted the needs of those developing students.
- **Narrowing of Gaps:** The reduction of students in the **Developing** category suggests that instructional focus was placed on moving those students toward proficiency. The fact that many moved into the Proficient category highlights the success of differentiated instruction or targeted support.
- **Small Progress in the Extending Category:** Despite the overall positive trend, only a few students moved from **Proficient** to **Extending**, signaling that while core numeracy skills were solidified, there may be room to challenge high-performing students further. The modest increase in this category suggests a need for enrichment programs or advanced learning opportunities to foster greater extension.

3. Learning Outcome Inequities:

- **Emerging Group Stability:** While many students improved, the **Emerging** group remained largely unchanged, indicating that students with the most learning needs were not significantly impacted by the interventions that helped others. This could reflect an inequity in support for the most vulnerable learners.
- **Small Gains for High Performers:** The **Extending** group's limited growth implies a potential inequity in advanced learning support. High-performing students may not be receiving the enrichment necessary to further extend their learning, possibly leaving some untapped potential.

Recommendations:

4. **Targeted Intervention for Struggling Students:**

- The stability of the **Emerging** group suggests a need for more personalized, intensive interventions for struggling learners. The school district's plan is to invest in more specialized support, such as additional one-on-one tutoring, smaller group instruction, or resources tailored to specific learning gaps.

5. **Continued Focus on Developing Students:**

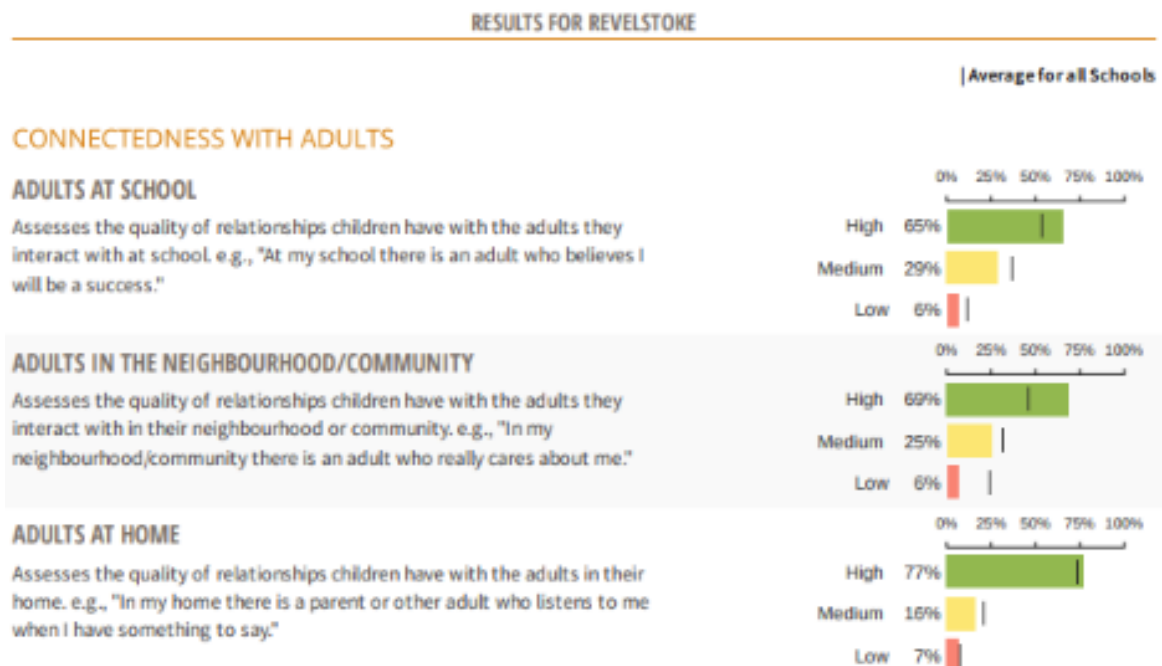
- While there was a positive trend in reducing the **Developing** category, continued support is needed to ensure students don't stagnate. Regular class- based assessments and adaptive instruction can help monitor progress and keep these students on the path to proficiency.

Conclusion:

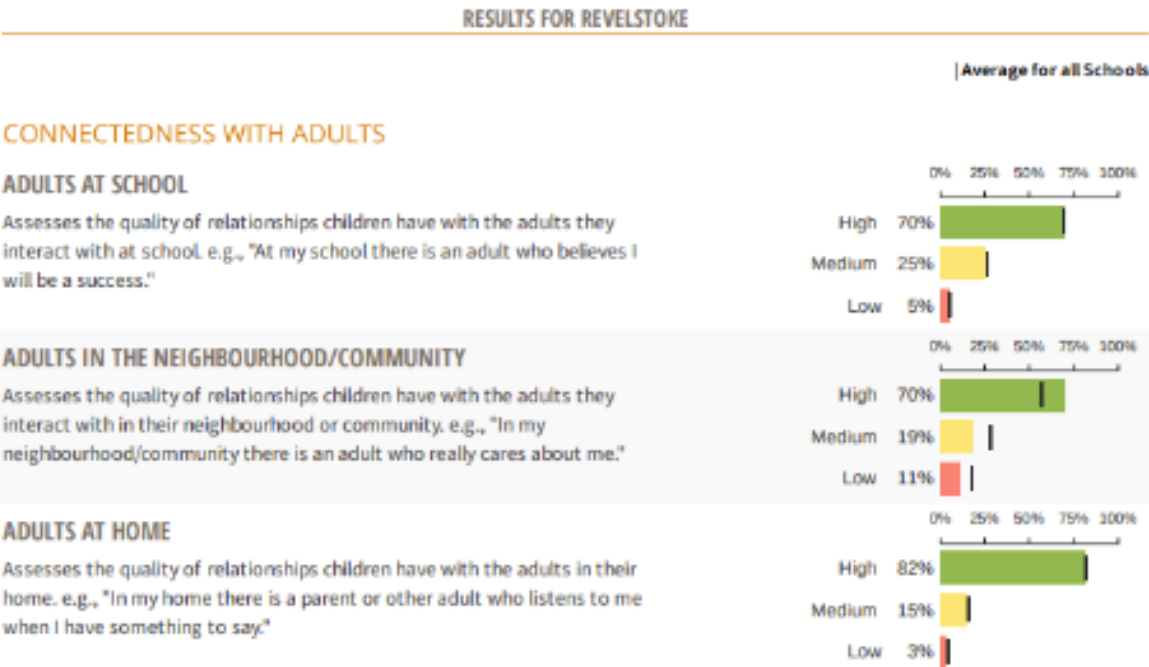
The data reflects overall growth and success in moving students toward proficiency in numeracy. However, inequities for the most emerging students and the higher performers suggest a greater need for targeted intervention and enrichment. By addressing these gaps, the district can work towards ensuring that all students not only meet but exceed their numeracy potential. With the addition of the Numeracy Plan, we are targeting the middle years area as we know that learning gaps widen at this level and responsive instruction can help all students.

