



**The Board of Education of
School District No. 19 (Revelstoke)
Regular Board Meeting
Tuesday, November 5th, 2024
5:00 p.m.**

A G E N D A

1 CALL TO ORDER AND RECOGNITION OF TRADITIONAL TERRITORIES

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

Sasha Walsh

ATTENDANCE

Trustees: _____

Sr. Admin.: _____

Principals/Vice Principals: _____

REGRETS:

3 APPROVAL OF AGENDA:

4 APPROVAL OF MINUTES:

Regular Meeting of October 16th, 2024

5 DELEGATIONS:

6 SPECIAL REPORTS:

7 BUSINESS ARISING - Nil

8 NEW BUSINESS

8.1 ADMINISTRATION REPORTS:

8.1.1 SUPERINTENDENT KUBIK

- A) Superintendent's Administration Report
- B) Enhancing Student Learning Report: Local Data
- C) Class Size Average Memo to the Board

8.1.2 SECRETARY TREASURER TISDALE – Nil

8.2 **OTHER**

- A) 2.1 Procedural Bylaw Update

8.3 **COMMITTEE REPORTS**

- A) Education Advisory Committee Minutes of September 24th, 2024
- B) Education Advisory Committee Minutes of October 29th, 2024
- C) Policy Committee Minutes of October 28th, 2024

8.4 **TRUSTEE REPORTS**

- A) British Columbia School Trustees' Association Provincial Council Meeting of October 25th – 26th, 2024
- B) BCSTA Climate Action Working Group
- C) Student Trustee Representative at AGM
- D) Trustee Roundtable

8.5 **CORRESPONDENCE - Nil**

9 **FUTURE AGENDA ITEMS**

10 **PUBLIC QUESTION PERIOD**

11 **RECESS**

_____ TIME: _____



School District 19
(Revelstoke)

Revelstoke Board of Education

Regular Board Meeting
October 16th, 2024

Minutes

CALL TO ORDER

Trustee Chell called the meeting to order at 5:01 p.m.

ACKNOWLEDGEMENT

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

Sarah Zimmer

Trustee Zimmer discussed the importance of language in all it's forms. Lorna Williams, a member of the Lil'wat First Nation in British Columbia said it best "She says, 'you're not learning a word, you're learning a world.' Language reclamation is about expanding the diversity of our knowledge because language is an expression of the accumulated experiences of people. Those who do revitalization work say that biodiversity and knowledge diversity are one and the same: it's work that makes our world better."

ATTENDANCE

Trustees:	Chell, Zimmer, Allen, Rota and Walsh
Senior Administration:	Superintendent Kubik and Secretary Treasurer Tisdale
and:	Executive Assistant Fowlie
Guests:	Jason Stevens, RTA President

APPROVAL OF AGENDA

24: R-72 Zimmer/Allen

"THAT the agenda be approved with the addition of Item 8.3 e) Education Committee Verbal Update"

CARRIED

APPROVAL OF MINUTES

24: R-73 Allen/Rota

"THAT the minutes of the Regular Board meeting of September 26th, 2024, be approved as presented."

CARRIED

DELEGATIONS – Nil

SPECIAL REPORTS – Nil

NEW BUSINESS

SUPERINTENDENT KUBIK ADMINISTRATION REPORTS

Superintendent Kubik highlighted her meeting with Meaghan Doeber, Kindergarten Teacher at Begbie View Elementary, regarding her Leadership role with numeracy circles.

Superintendent Kubik also highlighted her recent field trip with Meaghan Doeber and Jenna Evans Kindergartens classes to visit the ambulance station. She expressed how amazing the paramedics were at making sure the students had fun and felt safe and welcomed during their interactive experience.

Enrollment 2024/2025

Superintendent Kubik presented the enrollment numbers for the 2024/2025 school year. On November 5th the reported-out class sizes will be brought to the Board of Education meeting

Strategic Plan Report to the Board

Superintendent Kubik reviewed the Strategic Plan noting the Pathways to Success which consist of 6 subcategories: personalized learning, student-centered assessment, indigenous informed pedagogy, connections to community and real-world learning, universal design for inclusion and technology integration. These pathways will create a purposeful learning environment for students and will help them prepare to enter the next steps of their lives as educated citizens equipped with resilience, self-worth and clear pathways to a fulfilling future.

2024/2025 Committee and Representative Appointments

Superintendent Kubik reviewed the changes to the 2024/2025 Committee and Representative Appointments. This was prepared by the Board Chair based on requests from board members.

24: R-74 Rota/Allen

“THAT the 2024/2025 Committee and Representative Appointments be received as presented.”

CARRIED

SECRETARY TREASURER TISDALE - Nil

OTHER - Nil

COMMITTEE REPORTS

District Parent Advisory Council Minutes of October 2nd, 2024

Trustee Walsh presented the minutes noting that the hot lunches at all schools are running well including École des Glaciers (EDG), at Revelstoke Secondary School a member of the PAC meeting noted that parents would like to understand how some items work, there was a request that we have Hannah Beech who wrote “reclaiming our youth, reclaiming our students” she is a child psychologist who has presented at one of the Pro-D days, to come to speak to parents.

24: R-75 Walsh/Zimmer

“THAT the minutes of the District Parent Advisory Council meeting of October 2nd, 2024, be received as presented.”

CARRIED

Indigenous Education Council Minutes of October 3rd, 2024

Trustee Zimmer presented the minutes noting the updated future meeting dates, February 6th, 2025, and June 5th, 2025. IEC is no longer a board committee, with that some changes. The committee has sent out invitations to the Sinixt, the Secwépemc, the Ktunxa, and the Syilx Okanagan, Métis nations and the Indigenous Friendship Society; in order to increase interest, the committee has offered to cover the cost of hotels and transportation. The current attendees are all staff or board members. The biggest changes are that there are now only 3 meetings a year. The Indigenous Education Council has a beautiful new website. Trustee Zimmer announced that Dylan Murray is the new Indigenous Education Coordinator, he is at all of the schools connecting with students and staff.

24: R-76 Sasha/Jodie

“THAT the minutes of the Indigenous Education Council meeting of October 3rd, 2024, be received as presented.”

CARRIED

Finance and Facilities Committee Minutes of September 26th, 2024

Trustee Allen presented the minutes noting that the 2023-2024 audited financial statements and the audit report were recommended for approval.

24: R-77 Allen/Rota

“THAT the minutes of the Finance and Facilities Committee meeting of September 26th, 2024, be received as presented.”

CARRIED

Policy Review Committee Minutes of September 23rd, 2024

Trustee Zimmer presented the minutes noting the updates to the draft cellphone use policy and the timeline for adoption. There will be a meeting hosted at Revelstoke Secondary School in the second-floor atrium near the main office where members of the public will have an opportunity to ask questions and review the draft policy. The public consultation night will take place on October 22nd, 2024, at 6:30pm at Revelstoke Secondary School on the second-floor atrium (near the main office). Policy feedback sheets will be provided to gather all comments, and concerns, all responses will be compiled and reported to the Policy Committee for review.

