



**The Board of Education of  
School District No. 19 (Revelstoke)  
Regular Board Meeting  
Tuesday, November 26<sup>th</sup>, 2024  
5:00 p.m.**

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**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.*

**Wendy Rota**

**ATTENDANCE**

Trustees: \_\_\_\_\_

Sr. Admin.: \_\_\_\_\_

Principals/Vice Principals: \_\_\_\_\_

**REGRETS:**

\_\_\_\_\_

**3 APPROVAL OF AGENDA:**

\_\_\_\_\_

**4 APPROVAL OF MINUTES:**

Regular Meeting of November 5<sup>th</sup>, 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 to the Board
- B) Superintendent's Strategic Plan Report to the Board
- C) Superintendents Memo to the Board – Middle Years Development Instrument (MDI) & Youth Development Instrument (YDI)

8.1.2 **SECRETARY TREASURER TISDALE**

A) Verbal Update on the School Cash System

8.2 **OTHER**

A) 2.1 Procedural Bylaw Update – Second and Third Reading

B) School Learning Plan Presentations

- AHE
- BVE
- CPE
- RSS

8.3 **COMMITTEE REPORTS**

A) DPAC Minutes of November 6th, 2024

8.4 **TRUSTEE REPORTS**

A) British Columbia School Trustees' Association Trustee Academy

B) 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 November 5, 2024 Minutes

### **1) CALL TO ORDER**

Trustee Chell called the meeting to order at 6:00 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.*

SASHA WALSH

*At a conference in the spring, there was a presentation on the Sinixt and how they care for the land. The Sinixt use practices for the growth and sustainable practices for wild asparagus. The presenter taught about the medical examples such as lichen (also known as black moss) which can be used for cooking and certain medicines, it can be mixed with grease to be used as a slave to prevent infection. Trustees also acknowledged the passing of Murray Sinclair, Anishinaabe senator and renowned Manitoba lawyer who led the Truth and Reconciliation Commission.*

### **2) 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

### **3) APPROVAL OF AGENDA**

24: R-81 Allen/Rota

"THAT the agenda be approved with the addition of Items 8.1.1 D Core Boards Variety Grant Funds.

CARRIED

### **4) APPROVAL OF MINUTES**

24: R-82 Allen/Rota

"THAT the minutes of the Regular Board meeting of October 16<sup>th</sup>, 2024, be approved as presented."

CARRIED

## **5) DELEGATIONS - Nil**

## **6) SPECIAL REPORTS – Nil**

## **7) BUSINESS ARISING - Nil**

## **8) NEW BUSINESS**

### **8.1) ADMINISTRATION REPORTS**

#### **8.1.1) SUPERINTENDENT KUBIK**

##### **A) Superintendent's Administration Reports: Superintendent Kubik**

Superintendent Kubik presented her Administration Reports highlighting:

- The draft restriction of the personal digital device policy and the community feedback event.
- Her visit to BVE, where she attended a presentation on reciprocity and giving back to the land.
- The Strategic Plan report and emphasized the connection to community and real-world learning.
- Grade 9 students' participation in a career day with RMR and later reflected on their core competencies. Grade 10 and 11 students also took part in similar career events.
- Reviewed the introduction to Provincial Learning Pathways, which had not been officially introduced yet, and the leadership team spent time familiarizing themselves with the document to understand its intended function.

The Superintendent's Administration Reports were received as information.

##### **B) Enhancing Student Learning Report: Local Data**

Superintendent Kubik presented the Enhancing Student Learning Local Data, which highlighted the strengths and stretches and pathways forward for student success. Staff closely examined the data to verify the need for implementation of enhancement programs aimed at improving student outcomes.

##### **C) Class Size Average**

Superintendent Kubik presented the class size average memo to the board, which was received as information. Class size averages for 2024/2025 are outstanding, and the teachers appreciated the smaller class sizes, as well as knowing that the board supported the continued smaller class sizes each year. Combined classes were recognized as very beneficial for both grades. Superintendent Kubik was asked to include information about the benefits of combined classes in an upcoming Superintendents newsletter for parents.

##### **D) Variety Grant Application - Core Boards for Begbie View Elementary Funding**

BVE & AHE are applying for the Variety grant for inclusive communication boards to be installed at each school's playgrounds. These boards promote inclusivity and supports students with special educational needs.

24: R-83 Rota/Chell Variety Grant Application – Core Boards for Begbie View Elementary Funding

THAT the Revelstoke Board of Education approve funding in the amount of \$3000.00 for the Core Boards for the Begbie View Elementary Playground and \$3000.00 for Arrow Heights Elementary School.

CARRIED

**8.1.2) SECRETARY TREASURER TISDALE - Nil**

**8.2) OTHER**

A) Policy 2.1 Procedural Bylaw

The policy was amended to update the date of the Board meetings from Wednesday evening every third week to Tuesday evening, every third week.

24: R-85 Zimmer/Rota

"THAT the Board of Education give first reading to the attached revised Policy 2.1 Procedural Bylaw in accordance with section 9.4 of the current Policy 2.1."

CARRIED

**8.3) COMMITTEE REPORTS**

A) Education Advisory Committee Minutes of September 24<sup>th</sup>, 2024

Trustee Walsh presented the minutes noting that it was a smaller meeting.

24: R-86 Walsh/Rota

"THAT the minutes of the Education Advisory Committee meeting of September 24<sup>th</sup>, 2024, be received as presented."

CARRIED

B) Education Advisory Committee Minutes of October 29<sup>th</sup>, 2024

Trustee Walsh presented the minutes noting that it was a smaller meeting.

24: R-87 Walsh/Rota

"THAT the minutes of the Education Advisory Committee meeting of October 29<sup>th</sup>, 2024, be received as presented."

CARRIED

C) Policy Review Committee Minutes of October 28<sup>th</sup>, 2024

Trustee Zimmer presented the minutes noting that the Draft Restriction of Personal Digital Device Policy was the only policy discussed at the meeting. The committee reviewed the feedback from the community consultation and the survey of staff. Another consultation will take place with RSS. The next policy meeting will take place at the November 25<sup>th</sup> to review all feedback. Roberta will complete a letter to RSS students and staff requesting additional feedback, due back on November 22<sup>nd</sup>, 2024. The board was in consensus that the policy be circulated for feedback.

24: R-88 Zimmer/Rota

“THAT the minutes of the Policy Review Committee meeting of October 28<sup>th</sup>, 2024, be received as amended to include 2 membership changes to note that Principal McDowell was present, and Secretary Treasurer Tisdale was not.”

CARRIED

**8.4) TRUSTEE REPORTS**

A) British Columbia School Trustees' Association Provincial Council Meeting of October 25<sup>th</sup> – 26<sup>th</sup>, 2024

Provincial Council meeting was very good, lots of great discussion. BCSTA is planning to form a group.

B) British Columbia School Trustee Association Climate Action Working Group

The University of Windsor did a scan of all 60 district to review publicly available documentation on Climate Action. The University of Windsor are requesting information on what our district is doing or has done for our environmental scan.

C) Student Trustee Representative at AGM

Each district is invited to have a student trustee and bring that student representative to the AGM.

D) Trustee Roundtable

Discussion regarding forming an Equity Committee took place, the item was referred to staff. It was noted that trustees should regularly attend Branch committee meetings so that District 19 has representation at Policy, Education, and Indigenous Council meetings. Once the spring BCSTA branch meeting schedule is received the Board can decide which trustee should attend specific committees. Trustees will attend meetings where possible, not all meetings are held virtually.

**8.5) CORRESPONDENCE – Nil**

**9) FUTURE AGENDA ITEMS - Nil**

## **10) PUBLIC QUESTION PERIOD**

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

RTA President Stevens, noted his appreciation that the Board and Superintendent, Secretary Treasurer and the Secretarial staff are very professional and makes it much easier to do a productive job and it is vastly appreciated, and noted that the class sizes are a great achievement for the district and one to be very proud of. RTA President Stevens requested information on composition language for the district as composition issues are a concern for his members. Superintendent Kubik advised that this information will be included in the next board meeting as per past practice.

## **11) ADJOURNMENT**

The meeting adjourned at 7:01 p.m. on the motion of Trustee Rota/Allen.

\_\_\_\_\_  
Chair

\_\_\_\_\_  
Secretary Treasurer

DATED: November 5<sup>th</sup>, 2024

# Superintendent's Report to the Board - November 26, 2024

## Community Partner Engagement

Secretary Treasurer Tisdale and I met with the Director of Parks, Recreation & Culture, Laurie Donato to discuss community projects and gymnasium rental needs.

Attended the Schools and Health Authority Partners Network – Fall Virtual Connection. These virtual meetings, held twice per year, are an opportunity to hear about Interior Health updates and projects, provincial health messaging, as well as learn from other school districts around the Interior region.

Attended the City of Revelstoke Remembrance Day Ceremony

## SD 19 District Meetings

Held regular meetings with:

- CUPE President Celes Lucius and CUPE VP Yvette Pendergast
- RTA President Jason Stevens
- BCTF Health and Wellness consultants
- Weekly meeting with Executive Assistant Fowlie



Met with Principal Kenyon to discuss upcoming programming for the 2025-2026 school year

Attended the Policy Committee meeting.

Attended DPAC meeting. Information appears later in the agenda.

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

Trustee Walsh and I met with the RSS Leadership class and Leadership teacher Trepanier to discuss the Draft policy on Restriction of Digital Devices. Feedback was sent to Policy Committee.