MDI and YDI Data – Feeling Welcome, Safe, and Connected

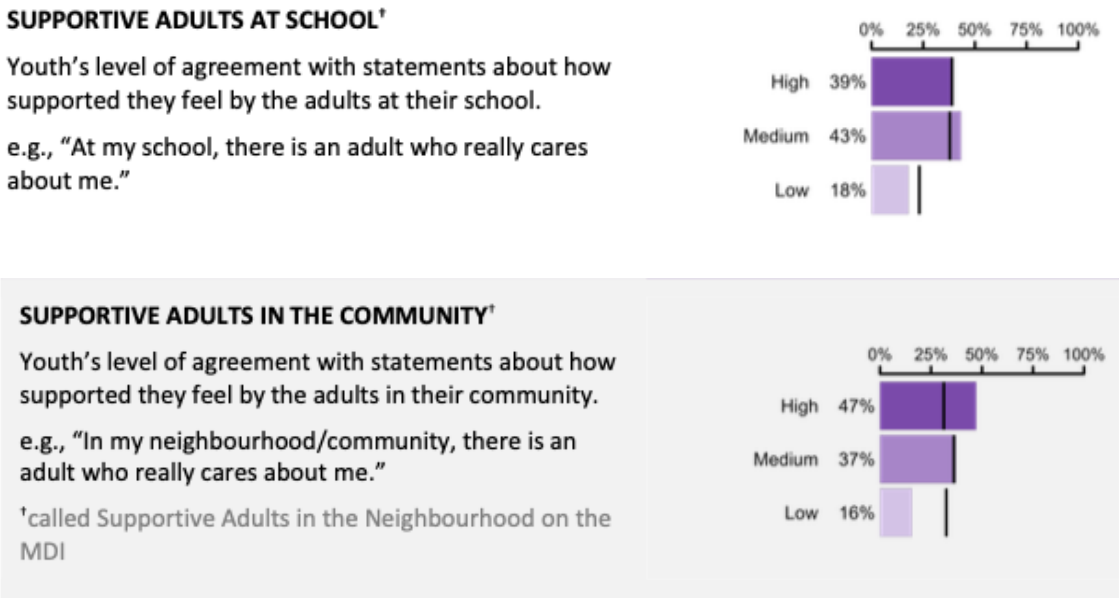
Connections with Adults – Grade 5



Connections with Adults – Grade 8



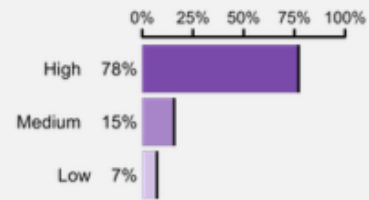
Connections with Adults – Grade 11



SUPPORTIVE ADULTS AT HOME†

Youth's level of agreement with statements about how supported they feel by the adults at home.

e.g., "In my home, there is a parent or another adult who listens to me when I have something to say."

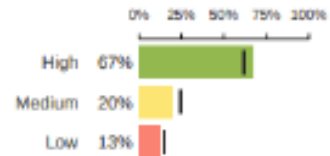


Connections with Peers – Grade 5

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."

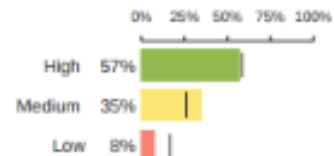


Connections with Peers – Grade 8

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."



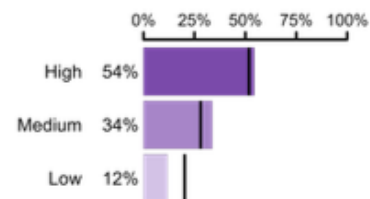
Connections with Peers – Grade 11

PEERS

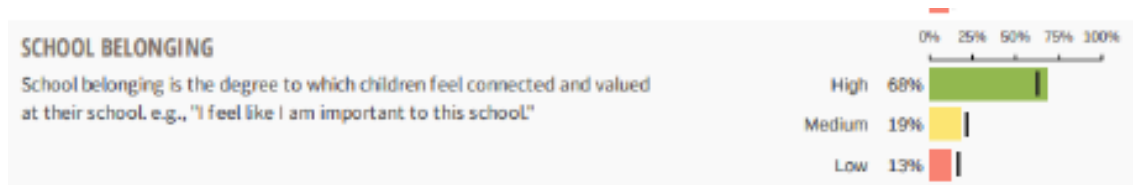
PEER BELONGING†

Youth's level of agreement with statements about their sense of belonging to a social group.

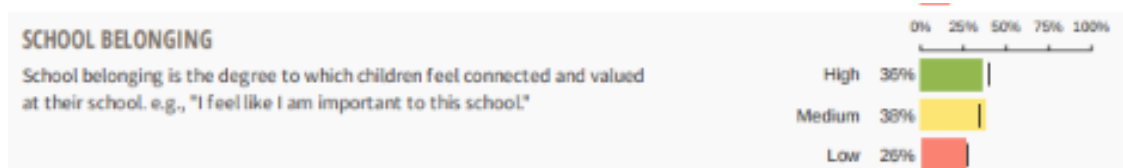
e.g., "I feel part of a group of friends that do things together."