Schools will need to make their own plan for implementation, as each school's needs are different.

24: R-78 Zimmer/Rota

“THAT the minutes of the Policy Review Committee meeting of September 23rd, 2024, be received as presented.”

CARRIED

Education Committee Verbal Update

Only 5 members were present. There were no students were present at this meeting. The committee will reach out to increase student membership. Discussed bringing in Hannah Beech for additional presentations.

TRUSTEE REPORTS

British Columbia School Trustees' Association Meeting - Nil

British Columbia Public School Employers' Association Conflict of Interest for Trustees

Trustee Chell reviewed the attached documents regarding conflict of interest as it prohibits an elected official from taking part in a decision in which they have an interest that could give rise to the perception of bias. The purpose of the attached document is to provide guidance to school districts and Trustees regarding conflict of interest for matters related to collective bargaining or the administration of a collective agreement.

In the past the school act was the main resource for conflict of interest information, this new document is a clarification document.

British Columbia School Trustee Association Thompson Okanagan Branch Meeting of October 5th, 2024

Trustee Rota reviewed the successful BCSTA Thompson Okanagan Branch meeting that the Revelstoke School District hosted at the beginning of the month.

TRUSTEE ROUNDTABLE – Nil

CORRESPONDENCE

Email from Jade Berrill regarding the upcoming fall outdoor learning series.

PUBLIC QUESTION PERIOD

Trustee Chell invited members of the audience to ask questions related to items on the agenda. RTA President, how much funding does the district receive per CSF students.

RTA President has been coaching for the district last past 18 years, this will be his last year. Travelling has become increasingly expensive. Where do we place the value on extracurriculars as a district. The funding would be discussed at the budget committee, then be reported out to the board for discussion and action as required.

ADJOURNMENT

The meeting adjourned at 6:01 p.m. on the motion of Trustee Rota/Zimmer.

CLOSED BOARD ITEMS

- 2024-2025 Capital Budget Items

Chair

Secretary Treasurer

DATED: October 16th, 2024

Superintendent's Report to the Board

November 5, 2024

Community Partner Engagement

Attended the Revelstoke Early Childhood Development Committee meeting with Vice Principal Ford, who represented the round table and report out section while I hosted a Numeracy Pro-D session that overlapped with the meeting's start.

Participated in the Indigenous Friendship Society Annual General Meeting.

Hosted a Community Evening on Digital Device Restrictions alongside Trustees.

Joined the Social Development Committee's Social Sector call.



SD 19 District Meetings

Held regular meetings with:

- CUPE President Celes Lucius and CUPE Vice President Yvette Pendergast.
- RTA President Jason Stevens.
- BCTF Health and Wellness consultants.

Met twice with Secretary Treasurer Tisdale, CUPE President Lucius, and Principal Kenyon to review EA staffing and scheduling.



Hosted a new staff orientation session with CUPE President, RTA President, and senior staff, including:

- Welcome, Circle Introductions, Enhancing Student Learning Report | Strategic Plan 2024-29, First Peoples Principles of Learning, Circle Importance, Health & Well-being, and Policies.

Initiated two Leadership meetings covering:

- Numeracy Circles, Student Learning Survey, FSA, Introduction to Provincial Learning Pathways, Mentorship, FNESC and OMRIE updates.

Conducted a TTOC interview with District Principal Wallach.

Held individual meetings with staff members and a parent.

Weekly meeting with Executive Assistant Fowlie.

Attended the Policy meeting. Information appears later in the agenda

Maintained weekly check-ins with District Principal Wallach, Vice Principal Ford, and Vice Principal Fransoo to review the learning agenda.



Framework for Enhancing Student Learning

District Principal Wallach, Vice Principal Ford, Vice Principal Fransoo and I met with Health Promotion Specialists Alexander Gist and Gail Markin from BC Children's Hospital to assess strengths and areas for growth in Mental Health pathways.

Hosted the second "Learning Bursts" session online with Janice Novakowski, focusing on counting skills for K-3.

Joined the Thompson-Okanagan Compassionate Systems Leadership Community of Practice Opening Session.

Attended the BCSSA Thompson Okanagan Chapter Meeting:

- Professional learning on early reading and supporting early learning teachers with data.
- Table talks on Budget Management, Curriculum & Leadership, Human Resources, Inclusive and Indigenous Education, Enhancing Student Learning, Strategic Planning, Child Care, and Early Learning.
- Discussion on the Next Generation Telecom Agreement — Digital Services to School Districts.



School Visits

Engaged in various school activities, including:

- Visiting BVE and observed C. Wall's class, where students shared reflections on their "Reciprocity in Connecting with the Land" field trip. Learning Support Teacher Stiles led a neurodiversity lesson.
- Attending BVE's Friday school assembly, where students hosted and discussed Core Competencies.
- Visiting AHE and learned "Boom Whacking" from M. Gadbois's class.
- Stopped by RSS for the breakfast program, hallway visits and administration visits.

This report highlights our ongoing commitment to fostering a supportive environment for students, staff, and the community, in alignment with the Student Learning Goal and Learning Pathways outlined in the new Student Strategic Plan.



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

Weý (Nsyilxcen), Weyt-K (Secwépemc), Kiʔsuʔk kyukyit (Ktunaxa), Taanishi (Michif), Hello.

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.

Communication to Community and Real Word Learning With RSS

Learners engage in authentic experiences that include connections and collaboration with families and the local and global community. Learners develop a range of perspective that deepen their appreciation, understanding, and ability to create connections and positive change.

Highschool 101

This course is offered to grade 8 students, the course encompasses careers and technology.

September 26

Grade 9 Career Day with Revelstoke Mountain Resort.



BACK AT RSS @ 2:25: The students will stay in their 4 groups and be placed in different classes/locations to complete a reflection on the day. The students will be expected to reflect on Core Competencies in these 4 specific areas: Communication, Personal Awareness, Community Connections and Social Responsibility. As well as write a reflection, provide feedback, and make connections to the Careers explored during the day.