## Framework for Enhancing Student Learning

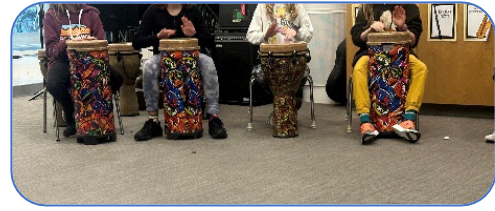
District Principal Wallach and I met with Health Promotion Specialists Alexander Gist and Gail Markin from BC Children's Hospital to assess strengths and areas for growth in Mental Health pathways.

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

Attended the BCSSA Fall Conference 2024: The Stewardship of Identity and Belonging Vancouver, BC



- Authors of the Valley of the Birdtail: An Indian Reserve, A White Town, and the Road to Reconciliation opened the conference as Keynote speakers.
- Dr. Gwendolyn Point spoke on the Intentional Stewardship of Identity
- Andy Hargreaves spoke on The Age of Identity



Attended the BCSTA Trustee Academy 2024 | Vancouver, BC with Secretary Treasurer Tisdale, and Trustees

- Keynote Speaker Shane Safir spoke to Equity and Anti Racism through Street Data
- Session included the following: Street Lights, Changing Culture with Student Voice / Provincial Bargaining/ Inclusion, Empowerment and Justice/ Implementation of recent School Act amendments

Attended the All-Superintendents meeting in Vancouver, BC

- Session included the following: Indigenous Education Councils/ CPR training/ Numeracy

Attended the SEY2KT (Strengthening Early Years to Kindergarten Transition) meeting hosted by Vice Principal Ford.



- SEY2KT is a multi-partner initiative designed to improve early learning experiences and transition processes for BC children and families. It brings together educators from school districts and community settings to design and implement ongoing collaborative actions based on local resources and needs. SEY2KT is grounded in research on transitions from early childhood to primary school and successful transformations to a learning leadership model (OECD 2015) and is aligned with the revised Early Learning Framework (BC 2019)

Weekly meetings with District Principal Wallach, VP Ford and VP Fransoo to review the learning agenda

## School Visits

Engaged in various school activities, including:

- Visiting CPE to spend the afternoon in the Sensory Room and Kindergarten classes
- Attended the RSS Leadership Class
- Lunch and Recess visits to BVE
- Attended with District Principal Wallach the BVE *Rhythm by Nature* presentation for Ms. Langlois class
- Attended the AHE *Rhythm by Nature* presentation for Ms. Johnson class
- RSS visits 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, Secwepemc, Ktunaxa, and Sylix Okanagan who have been stewards of this land since time immemorial.

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

**Living the journey of Truth and Reconciliation**



## Indigenous Education Program – November Program Activity Overview

In November, students and staff have the opportunity to explore the history and heritage of the Sinixt people on this land. The program begins with an Art Alleries tour, showcasing the work of Ric Gendron and highlighting key Sinixt ancestors depicted in his painting *Coming Home*. Following this, participants will visit the Revelstoke Museum & Archives for a guided tour of the Sinixt-focused exhibit, *Sinixt: People of the Place of the Bull Trout*.

This initiative marks the first use of our new **Indigenous Education Website** for accessing activity resources and managing program bookings. Staff members can reserve spots for their classes through a link on the Indigenous Education Website.

The following relevant resources can also be found on a link on the Indigenous Education Website.

- **Programming Calendar:** Lists available activity dates and times.
- **Support Resources:** Online materials directly linked to this activity.
- **Booking Form:** Ensure you are logged into the Staff Portal to access the Booking Request Form.

<https://ied.sd19.bc.ca/programs/sinixt-homeland/>

This is an exciting opportunity to deepen our understanding of Indigenous histories and cultures while engaging with meaningful learning experiences. This programming reflects the belief of the Revelstoke Board of Education in Living the Journey of Truth and Reconciliation.



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

December 2<sup>nd</sup>, 2024 – Finance & Facilities Meeting (at noon at the Board Office)

December 12<sup>th</sup> to 13<sup>th</sup>, 2024 – FNEESC

December 16<sup>th</sup>, 2024 – CP Holiday Train

December 17<sup>th</sup>, 2024 – Board Meeting

December 17<sup>th</sup>, 2024 – BVE Christmas Concert

December 18<sup>th</sup>, 2024 – CPE Christmas Concert

December 19<sup>th</sup>, 2024 – AHE Christmas Concert

December 23<sup>rd</sup>, 2024, to January 5<sup>th</sup>, 2025 – Winter Break

January 6<sup>th</sup>, 2025 – Deadline to Register for the BCSTA Thompson Okanagan Branch Meeting (Email Amanda Prior)

January 21<sup>st</sup>, 2025 – Board Meeting

January 27<sup>th</sup>, 2025 – Policy Committee Meeting

January 28<sup>th</sup>, 2025 – Education Advisory Committee

January 30<sup>th</sup> – 31<sup>st</sup>, 2025 – BCPSEA Annual General Meeting

January 30<sup>th</sup> to February 4<sup>th</sup>, 2025 – Ono Cho Visits

# THE REVELSTOKE BOARD OF EDUCATION SCHOOL DISTRICT NO. 19

TO: All Trustees

FROM: Roberta Kubik, Superintendent of Schools

DATE: November 26, 2024

INFORMATION/ ACTION: MDI and YDI

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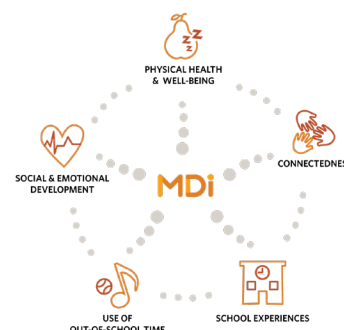


## Enhancing Student Learning Report: MDI (Middle Years Development Instrument) & YDI (Youth Development Instrument)

### MDI | Middle Years Development Instrument | Grade 5 & Grade 8

Gaining a deeper understanding of children's social and emotional health, well-being, and assets during middle childhood - from their own perspective.

Middle childhood and early adolescence – ages 6 to 13 – is an important phase of life that includes physical, emotional and cognitive changes as well as shifts in peer and adult relationships. It is a window of opportunity in which positive development can be supported to set the stage for successful development in adolescence and adulthood. Learning from children directly— in their own voices—provides actionable data to support the design and implementation of programs, practices and policies that promote children's social and emotional health and well-being. Middle Years Development Instrument (MDI) data are used by school systems and broader community partners, along with families and the children themselves, to work collectively toward positive change during this important transitional time in children's lives.



### YDI | Youth Development Instrument | Grade 11

#### SUPPORTING ADOLESCENTS

The YDI is administered annually in schools across BC. Since piloting in 2020, over 50,000 youth in BC have participated in the YDI to date.

Data collected from the YDI offer insight into the health and wellbeing of young people through the survey's strengths-based approach and emphasis on developmental assets such as positive childhood experiences and positive mental health. These assets, also known as 'cross-cutting domains', span the YDI's five dimensions: Social and Emotional Development, Social Well-being, Learning Environment and Engagement, Physical and Mental Well-being, and Navigating the World.

## Overview of Data

### Strengths:

Strong Connections with Adults at Home - Across all grades, students reported a high level of connection with adults at home, well above the provincial average. This is a positive foundation for emotional and social well-being.

Grade 11 Improvements - Grade 11 students showed notable improvements in both peer and school belonging compared to prior years, with school belonging exceeding the provincial average.

High Peer Connection in Grade 5 - Grade 5 students reported a strong sense of connection with peers, significantly exceeding the provincial average, which reflects a supportive and inclusive peer environment.

### Stretches:

Grade 8 School Belonging - Grade 8 students reported a sense of school belonging below the provincial average.

Pathway forward - Implement programs targeting transitional support between elementary and high school (e.g., mentorship programs pairing older students with Grade 8 students, or enhanced advisory groups to foster belonging).

Adult Connections in the Community - While adult connections in the community are strong overall, the percentage of students reporting a "high" level of connection is lower than other categories.

Pathway Forward - Engage community partners to create opportunities for students to interact with positive adult role models (e.g., extracurricular clubs, community service projects, or career talks).

Access to Disaggregated Data - The inability to access disaggregated data prevents targeted support for Indigenous students and other specific groups.

Pathway Forward - We know with the YDI and MDI, the design does not automatically disaggregate like the FSA and Grad Assessments. A local Band must request this information. For now, consider implementing general equity-focused strategies to ensure marginalized students feel connected and supported.