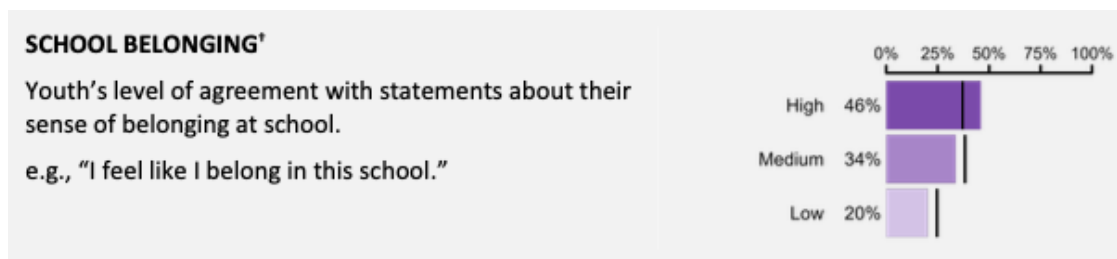
Connections with School – Grade 5



Connections with School – Grade 8



Connections with School – Grade 11



1. Overall Trend Analysis

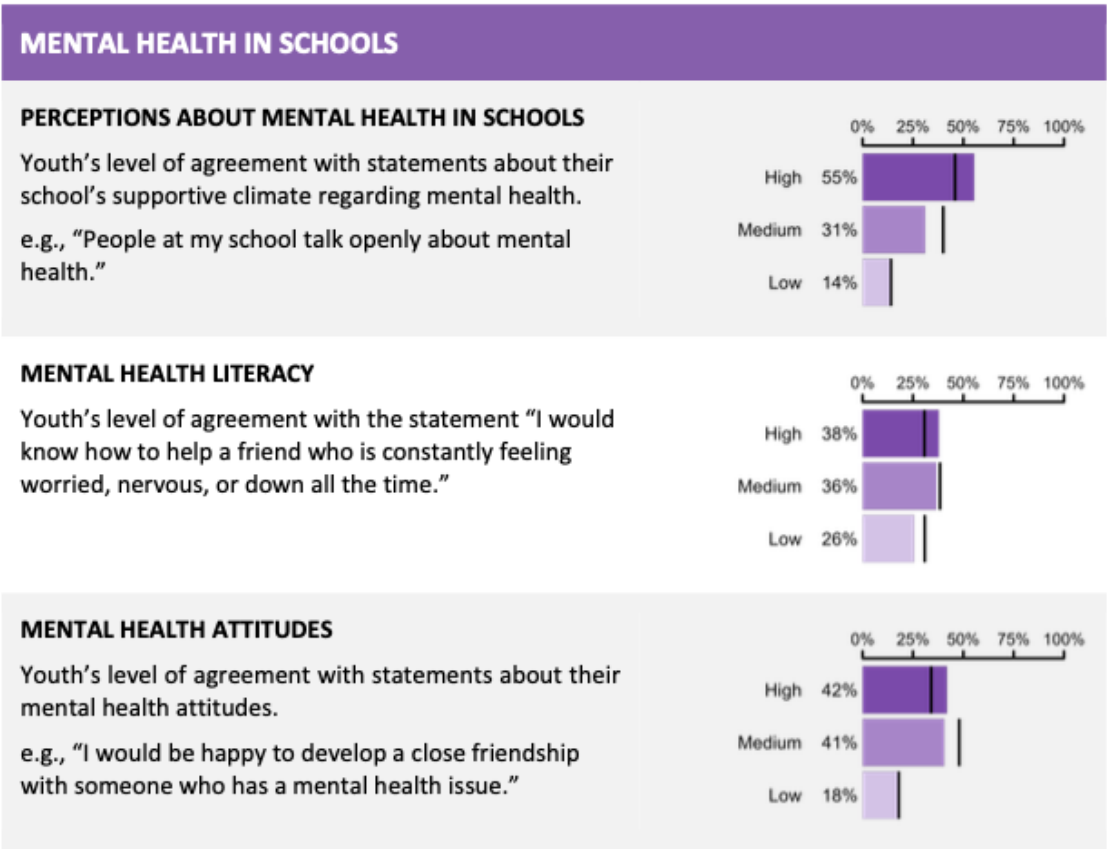
The MDI and YDI surveys provide data for students in grades 5, 8, and 11. Data from these surveys confirm the SLS data that was shared by students in grades 4,7, and 10 in Section A that students in Revelstoke feel welcome, safe and connected:

- Students in grade 5 shared connection to adults in school, community and at home at or above the provincial average. They indicated that school belonging was the same as the provincial average while connections to peers was well above the provincial average.
- Students in grade 8 shared connection to adults in school and the community well above provincial average. They indicated that peer belonging was the same as provincial data, but their sense of school belonging was below provincial average.
- Students in grade 11 indicated that connection to adults in the school, community and home were all above or well above provincial average. Peer and school belonging improved this year with students sharing that peer belonging is the same as across the province, while school belonging was reported above provincial average.