October 22

Grade 10 and 11 Career Day

Grade 10	Laptop Cart 1 (1-21)				Laptop Cart 2 (1-21)			
8:45-10:05	202	My knowledge	309	Alive After 5	312	Resume Foundations	The Studio Dance and Wellness	TicTok moves for Work-life Grooves. <i>Teria</i>
		Theresa		Craig		Georgia	Gym	Boxing – knockout your stresses (Rob)
10:15-11:35	202	My knowledge	309	Alive After 5	312	Resume Foundations		
		Theresa		Rob		Georgia		
	LUNCH							
12:25-1:45	310	My knowledge	311	Alive After 5	309	Resume Foundations	Fitness Room	CrossFit – Lift Your Life <i>Rob</i>
		Jarrett		Jeff C		Rana	Alchemy Studio	Yoga – Finding Balance (gr10/11) <i>Giselle</i>
1:55-3:10	310	My knowledge	311	Alive After 5	312	Resume Foundations	Alchemy Studio	Yoga – Finding Balance
		Jarrett		Craig		Georgia		Giselle

Grade 11	Laptop Cart 3 (1-15)		Laptop Cart 2 (22-27) Laptop Cart 3 (16-29)					
8:45-10:05	315	Resume Connections	208	Pathways	Lib.	Elevator Pitch	The Studio Dance and Wellness	TicTok moves for Work-life Grooves
		Giselle		Kendra		Rana		Teria
10:15-11:35	315	Resume Connections	205	Pathways	Lib.	Elevator Pitch	Gym	Boxing – knockout your stresses
		Giselle		Kendra		Sylvia		Jeff C
	LUNCH							
12:25-1:45	316	Resume Connections	218	Pathways	Lib.	Elevator Pitch	Alchemy Studio	Yoga – Finding Balance (gr10/11)
		James		Angela		Sylvia		Giselle
1:55-3:10	313	Resume Connections	218	Pathways	Lib.	Elevator Pitch	Alchemy Studio	Yoga – Finding Balance Giselle
		James		Angela		Ainslee	Fitness Room	CrossFit – Lift Your Life Graham

November 6

Take Our Kids to Work Day – Wednesday, November 6, 2024

Take Our Kids to Work™ is an annual national program in which **Grade 9** students are hosted by parents, friends, relatives, and volunteers at workplaces across the country every November. The program supports career development by helping students connect school, the world of work, and their own futures. More than 250,000 students and 75,000 organizations take part every year across Canada, from Nunavut to Newfoundland and Labrador participate in the program.

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

TO: All Trustees

FROM: Roberta Kubik, Superintendent of Schools

DATE: November 5, 2024

INFORMATION/ ACTION: Local Data



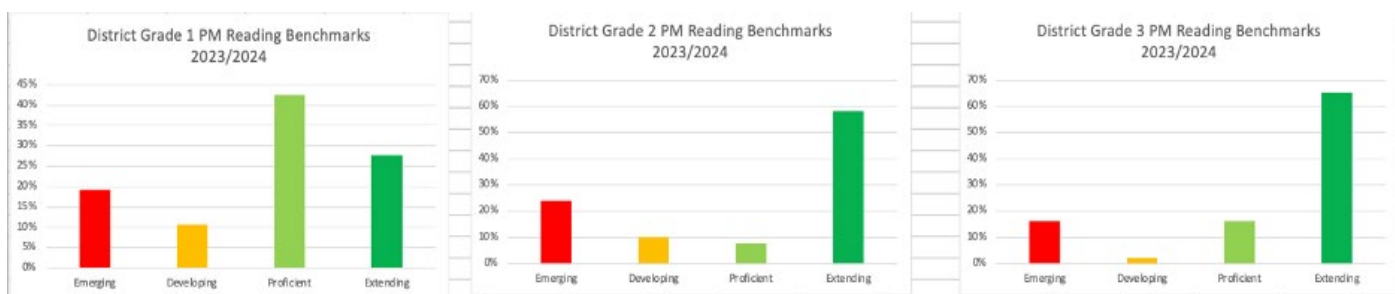
Enhancing Student Learning Report: Local Data

- PM Benchmarks (Grades 1-3)
- Grade 4-7 Nonfiction Reading
- Early Number Sense (K to Grade 3)
- Island Numeracy Assessment

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



1. 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.

2. Inequities in Learning Outcomes:

- **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.

3. Implications for Educational Interventions:

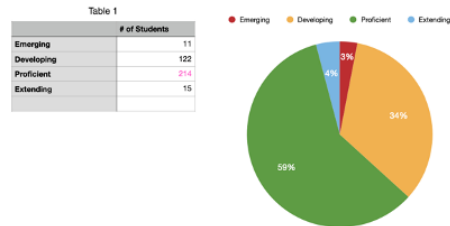
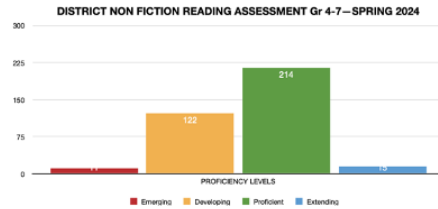
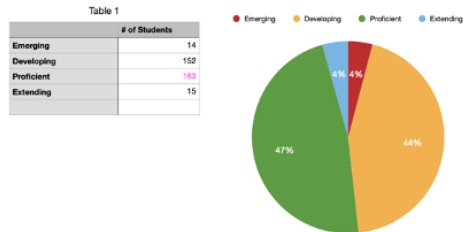
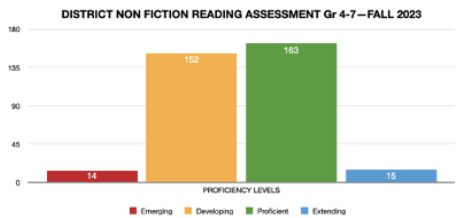
- **Support for Vulnerable Learners:** The data suggests that vulnerable learners—those in the *Emerging* and *Developing* categories—require more focused support. This might include early interventions, differentiated instruction, or additional resources targeted at schools with higher concentrations 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.

5. Potential Stories Told by the Data:

- **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.
- **Challenges of Equity:** The data also tells a more complex story of inequity. While overall district performance improves, some students are lagging, 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. 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** remained constant at 15, suggesting a consistent group of high-achieving students who were already performing well.

2. Implications of the Trends

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 demonstrate 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**.

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.

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) suggest 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.

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

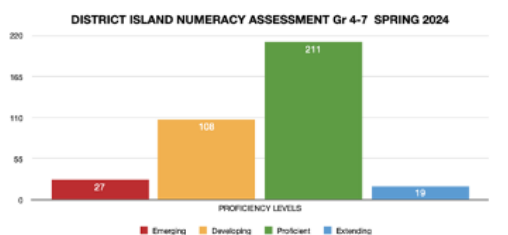


Table 1

	# of Students
Emerging	27
Developing	108
Proficient	211
Extending	19

Emerging Developing Proficient Extending

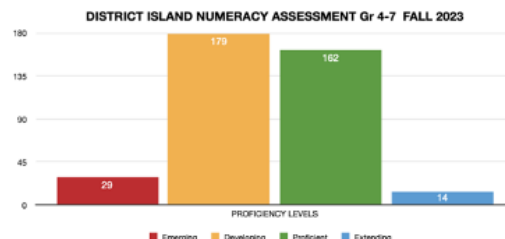
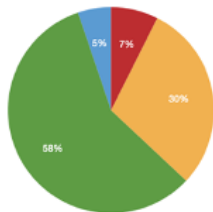
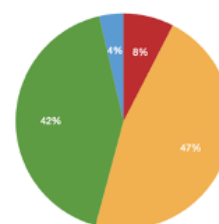


Table 1

	# of Students
Emerging	29
Developing	179
Proficient	162
Extending	14

Emerging Developing Proficient Extending



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**.

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) dropped slightly from 29 (8%) to 27 (7%), indicating some stability in the lower range but a small decrease overall.