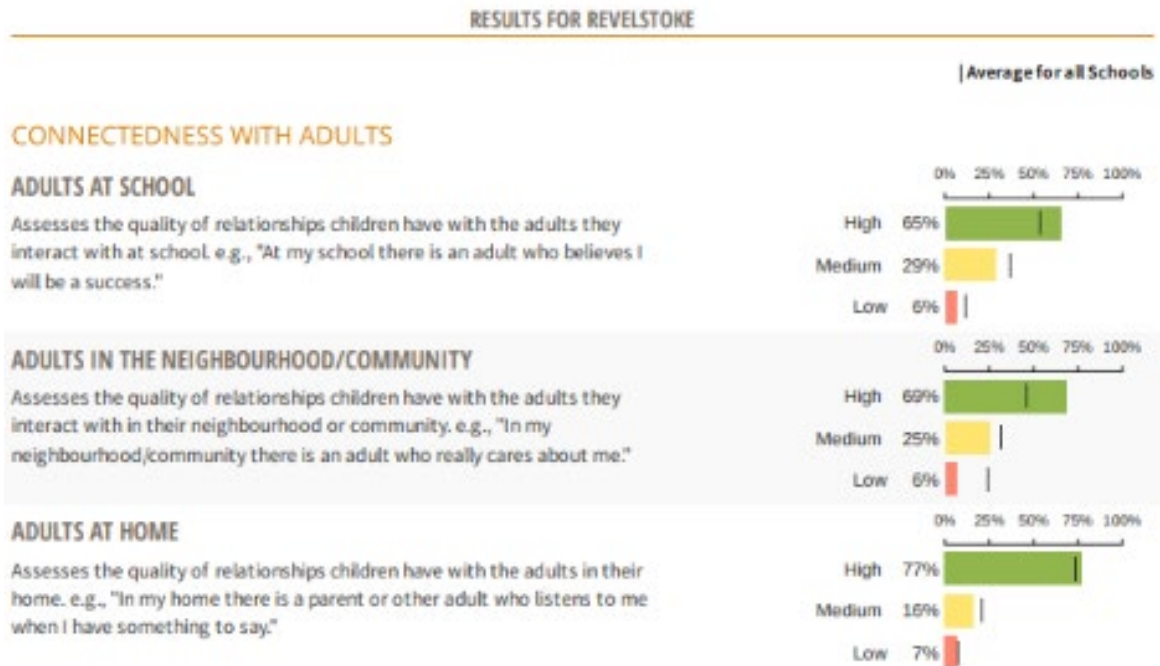
Pathway forward for Enhancing Data Use: Longitudinal Tracking - Use the data trends over multiple years to identify systemic issues and successes. Student Voice - Regularly consult with students in focus groups to gather qualitative insights behind the survey numbers.

Professional Development - Fostering belonging and connection, emphasizing strategies proven effective in similar contexts.

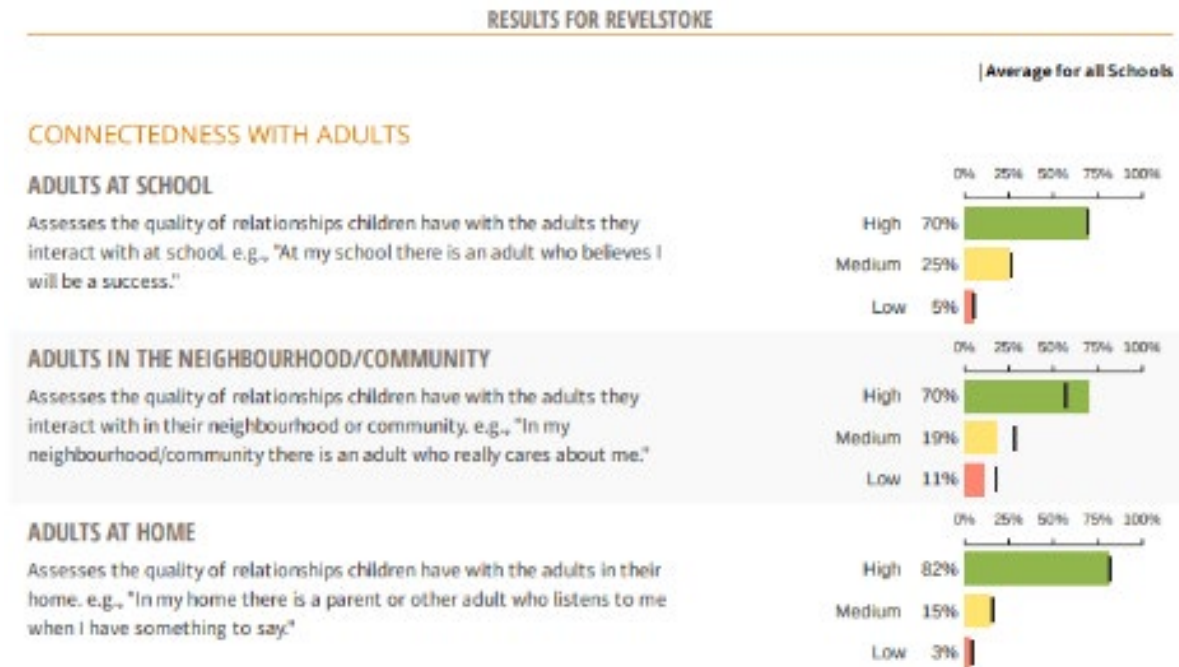
## DATA

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

#### Connections with Adults – Grade 5



#### Connections with Adults – Grade 8

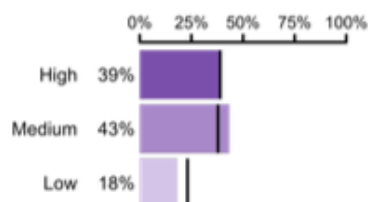


## Connections with Adults – Grade 11

### SUPPORTIVE ADULTS AT SCHOOL<sup>†</sup>

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

e.g., "At my school, there is an adult who really cares about me."

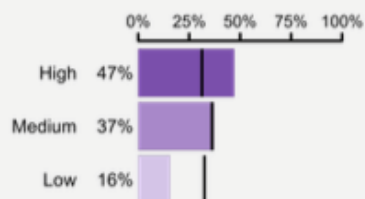


### SUPPORTIVE ADULTS IN THE COMMUNITY<sup>†</sup>

Youth's level of agreement with statements about how supported they feel by the adults in their community.

e.g., "In my neighbourhood/community, there is an adult who really cares about me."

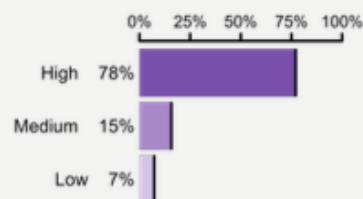
<sup>†</sup>called Supportive Adults in the Neighbourhood on the MDI



### SUPPORTIVE ADULTS AT HOME<sup>†</sup>

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."



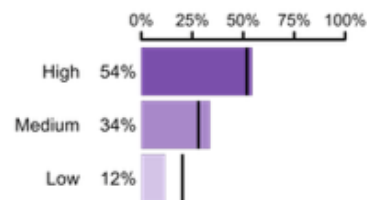
## Connections with Peers – Grade 11

### PEERS

#### PEER BELONGING<sup>†</sup>

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

### SCHOOL BELONGING

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



## Connections with School – Grade 8

### SCHOOL BELONGING

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

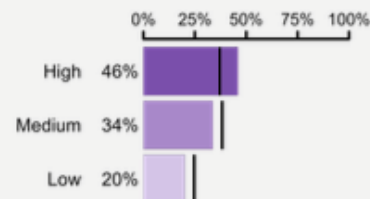


## Connections with School – Grade 11

### SCHOOL BELONGING<sup>†</sup>

Youth's level of agreement with statements about their sense of belonging at school.

e.g., "I feel like I belong in this school."



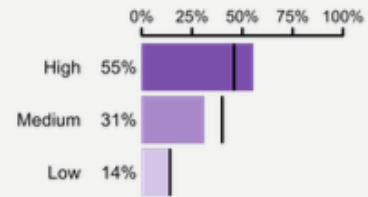


## MENTAL HEALTH IN SCHOOLS

### PERCEPTIONS ABOUT MENTAL HEALTH IN SCHOOLS

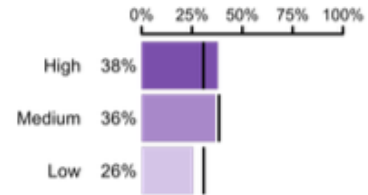
Youth's level of agreement with statements about their school's supportive climate regarding mental health.

e.g., "People at my school talk openly about mental health."



### MENTAL HEALTH LITERACY

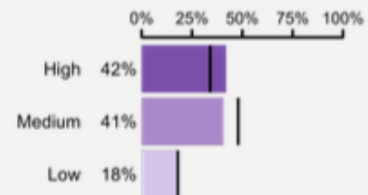
Youth's level of agreement with the statement "I would know how to help a friend who is constantly feeling worried, nervous, or down all the time."



### MENTAL HEALTH ATTITUDES

Youth's level of agreement with statements about their mental health attitudes.

e.g., "I would be happy to develop a close friendship with someone who has a mental health issue."





# *Revelstoke Board of Education*

## **Policy Manual**

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### **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.

## 2.1 Procedural Bylaw cont.

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 13<sup>th</sup>, 2024  
Date of Second Reading April 24<sup>th</sup>, 2024  
Date of Third Reading April 24<sup>th</sup>, 2024  
Date of Adoption April 24<sup>th</sup>, 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.





# ARROW HEIGHTS ELEMENTARY

## School Learning Plan

### 2024-2025



1

Literacy



2

Numeracy



3

Social/Emotional





# Our School Learning Story:

At AHE we place our students at the center and lead with our beliefs that learning is holistic, reflexive and experiential. Central to our school culture are the First People's Principles of Learning. Through quality learning opportunities, our intention is to instill a focus on connectedness to the environment and each other, developing reciprocal relationships with the land and people, while developing a sense of gratitude for our place.

Our goals for the 2024-2025 school year will focus on the following areas:

Literacy: We will nurture a love for literacy while employing a data informed approach to maintain strong outcomes.

Numeracy: We will build a thriving mathematical community of learners who can: Think, Communicate, Problem Solve

Social/Emotional: We will foster a sense of belonging and social awareness in our school community. "A place to feel safe. A safe place to feel" ~ Hannah Beach

AHE has 210 students in 10 divisions from K-7. Guided by our code of conduct, AHE students take comfort in the clear repetition and acknowledgement of our CARES expectations. AHE values the nurturing of individuals who are COOPERATIVE, ACHIEVE their best, RESPECT one another and the environment, have ENTHUSIASM for all that is offered and maintain a SAFE environment.