2. Inequities in Learning Outcomes:

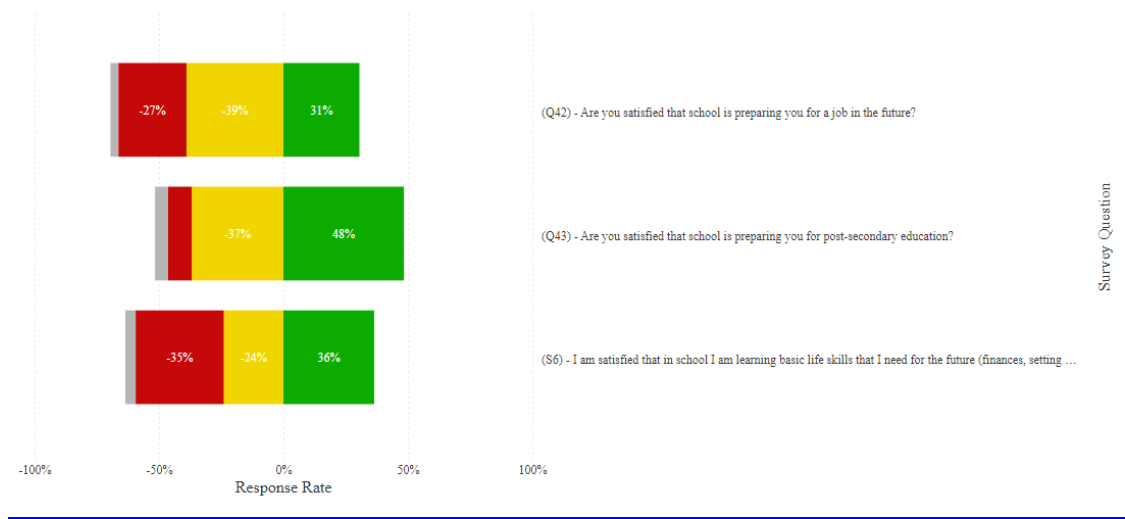
- We have not had access to the disaggregated data for the MDI and YDI as there is no local band in Revelstoke to request this information. We are consulting with the HELP desk so we can have this data in the future.

YDI Data – Mental Health in Schools



SLS Data – Life Preparedness

2022/2023 Student Learning Survey - District Question Results (All Districts, Multiple Schools, Multiple Grades)



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

TO: All Trustees

FROM: Roberta Kubik, Superintendent of Schools

DATE: September 26, 2024

INFORMATION/ ACTION: Framework for Enhancing Student Learning Report



ENHANCING STUDENT LEARNING REPORTING ORDER Authority: School Act, sections 81 and 168 (2) (t) Ministerial Order 302/20 (M302/20) Effective September 1, 2020 Orders of the Minister of Education and Child Care

The [Enhancing Student Learning Reporting Order](#) (the Order) requires boards of education to write an Enhancing Student Learning Report (the Report) and submit it to the Ministry between June 30 and September 30 each year. Due to the observance of Truth and Reconciliation Day on September 30, 2024, Report submissions will be accepted until October 1, 2024.

The Framework for Enhancing Student Learning report consists of legislation that guides the approach to continuous improvement within British Columbia's K-12 public education sector through a combination of accountability and evidence-informed decision making. The Framework for Enhancing Student Learning formalizes planning and reporting expectations for all school districts with a focus on improving equity of learning outcomes and enhancing the intellectual, social, and career development of all students in the K-12 public system.

Recommendation:

"THAT the Revelstoke Board of Education approve the Enhancing Student Learning Report September 2024"

**Upcoming Trustee Dates
September to December 2024**

September 23rd, 2024 – Policy Committee Meeting

September 24th, 2024 – Education Committee Meeting

October 4th to 5th, 2024 - BCSTA Branch Meeting in Revelstoke

October 16th, 2024 – Board Meeting

October 25th to 26th, 2024 – Provincial Council Meeting BCSTA

November 5th, 2024 – Board Meeting

November 7th, 2024 – Fall Symposium BCPSEA

November 14th to 15th, 2024 – Fall Conference BCSSA

November 19th, to 20th, 2024 – Fall Conference BCASBO

November 21st to 23rd, 2024 – Trustee Academy

November 26th, 2024 – Board Meeting

December 17th, 2024 – Board Meeting

December 12th to 13th, 2024 – FNEESC



School District 19
(Revelstoke)



Financial Statement Discussion & Analysis for the year ended June 30, 2024



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Introduction

The following is a discussion and analysis of the School District's financial performance for the fiscal year ended June 30, 2024. It is based on currently known facts, decisions, and conditions. This report should be read in conjunction with the district's financial statements for the same period.

The School District

Revelstoke is located on the Trans-Canada Highway adjacent to the Okanagan and Kootenay regions. The Revelstoke area offers year-round recreation opportunities with some of the best downhill skiing in North America, first rate cross country skiing, back country skiing, snowmobiling, hiking, fishing, and mountain biking. In addition to outdoor pursuits, Revelstoke is a hub for artistic and cultural activities. It is a family friendly community with excellent services and programs for children. Within our school district, we proudly house one secondary school and three elementary schools. We serve a diverse student population of approximately 1,118 students and within our schools and school district, we embrace a rich tapestry of learners.

We would like to respectfully honour the four nations on whose land we live and learn: The Sinixt, the Secwepemc, the Ktunxa, and the Syilx Okanagan. A vital aspect of the district's identity is the ten percent of students in our district who have identified as being of Indigenous ancestry. We hold a deep-rooted partnership with the Indigenous Friendship Society, recognizing the shared territory. While no First Nation Bands physically reside in Revelstoke, we nurture growing alliances with First Nations spanning from Enderby, BC to Inchelium, WA.

Our commitment revolves around providing a safe, equitable learning environment where each learner's unique passions and interests are embraced, setting them on the path to success.

The governing body of the School District is a Board of Education made up of five trustees who are each elected for a four-year term. The day-to-day matters are managed by the administrative staff of the School District, headed by the Superintendent of schools.

Our Mission

Our school community is engaged in the pursuit of learning and knowledge that focuses on each individual developing to their potential and contributing to the well-being of all. We value Equity, Collaboration, Inclusiveness, Innovation, Integrity, Environmental Stewardship, Community Resilience, as well as Truth and Reconciliation.

Composition of Financial Statements

School district financial statements are prepared in accordance with Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia. This Section requires that the financial statements be prepared in accordance with Canadian public sector accounting standards except in regard to the accounting for government transfers.