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 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.

Inequities in Learning Outcomes:

- **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.

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

TO: All Trustees

FROM: Roberta Kubik, Superintendent of Schools

DATE: November 5, 2024

INFORMATION/ Class Size Average
ACTION:



01919003 Revelstoke Secondary

Kindergarten	0.0
Grades 1-3	0.0
Grades 4-7	0.0
Grades 8-12	14.8

01919015 Arrow Heights Elementary

Kindergarten	18.0
Grades 1-3	19.5
Grades 4-7	23.2
Grades 8-12	0.0

01919016 Begbie View Elementary

Kindergarten	15.8
Grades 1-3	20.0
Grades 4-7	20.9
Grades 8-12	0.0

01919013 Columbia Park Elementary

Kindergarten	13.5
Grades 1-3	18.0
Grades 4-7	22.0
Grades 8-12	0.0

**SCHOOL DISTRICT #19 (REVELSTOKE)
CLASS SIZE AND NON-ENROLLING REPORT
2024/2025**

This report is provided for the information of Trustees, parents and the community.

Class Size Averages

Listed below are the projected class size averages in our district.

Grade Levels	2021/2022	2022/2023	2023/2024	2024/2025
Kindergarten	16	17	17.5	15.7
Grades 1 – 3	20	19	20	19.1
Grades 4 – 7	22	20	19.6	22
Grades 8 - 12	See Department ranges on the next page			

Class Organizations

These elementary organization plans are current to October 30th, 2024.

Arrow Heights Elementary School									
Class	K	1	2	3	4	5	6	7	TOTAL
K	18								18
1		19							19
1/2		12	8						20
2/3			9	11					20
2/3			8	11					19
4					26				26
5						26			26
5/6						12	9		21
6							22		22
7								21	21
Total	18	31	25	22	26	38	31	21	212

Columbia Park Elementary School									
Class	K	1	2	3	4	5	6	7	TOTAL
K	14								14
K	13								13
1		18							18
1/2		11	7						18
2			18						18
2/3			7	11					18
3				17					17
4/5					13	9			22
4/5					13	7			20
5/6						9	14		23
6/7							8	15	23
6/7							8	13	21
Total	27	29	32	28	26	25	30	28	225

Begbie View Elementary School									
Class	K	1	2	3	4	5	6	7	TOTAL
K	17								17
K	15								15
K/1	9	6							15
1		19							19
1/2		4	16						20
2			22						22
3				21					21
3/4				10	10				20
4					21				21
5						22			22
5/6						9	12		21
6							21		21
6/7							9	12	21
7								21	21
Total	41	29	38	31	31	31	42	33	276

Revelstoke Secondary School

Department	Range		
	Sept 2022	Sept 2023	Sept 2024
Languages (French)	20 - 28	14 - 24	13 - 25
Applied Skills	15 - 24	14 - 29	14 - 26
Language Arts	11 - 25	13 - 26	16 - 25
Math	15 - 28	12 - 28	14 - 29
Fine Arts	18 - 30	21 - 29	16 - 35
Social Studies	18 - 29	11 - 29	16 - 27
Science	11 - 25	11 - 25	12 - 26
Physical Education	16 - 28	16 - 28	18 - 28

Revelstoke Secondary School Course Enrolment	
54	Courses with 1 – 20 students
71	Courses with 21 – 24 students
42	Courses with 25 – 29 students
5	Courses with over 29 students
172	Total number of courses

**Upcoming Trustee Dates
November 2024 to January 2025**

November 7th, 2024 – Fall Symposium BCPSEA

November 11th, 2024 – Remembrance Day: Who is laying the wreath?

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

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

November 21st to 23rd, 2024 – BCSTA Trustee Academy

November 26th, 2024 – Board Meeting & School Learning Plan Presentations

December 17th, 2024 – Board Meeting

December 12th to 13th, 2024 – FNEESC

December 23rd, 2024, to January 5th, 2025

January 21st, 2025 – Board Meeting

January 30th – 31st, 2025 – BCPSEA Annual General Meeting

January 30th to February 4th, 2025 – Ono Cho Visits

Revelstoke Board of Education

Policy Manual

2.1 Procedural Bylaw

A BYLAW TO ESTABLISH REVISED PROCEDURES TO BE FOLLOWED IN CALLING AND CONDUCTING MEETINGS, ESTABLISHING COMMITTEES, AND ADOPTING BYLAWS.

WHEREAS the School Act authorizes the Revelstoke Board of Education to make by-laws relative to the organization of meetings of the Board;

NOW, THEREFORE, the Revelstoke Board of Education enacts as follows:

1. INAUGURAL MEETINGS

- 1.1 The Board shall meet within 30 days from the date that the new Board begins its term of office.
- 1.2 The Chair of the inaugural meeting shall be the Secretary-Treasurer until such time as the Board Chair has been elected.
- 1.3 The Swearing of Oaths and the taking of Declarations shall be done by the Secretary-Treasurer.
- 1.4 The interim Chair shall announce results of Trustee elections and confirm that new Trustees have completed the Declaration as required by the School Act, following which the Board Chair shall be elected.
- 1.5 The interim Chair shall call for nominations, moved and seconded, for Board Chair and conduct a vote by secret ballot in which the person receiving a clear majority shall be elected Board Chair. If no person receives a clear majority, the person receiving the least number of votes shall be dropped from the ballot and further ballots shall be taken until a Board Chair is elected by clear majority.

1.6 Following the election of Board Chair, the order of business shall be:

- a) A motion to destroy the secret ballots;
- b) Election of Vice-Chair;
- c) Appointment of time and place for meetings;
- d) Appointments and Trustees' preferences to serve on Committees or be a representative of the Board;
- e) As soon as possible after the election of the Board Chair, the following shall be determined:
 - i) the date/time for all Committee meetings;
 - ii) the Board's signing authorities.

1.7 The election or rotation of Vice-Chair shall be determined by Board resolution.

2. BOARD MEETINGS

Regular Board Meetings

2.1. Board meetings are scheduled for **Tuesday evening**, every third week, unless so determined by the Board, or in the case where such policy is revised, on such other day or such other hour as the Board may decide at its inaugural meeting. Additional meetings shall be held as the Board may decide.

2.2. The quorum for a regular meeting shall be a majority of Trustees holding office at that time.

2.3 At the appointed time for commencement of a meeting, the presiding officer shall ascertain that a quorum is present before proceeding to the business of the meeting. If a quorum has not been made within one-half hour after the appointed time, the meeting shall stand adjourned until the next regular meeting date or until another meeting shall have been called in accordance with these bylaws.

2.3.1 After a meeting has commenced, if notice is drawn to a lack of quorum, the presiding officer shall ascertain whether there is a lack of quorum and, if so found, adjourn the meeting to a time certain or to the next regular meeting date, at their discretion.