The AHE school community has come together to support learning for teachers, parents and students on the effects of screen time and social media on our students. We are noticing a decreased attachment to school and trusted adults, as well as a decrease in integral decision making. An interest in using the First People's Principles to guide our approaches and practices this year has helped us to deepen connection and critical thinking across the curriculum.





ARROW HEIGHTS  
ELEMENTARY

Cooperation Achievement Respect Enthusiasm Safety

## MISSION STATEMENT

IN A SAFE, CARING,  
AND SUPPORTIVE  
ENVIRONMENT,  
THE ARROW HEIGHTS  
ELEMENTARY  
SCHOOL COMMUNITY  
ENCOURAGES ALL  
STUDENTS TO  
STRIVE FOR  
PERSONAL SUCCESS  
IN THE PROGRESSION  
OF THEIR SOCIAL  
RESPONSIBILITY,  
INTELLECTUAL  
DEVELOPMENT,  
AND EMOTIONAL  
GROWTH  
FOR  
LIFE-LONG  
LEARNING.



## Scanning:

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

- Students continue to thrive with consistent expectations at AHE. Students are aware of and regularly follow expectations and take comfort in a constant rhythm of daily school life.
- Students are learning to manage emotions, although we still see worries and anxieties coming through.
- Students have strong literacy skills. We plan to maintain these gains with a data informed approach to teaching to the needs of our students while maintaining the love for literacy we see in our students.
- Our Numeracy outcomes continue to be strong. Staff and students will continue to work on changing our mindsets towards numeracy to build a thriving mathematical community.
- Core Competencies are noticed, named, nurtured. Students are able to tell us what competencies they are developing and we continue to promote self reflection and independent thinking using Circles of Learning.
- We have made progress in the management of social media and the development of digital citizenship with parent/caregiver education and consistent expectations. We will continue to teach students and families to think critically about managing social media and screen time with their elementary aged children.
- While Indigenous educational opportunities are offered frequently, we are challenged with bringing meaningful Truth and Reconciliation into our school community, including working on authentic acknowledgement and connection to place.
- Our students crave connection. Many of our Grade 6 and 7 students seem to be declining in their connection to school and we are challenged with keeping them motivated and connected to this place as they near their transition to RSS. Creating healthy connections to ourselves, each other and our environment is a focus this year as we continue to weave the Indigenous People's Principles into our school culture.
- Our students love spending time in nature and we have a focus on the importance of play and exploration in nature in outdoor classrooms, field study, loose parts play and mud kitchen. Teachers are experimenting with literacy and numeracy techniques in the outdoors.

## Question:

Will a focus on belonging, inclusion and social awareness, while integrating the First People's Principles and new professional learning surrounding the importance of play support the building of a Healthy, Thriving, School Community?

## Professional Learning:

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

**NUMERACY:** Kendra Jacobs, Cathy Fosnot, Jen Carter, Janice Novakowski, Susan Leslie

**LITERACY:** Adrienne Gear, Shifting the Balance

**ASSESSMENT:** SD 19 CSL Document, District -Wide Assessments, Street Data

**SOCIAL/EMOTIONAL:** Parent/Caregiver Series, Hannah Beach, Zones of Regulation, Wild Schools, Learning in the Primary Years.

**INDIGENOUS EDUCATION:** Wild Schools, Indigenous Programming, Jade Berrill (Land Acknowledgement).

## Checking:

Have we made a difference? How do we know?

**READING:** PM Benchmarks, Whole Class Reading Assessments, FSA, Heggerty, Kilpatrick

**NUMERACY:** K-3 Numeracy Assessment, Vancouver Island Numeracy, FSA

**WRITING:** School-Wide Write using BC Performance Standards, FSA

**SOCIAL/EMOTIONAL:** MDI,EDI, Student Learning Surveys (gr. 4 & 7), Street Data



# LITERACY

WE WILL  
NURTURE A  
LOVE FOR  
LITERACY  
WHILE  
EMPLOYING A  
DATA-  
INFORMED  
APPROACH TO  
MAINTAIN  
STRONG  
OUTCOMES.





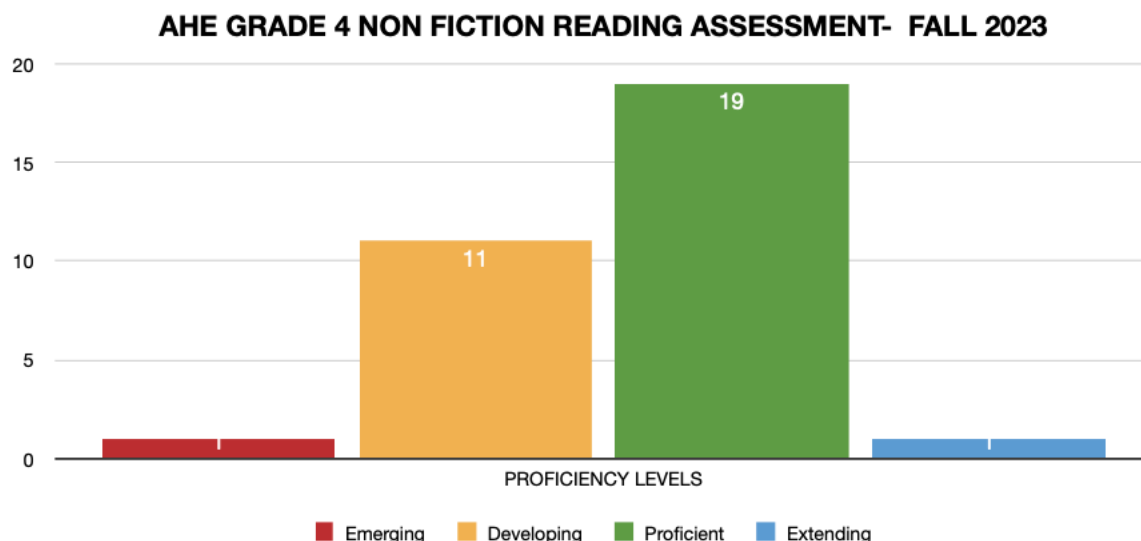
## Goal 1: Literacy

### Taking Action:

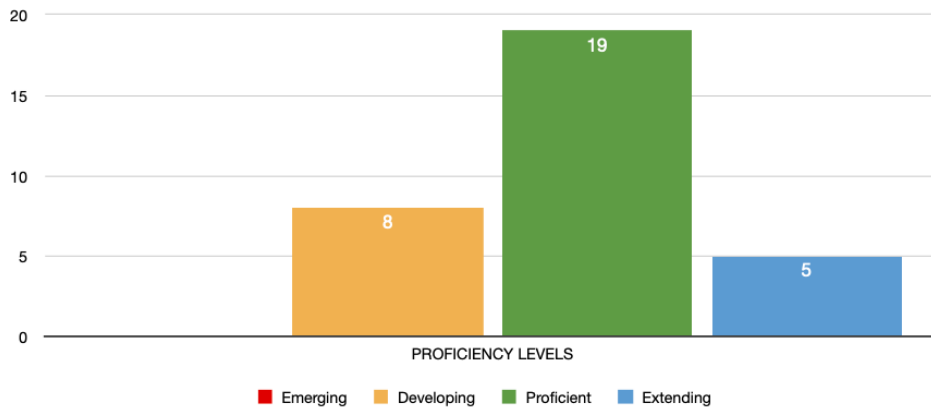
Describe the actions that we propose to take related to our goals. What will we do more of, less of, or do differently to improve student learning?

- Our students have strong literacy outcomes, we would like to maintain and stretch these outcomes with an increased focus on connecting, inferring and responding.
- Provide support for adoption of district wide assessments; use assessment data to inform our teaching.
- Monthly collaboration time for teachers to share best practice and develop continuums of skills across the grades.
- Extra-curricular activities, and programming that supports a love for reading: Battle of the Books, BOB Fest, Reading Meets Running Challenge, Library Contests, Dress as Your Favorite Book Character Day, book fairs, easy access to the Library, Young Authors Club,

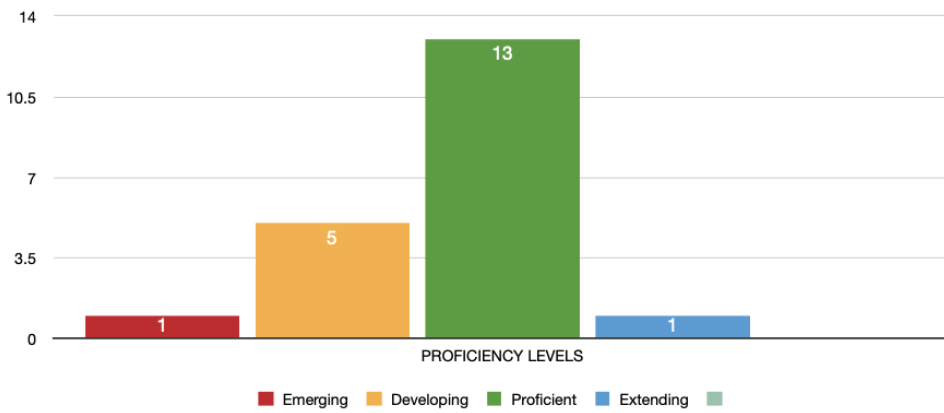
### Data Story:



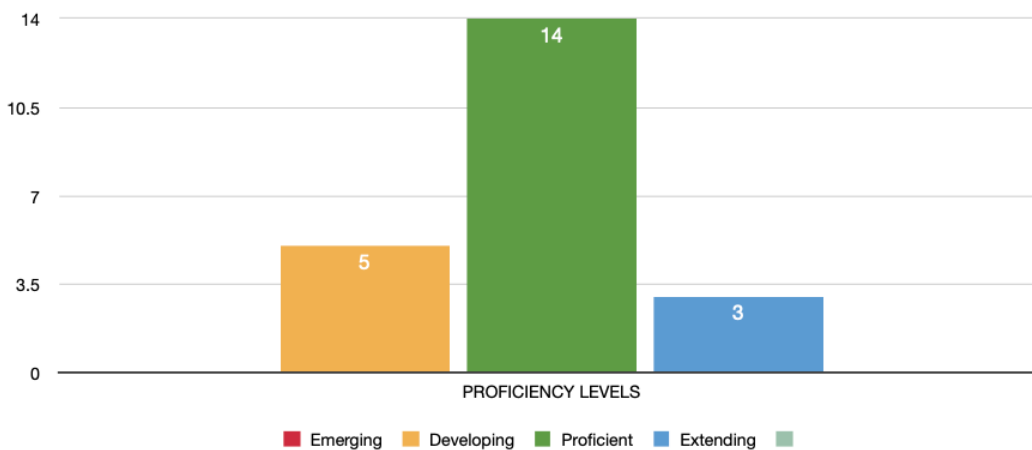
**AHE GRADE 5 NON FICTION READING ASSESSMENT- FALL 2023**

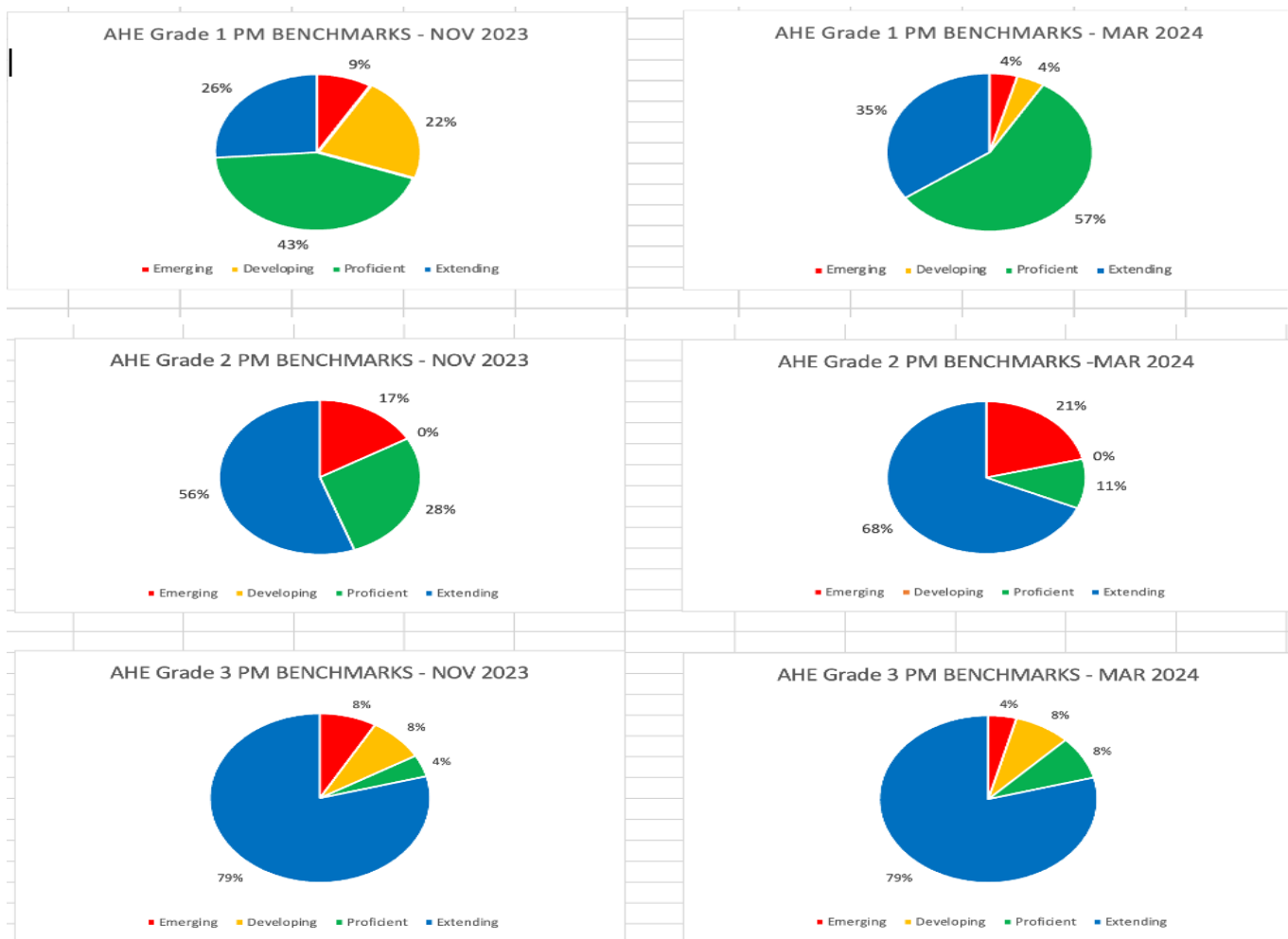


**AHE GRADE 6 NON FICTION READING ASSESSMENT- FALL 2023**



**AHE GRADE 7 NON FICTION READING ASSESSMENT- FALL 2023**





## Literacy:

Our data tells a story of continued success in literacy results across the grades with 80-90% of our students proficient or extending on district assessments, and 90% on track in the FSA. Primary classrooms offer a balanced program including whole class instruction of phonological awareness and targetted one on one instruction to those at risk.

This year there is a continued focus in both primary and intermediate grades on building on students' ability to respond to both fiction and non fiction text with details and personal connection.

School wide resources include Heggerty, Kilpatrick, Adrienne Gear Writing Power and Daily 5/Café.



# NUMERACY

WE WILL BUILD A  
THRIVING  
MATHEMATICAL  
COMMUNITY  
OF LEARNERS  
WHO CAN:

- THINK
- COMMUNICATE
- PROBLEM SOLVE





## Goal 2: Numeracy

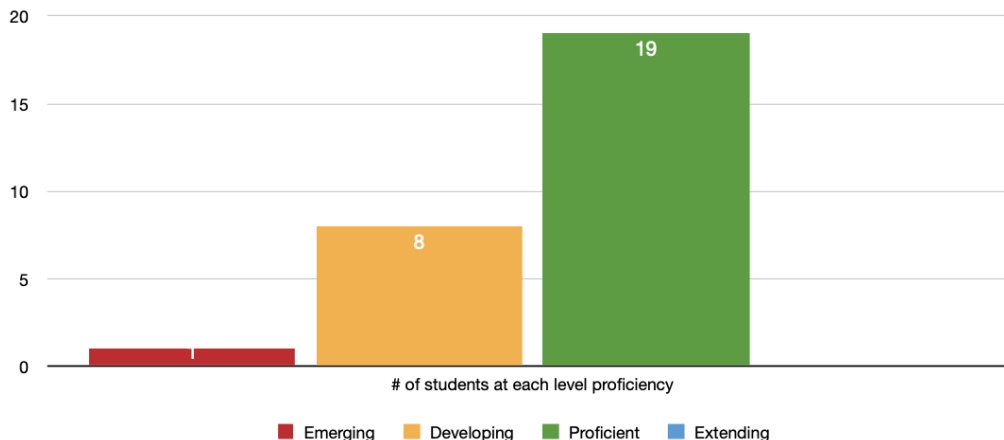
### Taking Action:

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

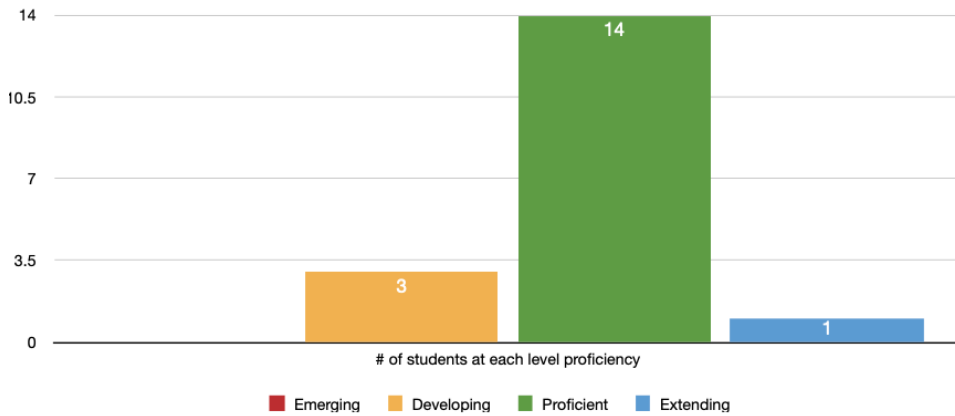
- Our students have strong numeracy outcomes but would benefit from building flexibility and fluency in using their knowledge to solve problems.
- Continued study by staff to work on changing our mindsets towards mathematics.
- Provide support for adoption of district wide assessments; use assessment data to inform our teaching.
- Numeracy highlights in assemblies, newsletters and staff meetings, sharing instructional routines.
- Adding to our numeracy materials to support exploration and hands on activities and new instructional routines.
- Equal time for Literacy and Numeracy across the grades.