School districts present detail of the Financial Statements in the form of three funds: Operating, Special Purpose, and Capital. This separation into 'funds' in the detailed schedules of the Financial Statements provides increased transparency and accountability of all funding provided by Government to school districts. This level of detail also serves to assist Boards of Education budget in providing sustainable operating and infrastructure projects.

Financial performance is difficult to ascertain in the audited Financial Statements as the three funds are combined. Financial details of each fund are reported in the supplementary schedules that follow the Notes to the Financial Statements.

Key Audited Statements

1. Statement of Financial Position (Statement 1) summarizes all financial assets, liabilities and accumulated surplus as at June 30, 2024.
2. Schedule of Operating Operations (Schedule 2) summarizes revenues received and expenses incurred between July 1, 2023 and June 30, 2024 for Operations.

Schedule 2 – Operating Fund

Annual program revenues and expenses are reported in the operating fund and special purpose fund (see below). School districts are not permitted to budget for or incur an accumulated deficit. This means when a school district has an accumulated operating surplus available it can be used to budget for future expenditures. Unlike other government agencies, a school district can effectively "carry over" surplus funds to the next fiscal year, to balance its budget.

The Operating Fund accounts for the district's daily operating transactions. Annual and accumulated surplus within the operating fund is an important indication of financial health. Those surplus funds are available to use for future expenses and to reduce the financial risk of unforeseen circumstances.

The operating fund is where most of the district's operations are reported therefore considerable focus and analysis of the operating fund has been provided.

Schedule 3 – Special Purpose Funds

The special purpose fund includes grants and district generated funds that are restricted for a specific purpose. Annual and accumulated surplus is always zero because revenues are recognized only as related expenditures occur (deferral method of accounting). Special purpose funds are most often provided by third parties such as the Ministry of Education and Child Care. If expenses for a program within a special purpose fund exceed the revenues received, the deficit must be transferred to the operating or capital fund depending on the nature of the expenditure.

Schedule 4 – Capital Fund

Capital revenues offset amortization expense in the capital fund to the extent that assets are funded by provincial capital grants. As some capital investments are funded by operating revenues (recorded

as transfers of accumulated operating surplus to the capital fund), the capital fund can report an annual deficit. This is permitted through Ministerial Order 033/09 which permits a deficit in the capital fund to the extent amortization of assets exceeds amortization of capital contributions.

There is no cash held in the Capital Fund. The school district may have MEd Restricted Capital, but again, no cash resides in the Capital Fund for this. The Minister of Education can direct how MEd Restricted Capital can be used. Examples of capital fund expenditures include additions to land, buildings, furniture, computers, vehicles, and equipment. Capital fund revenues reflected in the financial statements are not a reflection of actual funding received in a year.

The district also has Local Capital which the Board has control over how it is used. Examples of Local Capital Fund expenditures are to support the technology evergreen program and to purchase vehicles for the white fleet.

Asset Retirement Obligation

Legal liabilities exist for the removal and disposal of asbestos and other environmentally hazardous materials within some district owned buildings that will undergo major renovations or demolition in the future. A reasonable estimate of the fair value of the obligation has been recognized using the modified retroactive approach as at July 1, 2022. The obligation has been measured at current cost as the timing of future cash flows cannot be reasonably determined. These costs have been capitalized as part of the assets' carrying value and are amortized over the assets' estimated useful lives.

District Enrollment

The district's enrollment has fluctuated over the past 13 years with a low of 923.88 to a projected high of 1,118.00 in the current year. Revelstoke is still in the growth phase of its development as a resort city and housing prices have risen significantly during that time. This has resulted in movement of some families in and out of town due to the cost of living. The gradual growth in enrollment starting in 2016/17 is expected to continue.

SD 93 (Conseil Scolaire Francophone De La Colombie-Britannique ("CSF") offers an education program in Revelstoke and their program impacts the enrollment in the District.

This is a summary of the enrollment over the past thirteen years:

2012/13	1,014.750
2013/14	954.000
2014/15	927.250
2015/16	923.880
2016/17	954.880



2017/18	969.250
2018/19	1,032.625
2019/20	1,007.563
2020/21	1,022.313
2021/22	1,045.125
2022/23	1,072.063
2023/24	1,062.860
2024/25	1,118.000 projected

Employees

Salaries and employee benefits are the highest operational expense of the school district accounting for 87.11 % of Operating Costs in the 2023/2024 fiscal year, up from 86.08 % in 2022/2023.

The district employed 136.30 staff in October of 2019, 136.54 in October of 2020, 139.372 in October of 2021, 142.134 in April 2022, 145.9207 FTE in 2022/23 and 149.824 in 2023/24 Amended Budget. Staffing will often increase throughout the school year as student and school needs become known. Additional grants from the provincial government provide the funding for a number of the new positions. These grants may not be available in future years.

Statement of Financial Position

A copy of the audited Statement of Financial Position as of June 30, 2024, is attached to this paper (Appendix A).

Assets

Cash & Cash Equivalents has decreased due to the change in the current year's operating surplus, an increase in Portfolio Investments, and a closer alignment between capital expenditures and draw downs from Certificate of Approvals.

Accounts Receivable are amounts owed to the District and primarily consist of the GST rebate, reimbursement for salaries for a seconded employee, lease payments receivable and miscellaneous other costs owed to the District. The majority of the outstanding accounts were paid by August 31, 2024.

Liabilities

Accounts Payable is comprised of amounts the district owes and primarily consist of salaries and benefits payable, accrued vacation pay, teacher twelve month pay, and invoices related to ongoing capital projects. It increased this year mainly due to benefit expenditures owing as of June 30, 2024.



Unearned revenue increased from the prior year due to grants received later in 2023/2024 with a plan for them to be used in the 2024/2025 fiscal year. Deferred revenue refers to unused funds from outside agencies in the form of targeted grants that were not expended in the year in which they were received.