2.4 The order of business at all regular meetings, unless varied by motion, shall be as follows:

- 1) Call to Order and Recognition of Territory.
- 2) Attendance
- 3) Approval of Regular meeting agenda
- 4) Approval of Minutes, including a report of closed items
- 5) Delegations

- 6) Special Reports
- 7) Business Arising
- 8) New Business
 - 8.1) Administration Reports
 - 8.2) Other
 - 8.3) Committee Reports
 - 8.4) Trustee Reports
 - 8.4A Trustee Roundtable
 - 8.5) Correspondence
- 9) Future Agenda Items
- 10) Public Question Period
- 11) Recess
- 12) Resumption of Meeting
- 13) Attendance
- 14) Approval of Closed Meeting Agenda
- 15) Approval of Closed Minutes
- 16) Business Arising
- 17) Personnel
- 18) Contracts and Property
- 19) Liability, Legal Matters, Finance
- 20) Students
- 21) Questions and Answers
- 22) Confirmation of Confidential Items
- 23) Adjournment

- 2.5 An addition to the agenda of any item not listed on the agenda requires that the item be of an emergent nature and requires the consent of a simple majority.

A change to the prescribed order of business may be proposed by any Trustee and shall require the consent of a simple majority, without debate.

Reports to the Board

2.6. Committee Reports

Committee reports shall be made in writing.

- a) The Chair of a Board Committee will review the minutes of the previous Committee meeting(s) and will ask that the report "be received as circulated, or as reviewed". This action has the effect of acknowledging the efforts of a Committee and making the assembly responsible for actions of a Committee. Recall that a Committee is not in a position to exercise the rights, duties, and powers of the Board.

- b) After having received the report, the Chair of the Committee will then put forward the recommendations as determined by the Committee for action as identified in the minutes in the form of Board motions for debate and approval. Each recommendation will be dealt with individually.

2.7. Trustee Reports/Administration Reports

At the discretion of the Board, Trustee and Administration reports may be written or oral in nature. They may or may not contain recommendations for Board consideration.

- a) There will be no motion to accept or receive these reports.
- b) A trustee will move and second a recommendation that is made within the report.

- 2.8 The agenda shall be prepared by the Superintendent under the direction of the Chair and/or Vice-Chair. Limited copies of the agenda will be available for the public.

The proposed agenda shall be available at the Board Office by 4:00 p.m. of the Friday preceding the regular Board meeting.

- 2.9 The Secretary-Treasurer of the Board shall ensure that minutes of the proceedings of all meetings of the Board are maintained in compliance with the School Act.
- 2.10 All meetings shall stand adjourned at three hours after their commencement unless a resolution is passed by a simple majority to extend the hour of adjournment.
- 2.11 All meetings of the Board shall be open to the public and no person shall be excluded, except for improper conduct. If, in the opinion of the Board, the public interest so requires, the Board may order a meeting or part thereof to be closed and may exclude persons other than Trustees or persons other than Trustees and officers.
- 2.12 The presiding officer may expel and exclude from a Board meeting any person whom they consider has been guilty of improper conduct.

Special Board Meetings

- 2.13 A special meeting of the Board may be called by the Chair or, upon written request of a majority of the Trustees, may be called by the Secretary-Treasurer. No business other than that for which the meeting was called shall be conducted at the meeting.
- 2.14 Notice shall be given of a special meeting and an agenda shall be given to each Trustee at least 24 hours in advance of the meeting. Provision of a written notice and the agenda may be waived by a majority vote, provided all reasonable steps have been taken to notify all Trustees of the meeting.

Delegations

- 2.15 Citizens are welcome to address a Board meeting to express community views, make a presentation or seek Board support on a particular matter. Citizens wishing to address the Board may be placed on the agenda by notifying the Secretary-Treasurer in writing at least one week prior to the meeting or by resolution of the Board.
- 2.16 Delegations should file a written brief with the Secretary-Treasurer by noon on the Wednesday prior to the Board meeting.
- 2.17 The Board will recognize an official spokesperson from each delegation. The spokesperson will be permitted 10 minutes to present the main issue to the Board. Trustees may ask questions of the delegation for purposes of clarification or gathering more information. The Board will consider the delegation's request and will communicate its decision as soon as possible.
- 2.18 Once the issue has been considered by the Board or committee, a response may be made, communicated in writing to the delegation and announced at a future Regular Board Meeting.
- 2.19 Decisions on requests made by a delegation are not normally made at the meeting at which the delegation is heard. However, if the Board believes the matter is emergent, it may consider the matter during the new business portion of the meeting.

Public Question Period

- 2.20 At the end of the Regular meeting agenda, a public question period of up to fifteen (15) minutes shall be held. Comments and questions may only deal with items that are on the agenda of that meeting.

Closed Board Meeting

- 2.21 The Board may convene a closed meeting without the public at which matters of a confidential nature shall be discussed. A closed meeting is when individuals are excluded by motion as described in the School Act. The Secretary-Treasurer or designate must be present at the time a decision of the Board is rendered and must record any decision. No one shall disclose to the public the proceedings of a closed meeting unless a resolution has been passed at the closed meeting to allow disclosure.
- 2.22 Minutes of a closed meeting shall be kept in the same manner as a regular meeting, but shall be approved only by the Board in a closed meeting and shall not be filed with the minutes of regular meetings.
- 2.23 Unless otherwise determined by the Board, the following matters shall be considered in a closed meeting:
- a) Salary claims and adjustments and the consideration of requests of employees and Board officers with respect to collective bargaining procedures;
 - b) Accident claims and other matters where Board liability may arise;
 - c) Legal opinions respecting the liability or interest of the Board;
 - d) The conduct, efficiency, discipline, suspension, termination or retirement of employees;
 - e) Medical Examiners or examinations and medical reports;
 - f) Matters pertaining to individual pupils, including the conduct, discipline, suspension or expulsion of pupils, truancy and indigent pupils;
 - g) Staff changes, including appointments, transfers, resignations, promotions and demotions;
 - h) Purchase of real property, including the designation of new sites, consideration of appraisal reports, consideration of accounts claimed by owners, determination of Board offers and expropriation procedures;
 - i) Lease, sale or exchange of real property prior to finalization thereof;
 - j) Such other matters where the Board decides that the public interest so requires.
- 2.24 All other matters shall be considered in public session.

- 2.25 In the event that a decision from the Board is deemed to be immediately required, the matter shall be referred to the Chair by the Trustee(s) or Administrator(s) concerned.

The Chair or designate must then:

- i) inform or ensure that each Trustee is aware of the particulars of the situation as soon as possible;
- ii) indicate that a verbal poll is being taken regarding the Trustees' position on a course of action related to the matter;
- iii) tally the approval or disapproval of the course of action;
- iv) the concept of a quorum and simple majority will be applied;
- v) report back to each Trustee regarding the result of the poll.

It is understood that the results of the poll will be binding and that the Chair will ensure that the decision reached is formalized by motion at the next Board meeting.