### Data Story:

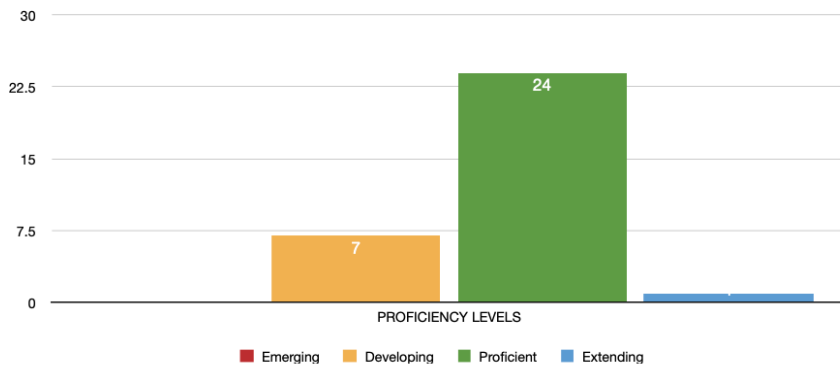
AHE GRADE K EARLY NUMBER SENSE ASSESSMENT- FALL 2023



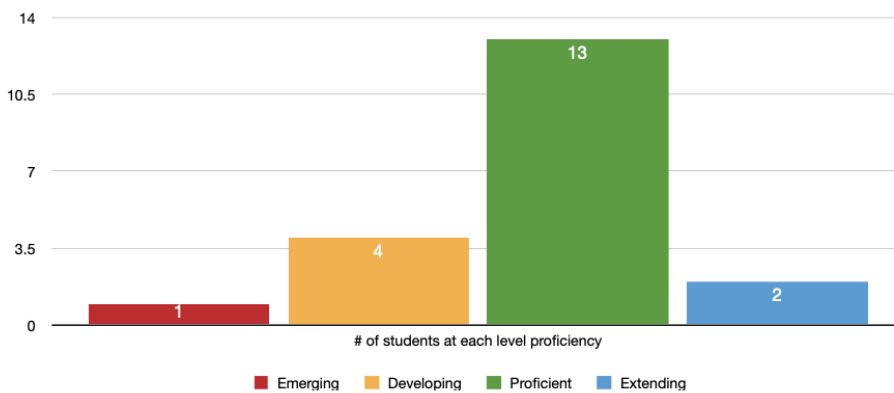
**AHE GRADE 1 EARLY NUMBER SENSE ASSESSMENT- FALL 2023**



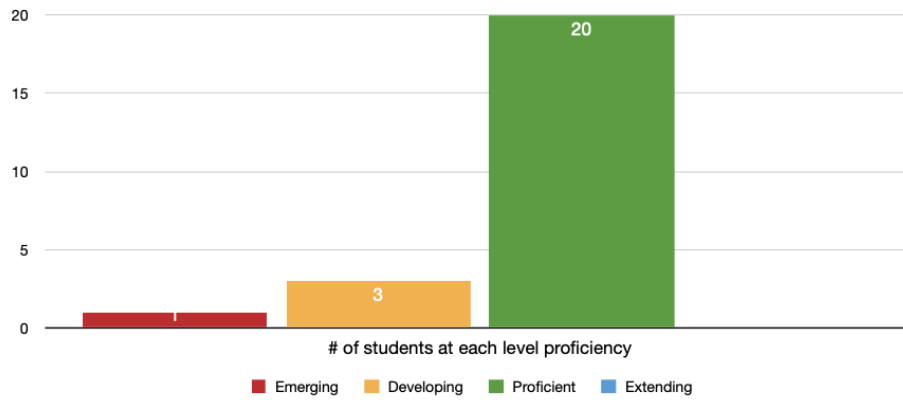
**AHE GRADE 4 ISLAND NUMERACY ASSESSMENT- FALL 2023**



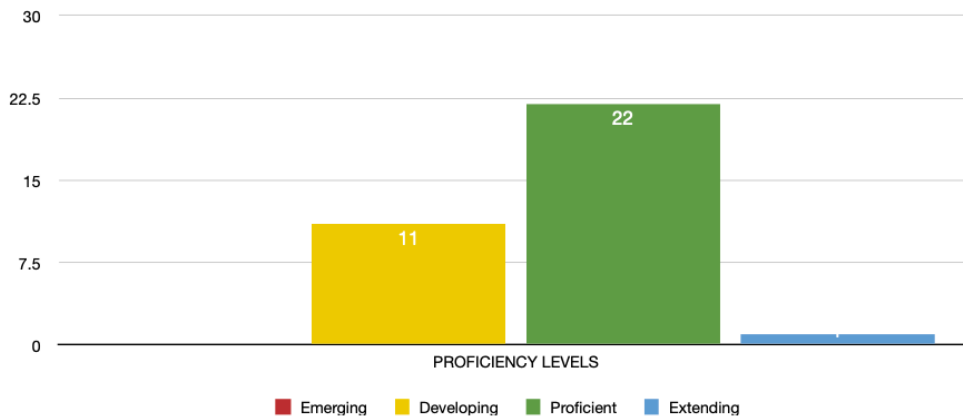
**AHE GRADE 2 EARLY NUMBER SENSE ASSESSMENT- FALL 2023**



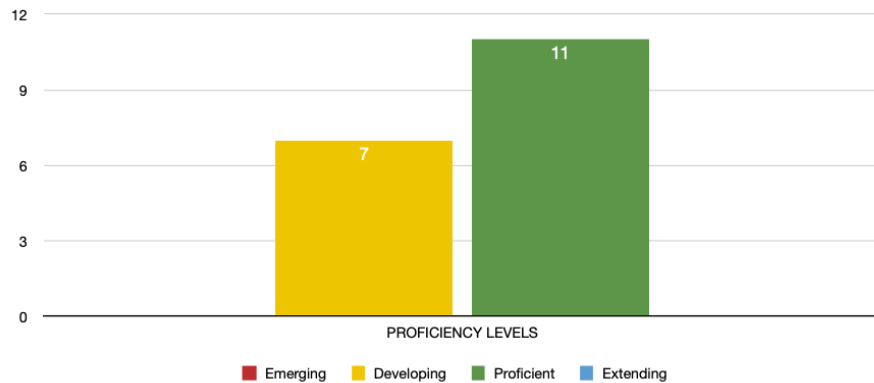
**AHE GRADE 3 EARLY NUMBER SENSE ASSESSMENT- FALL 2023**



**AHE GRADE 5 ISLAND NUMERACY ASSESSMENT- FALL 2023**



**AHE GRADE 6 ISLAND NUMERACY ASSESSMENT- FALL 2023**



## Numeracy:

Our data shows strong numeracy results for our students K-5, with continued support needed in our upper intermediate grades. Our goal is to achieve 85-95% of all students in the Proficient and Extending range.

Increased school wide numeracy talks, instructional routines and the development of structures that encourage numerical understanding were implemented last year with school wide exploration during assemblies, buddy activities, and with Problem of the Week.

Teachers are continuing to engage in collaboration, sharing and professional development to change our mindsets as numeracy teachers using resources such as Peter Liljedahl Thinking Classrooms, Math Workshop, Cathy Fosnot resources, Numeracy Circles with Susan Leslie, Kendra Jacobs, Janice Novakowski Learning Bursts and the Coast Metro website.





# SOCIAL-EMOTIONAL LEARNING

WE WILL FOSTER  
A SENSE OF BELONGING  
AND SOCIAL AWARENESS  
IN OUR SCHOOL COMMUNITY.

“A PLACE TO FEEL SAFE,  
A SAFE PLACE TO FEEL”





## Goal 3: Social/Emotional

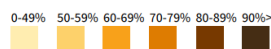
### Taking Action:

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

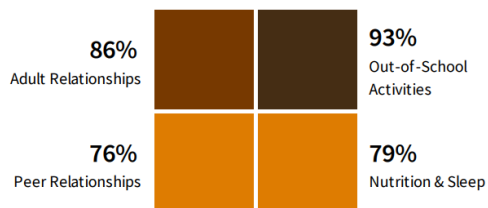
- Participation in the Wild Schools Program, including Professional Development to increase our capacity for outdoor education in the areas of literacy and numeracy, stewardship.
- Embed critical thinking and social responsibility across the curriculum.
- Providing and enforcing clear and consistent cell phone policies.
- Engaging parents in education with the Parent/Caregiver Series.
- Increased focus on Social Awareness to increase sense of belonging (Inclusion, Reconciliation, Connectedness, Stewardship). Wild Schools, direct teaching at Assemblies, buddy activities, Open Parachute, leadership activities for upper grades, student led clubs based on interest, seed packets, Arts Starts Programming.
- Opportunities for cross grade learning and collaboration, intergenerational learning to build connections.
- Staff and parent study of Hannah Beach – Reclaiming our Students. Increased focus on outdoor learning, traditional games.

## Data Story:

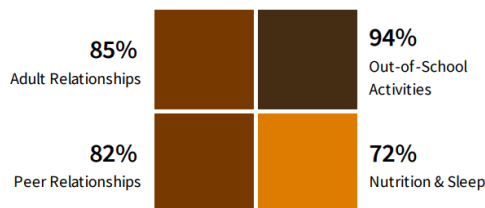
Percentage of children reporting the presence of an asset



### ARROW HEIGHTS ELEMENTARY



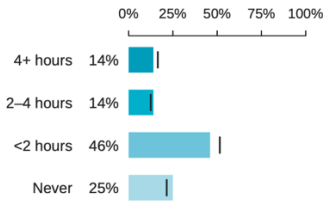
### REVELSTOKE



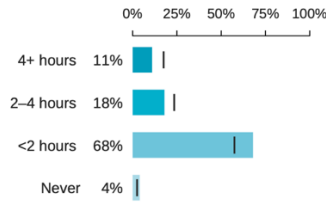
## SCREEN TIME

Children were asked how many hours per day they spent doing activities on a screen in a normal week.