Special Purpose Funds primarily consists of Strong Start, Grants from Columbia Basin Trust, unspent funding for Mental Health in Schools, ministry funding under the Classroom Enhancement Fund, The Affordability Fund, Early Learning Administration Support, Changing Results for Young Children, and the Annual Facilities Grant.

Accrued future employee benefits (liabilities) is actuarial calculated and includes vested sick leave, accumulating non-vested sick leave, early retirement, retirement/severance, vacation, overtime, and death benefits.

Non-Financial Assets

Tangible capital assets reflect the unamortized cost of land, buildings, furniture, vehicle, computers, and equipment. There were no Prepaid expenses recorded for 2023/2024.

Operating Fund – Schedule 2

Schedule 2, Schedule of Operating Operations from the 2023/2024 Financial Statements is attached to this report (Appendix B).

Revenues

Total operating revenues for the district were \$16,507,205 for the 2023/2024 school year. The Ministry of Education and Child Care (MOECC) funding makes up 92.07 % of total operating revenue for the school district, up from 91.4 % in 2022/2023. This means the district is heavily reliant on the Base Operating Grant which is based mainly on student enrollments.

The MOECC Grant increased by 4.1% from the annual budget and minimally from the amended annual budget. The majority of the increase is due to funding for the employee contract settlements and an increase in student enrollment.

The balances for Other Revenue and Rentals/Leases should be combined for budget comparative purposes. This is due to the classification of revenue from other government agencies such as (School District No 6 (Rocky Mountain)) and School District No 93 (CSF) as required by the ministry. When combined, the balances increased minimally over last year. This is due to a return to pre COVID offshore student enrollment levels, a return to normal for school generated revenues, and an increase in CSF student enrollment at the secondary level. This district has a higher than normal percentage of lease/rental revenue due to various partnerships with outside agencies.

Investment income increased given the current increases in interest rates.



Revenue increased as compared to the prior year mainly due to increases in government grants for enrollment increases, collective agreement wage increases and geographical factors.

Expenses

87.11% of the School District's expenses are related to salaries and benefits for the various employee groups in the district. The employee groups include teachers, principals/vice-principals, support staff and exempt staff. The remaining 12.89% of operating expenses are related to supplies and services including professional development, student transportation, utilities, vehicle maintenance, and insurance.

The impact of the COVID-19 pandemic on operations has eased off with minimal impact on the 2023/2024 operating budget. The impact would involve specific custodial supplies, the continued use of MERV 13 filters in the HVAC units and the extended run times of the air handling units.

Overall operating expenses are up 8.4% as compared to last year. This is mainly due to increases in staff salaries reflecting the provincial union contract settlements, additional staffing driven by an increase in enrollment, additional staffing to support students, and general cost increases.

Expenses by Function

The district expenses can be reviewed by function, the four functions are described below.

- **Instruction** function includes expenses related to the instruction of students.
- **District Administration** function included expenses related to district governance and district administration of education, business and human resources.
- **Operations and Maintenance** function includes expenses related to the operation, maintenance and safety of buildings and equipment.
- **Transportation** function included expenses involved with the transportation of students.

The percentages per function have remained comparable over the last eight years.

Surplus

The school district ended the 2023/2024 fiscal year with a Total Operating Surplus of \$1,538,790. This includes Internally Restricted and Unrestricted surpluses. The amended 2023/2024 budget provided for the use of \$414,885 from Unrestricted Operating Surplus. This was a planned reduction of reserves to support board approved initiatives. The planned reduction was not required to cover operating costs due to additional funding being received and also due to a decrease in projected casual support/TTOC use in the final two months of the school year. This resulted in the Unrestricted Operating Surplus decreasing by \$9,211 as a result of the district's operations in 2023/2024.



Accumulated Operating Reserves

The Board of Education has a policy to set an expectation for Accumulated Surplus (Policy 4.18). This policy will ensure the district is protected financially from financial forecasting risk and unforeseen circumstances which could negatively impact the education of students. The accumulated operating surplus serves as a contingency reserve for the risk's associated with unexpected increases in expenses and /or decreases in revenues related to major emergent operating issues, one-time costs, and intermittent projects. Part of the Accumulated Operating Surplus is targeted by the Board for various priorities so may impact the availability of the entire Accumulation to serve as a contingency reserve. Additional information is provided on this below.

As at June 30, 2024 the district had \$1,538,790 in operating surplus (\$1,513,893 in 2022/2023), of which \$799,930 is restricted for specific purposes (\$765,792 in 2022/2023) and \$738,860 is unrestricted (\$748,101 in 2022/2023). Restricted reserve funds are held for a specifically intended purpose. The Board has some discretion on the use of these reserves, but most have a third party restriction or commitment of some type against them.

The breakdown of the internally restricted operating surplus in areas where the Board has limited ability to reallocate to other areas is as follows:

	2024
Literacy Planning	\$ 4,261
Therapies Grant	32,926
Farwell Building Reserve	84,636
Screen Smart	17,144
Additional Support for Community Links	27,701
Additional Support for Ready Set Learn	11,116
Additional Support for Strong Start	11,089
Additional Support for Mental Health programs	31,189
Scholarships and Bursaries	5,029
CPR Technology	23,025
School Generated Funds	213,401
Support for Education Plan	7,810
Professional Development – Per Contracts	136,836
Health and Wellness – Breakfast Program	45,992
Aboriginal Targeted Surplus	44,772
School and Department Surpluses	<u>103,003</u>
Total of Internally Restricted Surplus	\$799,930
Unrestricted Operating Surplus	<u>738,860</u>
 Total Accumulated Operating	 <u>\$1,513,893</u>



School District No 19, (Revelstoke)

Financial Statement Discussion & Analysis

The unrestricted accumulated operating surplus of \$738,860 is 4.5% of the 2023/2024 operating budgeted expenditures (5.1 % in 2023/2024) and 4.4 % of the 2023/2024 amended operating budget (5.0% 2022/2023).