3. CHAIR, PRESIDING OFFICER AND MEMBERS OF THE BOARD

- 3.1 The Chair shall preside at all meetings of the Board but may vacate the Chair in order to enter debate or propose or second a motion.
- 3.2 The Vice-Chair shall preside in the absence of the Chair or when the Chair vacates the Chair.
- 3.3 In the event that neither the Chair nor the Vice-Chair is able or willing to take the Chair, the presiding officer shall be such person as the Board may elect for that meeting.
- 3.4 A majority of the Board may elect a new Chair or Vice-Chair at any time.
- 3.5 The presiding officer shall rule on all points of order and shall state their reasons and the authority for ruling when making a ruling. The presiding officer's ruling shall be subject to appeal by the Board. An appeal may only be requested immediately after a ruling and before resumption of business.
- 3.6 The Chair shall vote in accordance with paragraph 7.3.
- 3.7 A statement describing the role of the Chair shall be maintained.
- 3.8 A statement describing a code of conduct for individual Trustees shall be maintained.

4. RULES OF ORDER

- 4.1 Where these rules are silent and where not inconsistent with these rules, Roberts Rules of Order shall apply to the conduct of meetings. Where there is an inconsistency between these rules and the School Act, the School Act shall apply over the rule in question.
- 4.2 A quorum of the Board is a majority of the Trustees holding office at the time of the meeting of the Board. The Board may adopt a procedural rule for one or more meetings by resolution of a majority of two-thirds of the Trustees present at the meeting. A rule other than the requirement for notice of meetings may be suspended by unanimous consent of the Trustees present.
- 4.3 The Rules may be amended by bylaw only, at a meeting of which notice of intention to propose the amendment has been given at the previous meeting.
- 4.4 The presiding officer's ruling on a point of order shall be based on Rules of Order as stated in paragraph 4.1 herein.
- 4.5 An appeal of a ruling of the presiding officer shall be decided without debate by a majority vote of Trustees present. When an appeal is successful, it does not necessarily set a precedent.
- 4.6 All questions shall be decided by a vote on motion.
- 4.7 These rules shall be applicable to all regular, special, and closed meetings of the Board.
- 4.8 A copy of these bylaws would be attached to the Board minutes where it is adopted.

5. MOTIONS

- 5.1 The presiding officer shall allow a sufficient period of time for discussion, before a motion is made, so that the issue is clearly understood. Motions shall be phrased in a clear and concise manner so as to express an opinion or achieve a result. All motions shall be stated in the positive. The preamble does not form part of a resolution when passed.
- 5.2 The presiding officer may divide a motion containing more than one subject if they feel this would produce a fairer or clearer result and the same shall be voted on in the form in which it is divided.

- 5.3 No motion other than to postpone consideration of a question, or a procedural motion, shall be repeated during the calendar year except by the reconsideration process.
- 5.4 All motions must be seconded in order that they may be recognized by the Chair and allow debate to proceed.
- 5.5 All motions are debatable except the following:
- a) Motion for adjournment of debate or for adjournment of a meeting unless such a motion contains a time for recommencement of debate or for a new meeting;
 - b) Motion to fix time for adjournment of a meeting;
 - c) Motion to proceed to the next business;
 - d) Motion to go into Committee-of-the-Whole or closed session.
- 5.6 All motions shall be subject to amendment except the following:
- a) Motion that the question be now put;
 - b) Motion for adjournment of debate or adjournment of a meeting;
 - c) Motion to table unless such a motion contains a date for further consideration of the matter tabled;
 - d) Motion to refer to Committee;
 - e) Motion to proceed to next business.
- 5.7 An amendment to a motion does not require notice. Only one amendment to an amendment shall be allowed and this shall be dealt with before the amendment is decided. Amendments must be strictly relevant to the main motion and not alter in a material way, or be contrary to, the principle embodied in the main motion.

Reconsideration

- 5.8 A motion may be reconsidered only if notice of a request for reconsideration has been given at the previous meeting and if reconsideration is approved by three (3) votes in the affirmative. It must be made by one who voted with the prevailing side.

Postponement

- 5.9 The practice of School District No. 19 (Revelstoke) will be to use postponement for delaying action to a certain time either in the current meeting or to a specific meeting in the future to provide further clarification on a matter. This motion requires a mover and seconder and will be debatable.

Tabling

- 5.10 The practice of School District No. 19 (Revelstoke) will be to use tabling for delaying action beyond this meeting. It has the effect of making a main motion ineligible for a vote if the motion for tabling occurs before the final vote is called for by the Chair on the main motion. This motion requires a mover and seconder and will not be debatable.

6. DEBATE

- 6.1 Debate shall be strictly relevant to the question before the meeting and the presiding officer shall warn speakers who violate this rule.
- 6.2 No Trustee shall speak until recognized by the Chair.
- 6.3 No Trustee shall speak for a period in excess of five minutes at one time. The Chair may caution a Trustee who persists in tedious and repetitious debate and may direct him/her to discontinue if they/them persists.
- 6.4 A matter or privilege (a matter dealing with the rights or interests of the Board as a whole or of a Trustee personally) may be raised at any time and shall be dealt with forthwith before resumption of business.
- 6.5 No Trustee shall interrupt another Trustee who has the floor except to raise a point of order or a point of privilege.
- 6.6 The original mover of the motion shall have the opportunity to close debate.

7. VOTING

- 7.1 All Trustees present at a meeting must vote on each motion with the following exceptions:
- a) A Trustee will abstain from voting in the case where they have a conflict of interest by reason of a direct or indirect pecuniary interest in a vote. If the vote is taking place in an open meeting, the Trustee must declare the general nature of their interest and then refrain from entering the discussion on the question. The Trustee in conflict cannot influence the outcome of the decision in any fashion. If the meeting is not open to the public and a matter is to be dealt with that a Trustee is in conflict with,

they must leave the room. At the next public meeting following this meeting, they will provide disclosure of their action.

- b) A Trustee may abstain from voting on an issue for personal reasons, but it is felt that the reasons should be provided. Should a Trustee abstain from voting, then they must abstain from debate and/or influencing the outcome of the decision. Finally, no vote will be recorded for someone that abstains so it will be recognized that abstaining will support the majority position. A motion will be lost if there is no majority position.

- 7.2 Voting shall be by a show of hands and only the results recorded unless a Trustee requests recording of names. Where names are recorded both positive and negative votes shall be recorded.
- 7.3 The Chair shall vote at the same time as the other members of the Board and, in the case of equality of votes for and against a motion, the question is resolved in the negative and the Chair shall so declare.
- 7.4 All questions shall be decided by a majority of the votes of the Trustees present and voting save as otherwise provided by these bylaws or the School Act.

8. COMMITTEES

- 8.1 The Chair shall discuss their recommendations individually with each Trustee regarding appointments to standing committees and other organizations which require representation from the Board of School Trustees.

These recommendations shall then be presented to the Board for approval at the first meeting following the inaugural meeting.