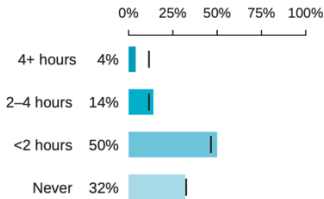
### VIDEO OR COMPUTER GAMES



### WATCH TV, NETFLIX, YOUTUBE OR SOMETHING ELSE



### USE A PHONE OR INTERNET TO TEXT OR CHAT WITH FRIENDS



## Arrow Heights Elementary Student Learning Survey

	Grade 4	Grade 7
<b>Safety</b>		
Q22 - Do you feel safe at school?	87.1%	95.2%
<b>Belonging</b>		
NQ10 - I am happy at my school (Gr. 4)	87.1%	-
NQ10 - I would like to go to a different school (Gr. 7)	-	66.7%
NQ16 - Do you feel welcome at your school?	93.5%	90.5%
Q3 - Do you like school?	74.2%	38.1%
S81 - Is school a place where you feel like you belong?	77.4%	85.7%
<b>Other (Gr. 4)</b>		
D1 - Studets in my school treat eachother with repect, even if they are not friends.	74.2%	-
D2 - I think of others when I do something	80.0%	-



## HELP-SEEKING FOR EMOTIONAL WELL-BEING

### WHO WOULD YOU TALK TO IF YOU WERE FEELING SAD, STRESSED, OR WORRIED?

Examples provided include a teacher, school counselor, parent, grandparent, older sibling or cousin, elder, after-school program staff, doctor, nurse etc. (Children can select all of the options that apply; therefore, percentages may not total 100%.)

An adult at school	48%
A family member	72%
An adult in my community	17%
A health professional	34%
My friend(s)	52%
Don't know who to talk to	7%
Prefer to handle it on my own	24%
Talk to someone else (someone not on this list)	3%

## Social/Emotional:

Our MDI data (grade 5) shows that 50% of students spend time on a device as part of their daily routine. Last school year was spent educating our upper intermediate students and parents of the detrimental effects of screen time to both academic and social/emotional success, and developing screen smart habits in our primary students. This year, we will continue with a focus on digital citizenship combined with inclusion, reconciliation and social awareness in order to increase belonging and connection. With more time to connect with adults, peers, community members and the environment as well as focusing on student agency and interest, our belief is that students will develop a deeper connection to school. Our goal is to increase the number of students reporting that there is an adult at school they could talk to when worried, stressed or feeling sad (currently 48%). Additionally, our upper intermediate students tend to decline in their connection to school, with 38% of our grade 7 students last year reporting that they don't like school.

Focusing on a name, notice, nurture practice with the First People's Principles, our staff strives to create positive experiences that will promote our student's confidence, connectedness and sense of ownership and belonging.



BEGBIE VIEW ELEMENTARY

# School Learning Plan 2024-2025



## School Focus

1

### School Environment



2

### Literacy & Numeracy



3

### Reconciliation





## Our School Learning Story:

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

BVE has 14 classes, five of which are combined grades and nine of which are straight grades. Our student population is drawn from the greater downtown Revelstoke area, from the Illecillewaet on the Southeast, to the neighbourhood of Farwell and the Big Eddy bridge on the North-west. 2024 marks the twelfth anniversary of BVE opening its doors, and our school has established a unique spirit and identity. A few of our staff members and families remember the two schools that closed and amalgamated, Mount Begbie and Mountain View Elementary, but for most of our population, BVE has been their neighbourhood school of memory. Over the past five years, we have been fortunate (and have worked hard) to enhance the physical setting of the school, including the installation of two new playgrounds (one natural and one accessible), two murals, an outdoor shade area, equipment storage, student-created banners, a huge environment-themed quilt, etc.

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

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





# Scanning:


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

#1 The energy in the school is very positive, with students, staff, and parents all lending a hand to provide engaging and community-building opportunities for students. Leadership, clothing swaps, Spirt Days, whole school hot lunches, sports and teams are all up and running. Classrooms have built their behavioiur expectations, aligned with our whole school expectations. Bi-weekly assemblies reinforce focus areas, and we have implemented the Secwepemc Circles of Learning framework schoolwide to focus on different Core Competencies. The teaching tool Open Parachute is being used school-wide to support SEL and MH lessons and ongoing conversations.

#2 As a school, we continue to implement systemic mathematics and numeracy instructional practices and structures that are evidence-based. With strong mentorship from our Learning Support Team, classroom teachers have implemented many new resources and approaches. We do not yet have access to the 2024-2025 FSA results, but we look forward to seeing whether these efforts will impact the results. We will continue to build student confidence, skills and knowledge through further emphasis on collaboration and instruction aligned with revised curriculum and informed by current research.

#3 Our school has continued our conversations about how we can bring meaningful Truth and Reconciliation into our teaching and learning. Over the last few years, we more clearly are coming to recognize that Reconciliation does not mean just celebrating Orange Shirt Day and acknowledging territory at the beginning of assemblies. To keep Reconciliation moving forward means going deeper with our learning. Last Spring, staff participated in an Indigenous-focused professional development day, and we are challenging ourselves to think about the meaning and value of recognizing Territory in a way that honours the land and Indigenous rights-holders, and keeps at the forefront the ongoing impact of colonialism. One thing we have noticed is that the more regularly students have an opportunity to learn about local history and language, the more they recognize how much there is yet to learn. Self-reported data on the Student Learning Surveys actually showed students felt they were not learning enough about local languages and stories. We do daily greetings in Nsyilxen, every assembly has vocabulary in Secwepemcin, Nsyilxen, or Ktunaxa language and stories embedded, Elder in Residence Randy or Indigenous Support Worker Marlene Krug are in classes weekly with cultural teaching, and the District Indigenous Department has already offered all of our classes two local field trip opportunities. The lesson may be that, though we are doing more than ever before, our students recognize the richness of the local Indigenous knowledge, and recognize that they have lots yet to learn.

Ensuring a safe, welcoming and engaging school environment




Stars:

- Happy students coming back from Summer break, feeling connected
- The school feels calm, happy and safe
- Students are excited about learning
- Safe environment with clear expectations
- Students open, diversity is welcomed, like dancing with a stranger in music
- Seeing lots of adults talking to kids and parents after school
- Buddy activities building on and shaking up Buddy Reading
- Student recognition based on Circles of

Learning and teaching core competencies

- Co-creating class belief systems with the clear guidelines
- Great job "Collecting" students in the morning!
- Better behaviour in the hallways, helps everyone feel safe
- Teachers and support staff working together
- Bike rules success – lots of adults outside reinforcing the expectation



Wishes:

- Time to bring our Street Data to BVE
- Share Hannah Beach ideas, philosophy, approach with parents
- Consistent EAs – not so many adults in and out
- More social emotional activities for staff and students
- Build (meaningful) collaboration between the grades



## Focus:

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

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

## Goal 1: School Climate - Taking Action & Checking:

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

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

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



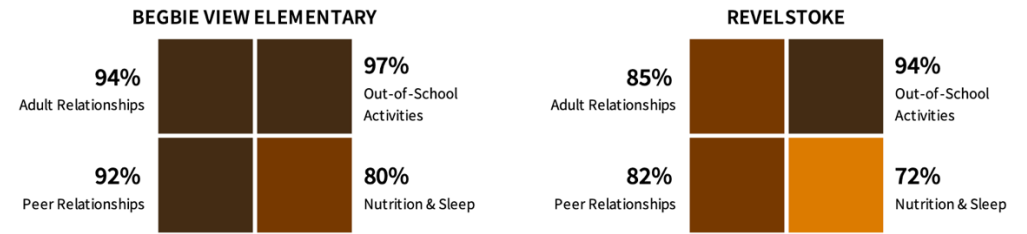
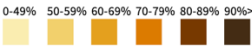


# Goal 1: School Climate - Data Story:

**Goal 1: Continue to ensure a Safe, Welcoming and Engaging Learning Environment**  
**Measures:** High levels of connectedness, safety, engagement, peer relationships  
Middle Years Developmental Index indicators:



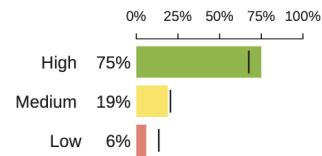
Percentage of children reporting the presence of an asset



## CONNECTEDNESS WITH PEERS

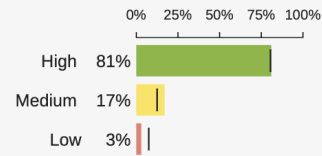
### PEER BELONGING

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



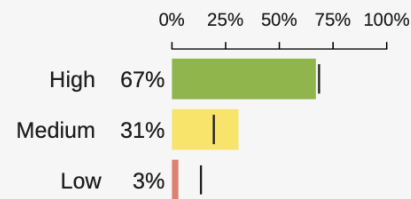
### FRIENDSHIP INTIMACY

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



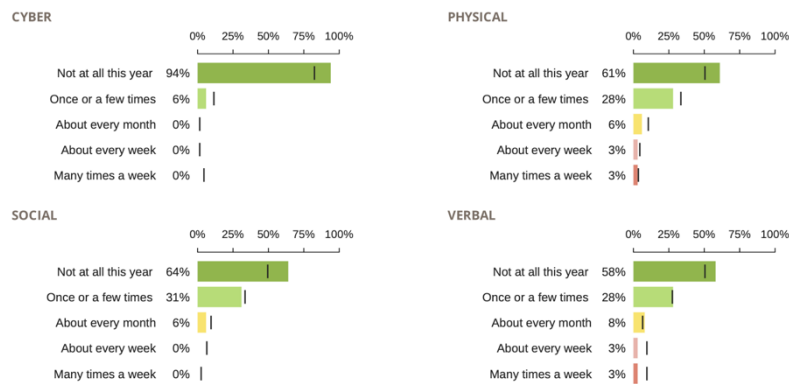
### SCHOOL BELONGING

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



## VICTIMIZATION AND BULLYING AT SCHOOL

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



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

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

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

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


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

**Measure:** Objective 90% or greater On Track or Extending on FSA and on District assessments; all students with identified needs in reading, writing or oral language development receive supplemental intervention from our Inclusive Education team.