Special Purpose Fund

The Special Purpose funds are utilized to track funding for designated purposes. The balances can often be deferred to subsequent years for the intended purpose. Some of the funds require ministry approval to carry forward and other funds that carry a surplus at the end of the year reduce the funding received in the next fiscal year.

The following table summarizes the transactions for the year.

	Opening Balance	Revenue	Expenses	Closing Balance
Annual Facility Grant	\$ 33,489	\$65,380	\$ 73,686	\$25,183
Learning Improvement Fund	0	54,596	54,596	0
Strong Start	58,951	32,000	38,117	52,834
Ready, Set, Learn	9,307	7,350	3,966	12,691
OLEP	0	10,650	10,650	0
Community Link	49,089	114,325	94,598	68,816
Classroom Enhancement – Staffing	0	537,275	537,275	0
Classroom Enhancement – Remedy	0	5,535	5,535	0
Classroom Enhancement – Overhead	0	73,039	73,039	0
Mental Health in Schools	36,174	57,000	68,100	25,074
Changing Results for Young Children	33,355	11,250	8,363	36,242
Student and Family Affordability	99,718	100,000	39,128	160,590
Early Care and Learning	0	175,000	175,000	0
Feeding Futures	0	350,000	233,651	116,349
Early Learning	8,996	0	0	8,996
Project Penny	0	100,000	69,478	30,522
Columbia Basin Trust	71,422	11,681	0	83,103
Total	<u>\$400,501</u>	<u>\$1,705,081</u>	<u>\$ 1,485,182</u>	<u>\$620,400</u>

The balance in Columbia Basin Trust is due to the timing of when grants for targeted projects are received. In this case, a number of grants were received in the last quarter so the funds could not be spent. These projects will be carried out in 2024/2025.

Capital Fund

The school district invested \$883,028 in capital additions. These projects included the continuation of the LED lighting replacement projects at Begbie View Elementary School and Revelstoke Secondary School, a new playground at Begbie View Elementary, and continuing the ever greening of the district's technology. Funding to make these additions came from the following sources: \$736,489 from the



Ministry of Education and Child Care, \$77,061 from the District Operating Fund and \$69,478 from Project Penny.

Specific balances in the Capital Fund are as follows:

Bylaw Capital – Ministry of Education and Child Care\$ 535,004 (a decrease of \$115,616 from 2022/2023)

Restricted Capital 8,870 (unchanged from 2022/2023)

Local Capital 2,450,377 (an increase of \$66,714 from 2022/2023)

Bylaw Capital represents approved Ministry of Education and Child Care funding, including the capital portion of the annual facilities grant, carbon neutral capital program, school enhancement program, playground equipment program and the bus replacement program.

Restricted Capital represents the Ministry of Education and Child Care's portion of the proceeds on disposals of property in which the district received ministry support to make the initial purchase. The district must receive ministry approval to spend these funds.

There are two capital fund surpluses:

The **Local Capital** fund of \$2,450,377 represents accumulated surpluses designated to fund the purchase of Tangible Capital Assets. This balance can increase if the board makes a motion to transfer operating surpluses to Local Capital or when the district receives the unrestricted portion on sales or property. All expenditures from this fund require prior board approval. Increases to local capital are due to interest income recorded for the year and an annual allocation from the operating budget.

The **Investment in Tangible Capital Assets** fund of \$2,333,936 represents capital investments that are funded by operating funds (shows as a net transfer from other funds). As an asset is amortized, the surplus will decrease. The balance is used to fund future amortization costs and does not represent funds that are available for other purposes.

Other Significant Matters

COVID-19 Pandemic

The COVID-19 pandemic had much less of an impact on this year's operations and therefore the financial statements. The impact was less than in prior years as operations returned to the new normal level. The district has identified the following areas that were impacted by COVID and will need to be reviewed on an ongoing basis.

- Investment Income has returned to a more normal level but given interest rate changes, will have to continue to be monitored.



- International Student registration has returned to pre COVID-19 levels but again, will have to be monitored on an annual basis given the control that third parties such as the federal government have on student entry into Canada.
- Continued significant increase in replacement costs to cover sick leaves
- A small Increase in cleaning and utility costs in both labour and supplies

Plan for Student Success

A new Strategic Plan was developed during the 2023/2024 school year. This plan will guide the District's financial priorities and resources for the next four years.

School Capacity

The district continues to have excess capacity in all schools based on ministry criteria. However, on an operational level, the number of programs being offered combined with the increase in enrollment is having an impact on all schools in the district such as some schools have no classrooms available for additional classes. A four classroom expansion for Begbie View Elementary School has been included in the district's major capital plan, although not requested until 2027 when enrollment is expected to support the expansion. A portion of the Local Capital Reserve Fund has been targeted to support this project once it gets ministry approval. The District leases part of Arrow Heights Elementary School to School District No 93. Enrollment in Arrow Heights School is increasing so the district has had to take back most of the in-school leased space. That has resulted in five portables being placed on the property which is the maximum number that the property can hold without impacting play areas and natural vegetation.

Infrastructure

Given the age of schools in the district, they are in good condition due to the continued support of the ministry with the district's capital project requests. All HVAC systems, with the exception of the leased Farwell School, are less than ten years old. The two older schools have each had renovations totalling more than a \$2.0 million dollars over the past six years so are in good condition. The secondary school and one elementary school are now twelve years old and have been maintained with the support of the Annual Facility Grant.

The conversion to LED lighting has been completed in two elementary schools with the conversion on the remaining two schools in progress. This remaining conversions should be completed early in 2025.

Contact Management

This financial report was completed with the purpose of providing a general overview of the School District's finances as at June 30, 2024 and to demonstrate the District's accountability for the funding received.

If you have any questions about the report, please contact the Secretary Treasurer's office at 250-837-2101.