- 8.2 A list of standing committees and terms of reference for each committee shall be appended to, and shall form part of, the Procedural Bylaw.
- 8.3 During the year, the Chair may appoint representatives to Ad Hoc Committees.
- 8.4 Members of the Board may attend meetings of any of its committees and may take part in any discussion or debate but may not vote unless they are members of the committee.
- 8.5 The rights, powers, duties and liabilities of the Board rest only with the legally constituted Board and not with committees of Trustees or individual Trustees.
- 8.6 Committees will set their own composition, determine their own operating procedures, frequency and time of meetings, agendas and aspects governing its operation and request Board approval of its governance structure.

Committees will include this policy on the first meeting agenda of the year, and record in the minutes the request to the Board for approval.

- 8.7 All committees shall take minutes of its meetings and shall submit these minutes to the Board. The Board shall promptly respond to any requests or recommendations and communicate any decisions reached by the Board to the affected parties.
- 8.8 The deliberations of a committee shall not be complete until its recommendations have been submitted to the Board.

9. BYLAWS AND RESOLUTIONS

- 9.1 All matters shall be dealt with by resolution or bylaw. A bylaw shall have three readings, a policy resolution shall have two readings, and an ordinary resolution shall have only one reading.
- 9.2 The following matters shall only be resolved by bylaw:
- a) Amendments to bylaws;
 - b) The rules of procedure of the Board and rules relative to the organization of meetings of the Board;
 - c) Regulation and control of the use of property owned and administered by the Board;
 - d) Where required by the School Act.
 - e) Exceptions to the bylaws.
- 9.3 Policy resolutions define the beliefs and/or long-term objectives of the Board. Upon final approval, these resolutions become part of the Board's Policy Manual.

Procedure on Bylaws

- 9.4 Every non-financial bylaw will be dealt with in the following fashion:
- a) Notice of motion (or first reading) will be given at one Board meeting and will not be debatable;
 - b) Second and third (final) reading will be completed at the next Board meeting following the one where the notice is given. At this meeting, the proposed bylaw or bylaw change is fully debatable.

Financial bylaws may be given first, second and third (final) reading in one motion of adoption provided a written copy is available and all the members of the board present at the meeting unanimously agree to give the bylaw all three readings at that meeting.

9.5 The Procedural Bylaw shall be reviewed at least every three years.

Date of First Reading March 13th, 2024
Date of Second Reading April 24th, 2024
Date of Third Reading April 24th, 2024
Date of Adoption April 24th, 2024

(Corporate Seal)

Chairperson of the Board

Secretary Treasurer

APPENDIX “A”

FINANCE AND FACILITIES COMMITTEE – TERMS OF REFERENCE

Introduction

The Board recognizes the important trust it has been given with responsibility for public resources and therefore the Finance and Facilities Committee is a standing committee of the Board of Education.

POLICY

Membership

- 1.1 The Committee is a Committee of the Whole of the Board of Education, with one Trustee appointed as Committee Chairperson at the Board’s inaugural or annual meeting.
- 1.2 The Superintendent and Secretary Treasurer are non-voting members.

Scope of Functions

- 2.1 Provide recommendations to the Board related to Budget Governance and Audit.
- 2.2 Function as the Audit Committee.

Budget Governance

- 3.1 The budget document identifies the financial resources appropriated by the Board to provide human and material resources to meet the district’s educational and operational objectives. The Board provides appropriate flexibility in budget management to enable administration to make the most effective use of fiscal resources within the approved budget.

The Superintendent is responsible for the overall management of the educational and operational programs that are supported by the annual budget. The Secretary Treasurer is responsible for the financial reports and for the financial management of the budget.

3.2 The Committee shall:

- 3.2.1 Provide oversight in the budget development process and recommend the annual budget to the Board.
- 3.2.2 Monitor the use of accumulated surpluses.
- 3.2.3 Provide oversight related to budget performance, including reviewing interim budget reports provided by management.
- 3.2.4 Recommend the report on bills paid to the Board.
- 3.2.5 Provide oversight related to capital project identification and implementation, including reviewing project status reports provided by management.

Audit

4.1. The objective of the audit function is to ensure that the district's internal controls and financial reporting support the overall achievement of district goals.

4.2 The Committee shall:

- 4.1.1 Provide oversight to the audit process stipulated in Board *Policy 4.2 Accounting, Reporting and Audit*.
- 4.1.2 Provide oversight related to risk management and internal controls.
- 4.1.3 Recommend the annual Audited Financial Statements to the Board.

Meetings

5.1 Meetings shall be held on a minimum quarterly basis.



School District 19
(Revelstoke)

School District 19 (Revelstoke)
Minutes of the Education Advisory Committee Meeting
Held on Tuesday, September 24th, 2024
at the School Board Office

PRESENT:	Sasha-Emily Walsh, Chair Wendy Rota, Trustee Quinn Castillo, Parent Representative Melonie Jensen, Parent Representative Vanessa Morrow, Parent Representative Jodi Wallach, District Principal of Indigenous Education & K-12 Wellbeing
ABSENT:	Roberta Kubik, Superintendent of Schools Jason Stevens, RTA President Celes Lucius, CUPE President Mandy McQuarrie, Parent Representative Autum Baechler, Student Representative Jodi Castillo, Parent Representative Helen Kondos, Parent Representative Hazel Peet, Student Representative Maya Howe-Short, Student Representative Greg Kenyon, Principal RSS

1. CALL TO ORDER

Meeting called to order at 3:30 pm.

2. ACKNOWLEDGEMENT

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

3. ADDITIONS TO THE AGENDA - Nil

4. ADOPTION OF THE AGENDA

The agenda was adopted as presented.

5. ADDITIONS TO THE AGENDA - Nil

6. ADOPTION OF THE MINUTES

The minutes dated September 24th, 2024, were adopted as presented.

7. NEW BUSINESS

Strategic Plan Process

The committee members were all a part of the strategic plan process, so committee members are well acquainted with the completed document.

Indigenous Website

J. Wallach reviewed the Indigenous website with committee members, highlighting the programs section of the website which provides information on the programs available in the community, she also highlighted the First Nations Connections section of the website which outlines the connections that the Revelstoke School District has with the *Secwépemc*, *the Ktunxa*, and *the Syilx Okanagan*. The committee discussed the number of self-identified students in the district.

PAC Funds Allocation

The committee spoke to how the allocation of PAC funds can help support presentations in the future.

8. UPCOMING MEETING DATES

Tentative meeting dates for 2024/2025 to be held on the last Tuesday of the month (all at 3:30 pm at the School Board Office):

- October 29th, 2024
- November 26th, 2024
- January 28th, 2025
- February 25th, 2025
- April 29th, 2025
- May 20th, 2025 (school board meeting on May 27th and if held at a school will start at 4:30 so might conflict with an Education Advisory Committee meeting that starts at 3:30 the same day)

9. ADJOURNMENT

The meeting ended at 4:02 pm.



School District 19
(Revelstoke)

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at the School Board Office

PRESENT:	Roberta Kubik, Superintendent Jason Stevens, RTA President Mandy McQuarrie, Parent Representative Quinn Castillo, Parent Representative
ABSENT:	Melonie Jensen, Parent Representative Vanessa Morrow, Parent Representative Celes Lucius, CUPE President Autum Baechler, Student Representative Jodi Castillo, Parent Representative Helen Kondos, Parent Representative Hazel Peet, Student Representative Maya Howe-Short, Student Representative Greg Kenyon, Principal RSS

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3. ADDITIONS TO THE AGENDA - Nil

- a. Purpose of the Committee
- b. Meeting Schedule
- c. Calendar Invites

4. ADOPTION OF THE AGENDA

The agenda was adopted as amended to include items 7d) Purpose of the Committee, 7e) Meeting Schedule and 7f) Calendar Invites.

5. ADOPTION OF THE MINUTES

The minutes dated September 24th, 2024, were adopted as presented.

6. NEW BUSINESS

a. Parent & Caregiver Series

This item was tabled, it will be presented at the November 26th, 2024, meeting for discussion.

b. Provincial Data

This item was tabled, it will be presented at the November 26th, 2024, meeting for discussion.

c. Verbal Update – Restriction of Personal Digital Device Draft Policy

This item was tabled, it will be presented at the November 26th, 2024, meeting for discussion.

d. Purpose of the committee

The committee discussed the purpose of the Education Advisory Committee. This item will be brought forward to the November 26th, 2024, meeting for further discussion.

e. Meeting schedule

The committee discussed the meeting schedule, and it was suggested that the meetings be held every 6-8 weeks (September, November, January, February, April & May). This item will be further discussed at the next meeting on November 26th, 2024.

f. Calendar Invites

Each member will be sent calendar reminders for each meeting date to increase attendance.

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8. ADJOURNMENT

The meeting ended at 4:02 pm.



School District 19
(Revelstoke)

Revelstoke Board of Education Policy Review Committee October 28th, 2024 Minutes

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

Attendance:

Trustee Zimmer, Trustee Allen, RTA President Stevens, Secretary Treasurer Tisdale, Superintendent Kubik, CUPE Representative Jana McNutt,

Regrets:

Principal Representative Ariel McDowell, CUPE Representative Clara Maltby

1. CALL TO ORDER

Meeting called to order at 3:45 p.m.

2. ADDITIONS TO THE AGENDA

3. ADOPTION OF THE MINUTES

Minutes dated September 23rd, 2024, were adopted as presented.

4. STATUS OF POLICIES

a. Status of policies undergoing revision as of October 28th, 2024.

Policy # - Policy Name	Status	Timeline
1.1 Guiding Principles	Review Policy	Fall 2024
Draft Restriction of Personal Digital Devices	Under Review	December 2024
4.1 Fiscal Management Goals	Review Summary	Fall 2024
4.7 Facilities	Review Summary	Fall 2024

5. REVIEW OF POLICIES

a. 1.1 Guiding Principals

The committee will review the guiding principles policy at the November 25th, 2024, meeting.

b. Draft Restriction of Personal Digital Devices & Review of Feedback from Community Consultation meeting on October 22nd, 2024

The committee addressed the Draft Restriction of Personal Digital Devices Policy and reviewed the feedback from the community consultation meeting on October 22nd. Committee members agreed to update some of the terminology in the policy as noted by the community feedback.

The updated draft policy will be presented to the Board of Education at the November 5th, 2024, meeting for review. The Board may then recommend the draft policy be circulated for further feedback.

Next steps can be found below:

- November 5th, 2024 – Board Meeting – request permission from the Board to circulate the policy
- November 25th, 2024 – Policy Meeting – final review of feedback post circulation
- December 17th, 2024 – Board Meeting – adoption of final policy

c. 4.1 Fiscal Management Goals

Committee members will review the Fiscal Management Goals policy at the November 25th, 2024, meeting.

d. 4.7 Facilities

The committee will review the Facilities policy at the November 25th, 2024, meeting.

6. Meeting Dates for 2024/2025 (4th Monday of each month at 3:45 pm) at the School Board Office

- November 25th, 2024
- January 27th, 2025
- February 24th, 2025
- April 28th, 2025
- May 26th, 2025

7. ADJOURNMENT

Meeting adjourned at 5:03 PM.

DRAFT Personal Digital Device Policy (Section 5 Health and Safety)

The Revelstoke Board of Education believes that equitable and safe access to technology is an integral part of our students' education. While acknowledging the important role that technology can play in enhancing learning opportunities, the Revelstoke Board of Education has an obligation to promote optimal learning environments. Restricting the use of students' personal digital devices in schools helps ensure that our schools are environments that support cognitive development, foster healthy social interactions and promote self-regulation while at the same time helping to safeguard the physical, mental and emotional safety of our students.

Personal digital devices will not be used by students on school property between school commencement and end-of-day. Student personal digital devices will not be used in any school space: hallways, bathrooms, lockers, classrooms, indoor and outdoor common areas etc, during the school day, nor during school-sponsored trips and activities. If personal digital devices are brought onto school property, students will keep their personal digital devices turned off or on airplane mode and stored in their lockers and out of sight.

Exceptions:

- Exceptions will be made for students with documented medical conditions that require the use of a personal digital device.
- Students with a documented educational need that outlines the necessity of device use for the student's health and wellbeing, or accessibility may also be given an exception. These accommodations will be reviewed and approved on a case-by-case basis by the School Based Teams.
- Students with approved accommodations are required to adhere to specific guidelines that ensure appropriate use of their devices during school hours.
- This policy applies to school- sponsored trips and activities. A school may make exceptions for specific out of town trips.

Guidelines:

Each school will develop guidelines that define the steps that will be taken to enforce compliance with this policy. Those steps will be clearly communicated to students, staff and the community.

Schools are expected to:

- Establish a tiered approach for addressing non-compliance, such as verbal warnings, parent/guardian notification, and escalating consequences for repeated violations.
- Provide guidelines for staff on how to consistently uphold the policy and handle exceptions (e.g., educational use, medical needs).
- Regularly communicate the expectations and consequences to students, staff, and the broader school community through school signage/visuals, assemblies and meetings, newsletters, and other appropriate channels.
- Review and update policy application procedures annually to ensure alignment with evolving technology and student needs.

School hours should be dedicated to learning, personal growth, and fostering connections among students, peers, and adults. Recognizing the negative impact that misuse or overuse of personal digital devices can have on both education and mental health, the Revelstoke Board of Education is committed to creating a learning environment that offers a break from the pressures and distractions associated with constant access to these devices.

Glossary

Personal Digital Device - Includes but is not limited to cell phones, smart watches, smart glasses, portable gaming devices and tablets/iPad's.

School Day - Regular hours 8:30 am - 2:30 pm for Elementary 8:45 am - 3:10 pm High School and includes out of time table courses and extracurricular activities.

1.What are your thoughts on the proposed personal digital device policy?

2.What aspects of the policy do you think will be the most beneficial or effective?

3.Are there any areas of the policy that you think need improvement or further clarification?

4. Are there any additional suggestions or ideas you'd like us to consider as we finalize this policy?