School District No. 19 (Revelstoke)

Statement of Financial Position

As at June 30, 2024

	2024 Actual	2023 Actual
	\$	\$
Financial Assets		
Cash and Cash Equivalents (Note 2)	5,399,532	5,446,657
Accounts Receivable		
Other (Note 3)	583,988	218,760
Portfolio Investments (Note 4)	900,000	908,040
Total Financial Assets	6,883,520	6,573,457
Liabilities		
Accounts Payable and Accrued Liabilities		
Other (Note 5)	1,324,914	1,185,415
Unearned Revenue (Note 6)	59,904	42,872
Deferred Revenue (Note 7)	620,400	400,501
Deferred Capital Revenue (Note 8)	50,523,671	51,900,726
Employee Future Benefits (Note 9)	304,941	347,303
Asset Retirement Obligation (Note 17)	1,031,706	1,031,706
Total Liabilities	53,865,536	54,908,523
Net Debt	(46,982,016)	(48,335,066)
Non-Financial Assets		
Tangible Capital Assets (Note 10)	53,305,119	54,623,872
Total Non-Financial Assets	53,305,119	54,623,872
Accumulated Surplus (Deficit)	6,323,103	6,288,806

Approved by the Board

Signature of the Chairpersons of the Board of Education

Date Signed

Signature of the Superintendent

Date Signed

Signature of the Secretary Treasurer

Date Signed

DRAFT

School District No. 19 (Revelstoke)

Schedule 2 (Unaudited)

Schedule of Operating Operations

Year Ended June 30, 2024

	2024 Budget	2024 Actual	2023 Actual
	\$	\$	\$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	15,134,037	15,198,559	13,893,541
Other	39,570	51,921	81,865
Other Revenue	784,602	852,800	865,390
Rentals and Leases	231,228	253,255	236,366
Investment Income	105,000	150,670	121,391
Total Revenue	<u>16,294,437</u>	<u>16,507,205</u>	<u>15,198,553</u>
Expenses			
Instruction	13,612,740	13,462,291	12,312,150
District Administration	887,040	1,042,196	992,009
Operations and Maintenance	1,767,848	1,589,786	1,520,982
Transportation and Housing	343,694	285,974	286,677
Total Expense	<u>16,611,322</u>	<u>16,380,247</u>	<u>15,111,818</u>
Operating Surplus (Deficit) for the year	<u>(316,885)</u>	<u>126,958</u>	<u>86,735</u>
Budgeted Appropriation (Retirement) of Surplus (Deficit)	<u>414,885</u>		
Net Transfers (to) from other funds			
Tangible Capital Assets Purchased	(73,000)	(77,061)	(174,709)
Local Capital	(25,000)	(25,000)	(25,000)
Total Net Transfers	<u>(98,000)</u>	<u>(102,061)</u>	<u>(199,709)</u>
Total Operating Surplus (Deficit), for the year	<u>-</u>	<u>24,897</u>	<u>(112,974)</u>
Operating Surplus (Deficit), beginning of year		<u>1,513,893</u>	<u>1,626,867</u>
Operating Surplus (Deficit), end of year		<u><u>1,538,790</u></u>	<u><u>1,513,893</u></u>
Operating Surplus (Deficit), end of year			
Internally Restricted		<u>799,930</u>	<u>765,792</u>
Unrestricted		<u>738,860</u>	<u>748,101</u>
Total Operating Surplus (Deficit), end of year		<u><u>1,538,790</u></u>	<u><u>1,513,893</u></u>

SCHOOL DISTRICT NO. 19 (REVELSTOKE)

TO: All Trustees

FROM: Bruce Tisdale, Secretary Treasurer

DATE: September 17, 2024

ACTION: 2025-2026 Capital Plan



The following is a summary of capital project requests for the 2024-25 Capital Plan.

SCHOOL ENHANCEMENT PROGRAM

Priority 1 (2025-2026)

Revelstoke Secondary School – Radon Remediation - \$250,000

The district has a radon remediation program in place, but it is dependent on HVAC systems running on a schedule. This project would ensure that the remediation is ongoing regardless of whether or not the HVAC system is running. It will help ensure the safety of employees or community members who will be in the school on weekends or on non-educational times.

Priority 2 (2025-2026)

Columbia Park – Partial roof replacement - \$401,250

The next phase of the roofing program is for partial roof replacement at Columbia Park and the maintenance shop. This is in accordance with the roof replacement schedule prepared in 2019 and updated in September 2024.

Priority 3 (2025-2026)

Revelstoke Secondary - Extension of Roof - \$375,000

In accordance with the district's Strategic Plan, an area will be developed on the Revelstoke Secondary site beside the school board office that will be focused on supporting student learning. A small roofing extension from the original structure will provide additional weather protective coverage for students to gather under. Our community culture is one that involves significant outdoor activities and embracing the nature beauty around our schools. This would be available for outdoor education courses, regular classes that incorporate the surroundings into their programs and potential use to support Indigenous Ways of Learning. The area will include a covered open air area that will provide year round access for classes.

Priority 4 (2025-2026)

Maintenance Shop – Partial roof replacement - \$138,150

The next phase of the roofing program is for partial roof replacement at Columbia Park and the maintenance shop. This is in accordance with the roof replacement schedule prepared in 2019 and updated in September 2024.

SCHOOL BUS ACQUISITION PROGRAM

Replacement Bus – Replace Bus - \$202,980

The district has one student this year who will require an accessible bus with a second student expected to enrol next year. This means the district will require a second accessible bus. Bus A7190 is a 2007, 84 passenger bus that the inspector will not permit. This bus will need to be replaced and that will be with an accessible diesel bus as the electric models have a lower capacity.

Bus replacements are based on a set amount per type of bus approved so specific funding for busing is not included in the overall capital amount requested. We are requesting to replace bus number A7190. The request will be based on the mechanical issues not kilometers, the costing details will be provided at the meeting.

RECOMMENDATION:

"THAT the Board of Education of School District No.19 (Revelstoke) approve the 2025-2026 Minor Capital Plan noted above in the amount of \$1,367,380.