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

**Measure:** Objective 90% or greater On Track or Extending on FSA and on District assessments; all students with identified needs in numeracy development receive supplemental intervention from our Inclusive Education team.


Maintaining the gains we've made in literacy, and enhancing our outcomes in mathematics and numeracy with a student-centred and data-informed approach



- Library housing staff resources so we know where to find them
- Appreciate the opportunities for collaboration in Literacy and Numeracy

Stars:

- New literacy and numeracy resources
- Numeracy mini-lessons
- District psychologist is already beginning assessments this year!
- The Math Fair plans!
- Lots of books and resources- love all the new resources for Math, and past focus on levelled books for classrooms
- Working with LSTs to collaborate in Math, not just support but also planning
- Great ProD around Numeracy



Wishes:

- Counting Collections bins!
- Buddy activities related to Numeracy
- Continue numeracy discussions and focus in the school
- More opportunity for collaboration
- More time in the day!



# Goal 2: Literacy and Numeracy Data Story:

## FSA Data for Literacy:

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

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

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

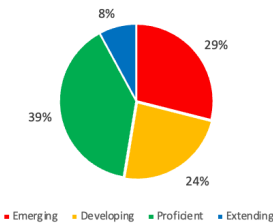
School Year	Expected Count	Writer Count	Participation Rate	Emerging Count	Emerging Percent	On Track Count	On Track Percent	Extending Count	Extending Percent
2023/2024	45	45	100.0%	6	13.3 %	39	86.7 %	0	0.0 %
2022/2023	29	27	93.1%	5	18.5 %	19	70.4 %	3	11.1 %
2021/2022	33	31	93.9%	3	9.7 %	26	83.9 %	2	6.5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

## District Writing Data:

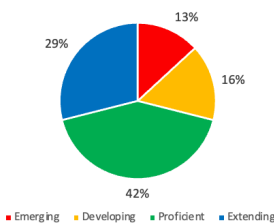
Grade	Fall 2023 %On Track or Extending	Fall 2024 %On Track or Extending (some data still missing)
K	n/a in the Fall	n/a in the Fall
1	74	84
2	92	79
3	94	78
4	97	97
5	73	Not yet available
6	93	Not yet available
7	94	Not yet available



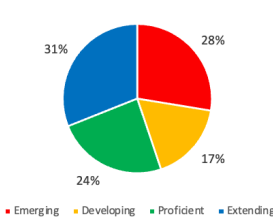
BVE Grade 1 PM BENCHMARKS - NOV 2023



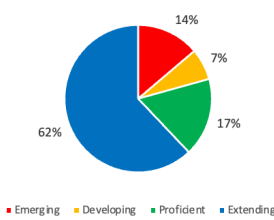
BVE Grade 1 PM BENCHMARKS - MAR 2024



BVE Grade 2 PM BENCHMARKS - NOV 2023



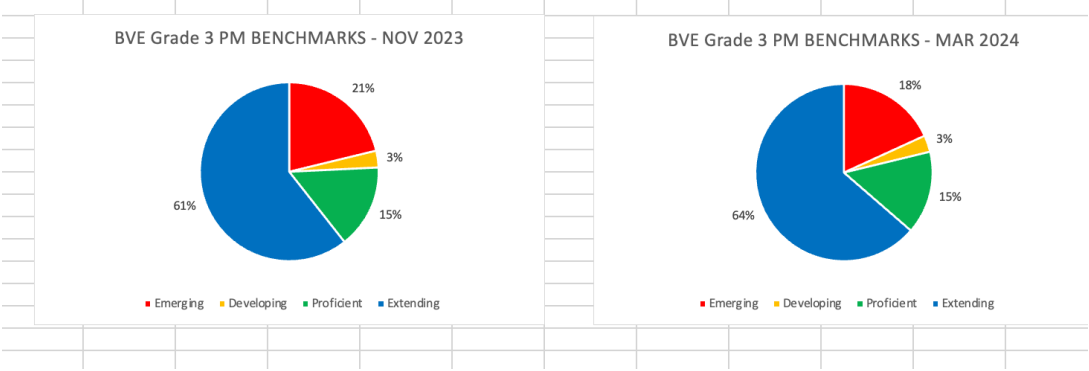
BVE Grade 2 PM BENCHMARKS -MAR 2024



Fall of Gr 2  
6 students 15.7%  
Fall of Gr 3  
3 students 9.6%

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

District Elementary Reading Data



Fall of Gr 4  
2 students 6%

FSA Data for Numeracy:

School Level Table Data: 019 - Revelstoke, Begbie View Elementary [Numeracy-04]									
School Year	Expected Count	Writer Count	Participation Rate	Emerging Count	Emerging Percent	On Track Count	On Track Percent	Extending Count	Extending Percent
2023/2024	30	30	100.0%	4	13.3 %	20	66.7 %	6	20.0 %
2022/2023	39	38	97.4%	4	10.5 %	31	81.6 %	3	7.9 %
2021/2022	29	29	100.0%	12	41.4 %	17	58.6 %	0	0.0 %
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2018/2019	30	22	73.3%	9	40.9 %	12	54.5 %	1	4.5 %
2017/2018	41	30	73.2%	12	40.0 %	15	50.0 %	3	10.0 %



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

District Numeracy Data:

Grade	Fall 2023 %Emerging	Fall 2023 %On Track or Extending	Fall 2024 %Emerging	Fall 2024 %On Track or Extending
K	0	100	19	81
1	16	84	20	80
2	10	90	3	97
3	3	97	0	100
4	3	97	3	97
5	12	88	16	84
6	12	88	5	95
7	8	92	15	85

## Goal 3: Reconciliation – Taking Action & Checking:

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

- Goal 3: Work toward Reconciliation: equity in student outcomes, enhancing opportunities for staff, student and family learning about the history and ongoing impact of colonialism, and getting to know the stories, languages, and peoples Indigenous to this place.
  - Ensure instructional and assessment practices are informed by the First Peoples’ Principles of Learning (FPPL) and the Truth and Reconciliation Commission’s (TRC’s) calls to action for education.
  - Monitor the educational progress of First Nations, Inuit and Métis (FN/I/M) students.
  - Enhance opportunities for BVE students and staff to learn from local and Indigenous Elders.
  - Enhance opportunities for students and staff to learn the languages, stories, and practices indigenous to this area.

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

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

Stars:

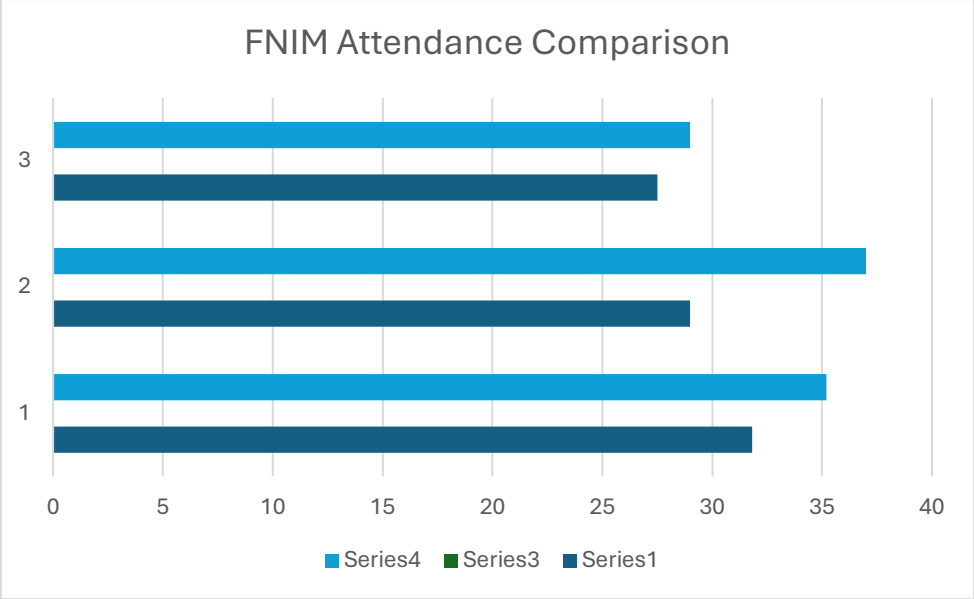
- Evolving territorial recognition to be more connected and meaningful
- Marlene teaching us language at assembly!
- Bringing Indigenous Elders and language Teachers to our school

Wishes:

- Even more connections to local knowledge keepers – love this, want to keep building on these relationships
- Wish to commemorate Orange Shirt Day apart from Terry Fox day (worried we won’t be able to emphasize both as well as if they were on separate days)
- I’d appreciate a clearer understanding of what can be done to address the ongoing impact of colonialism. Does someone have a plan?
- Would love even more Indigenous ed teacher led activities
- Work on more ideas to bring ideas of Reconciliation to classrooms

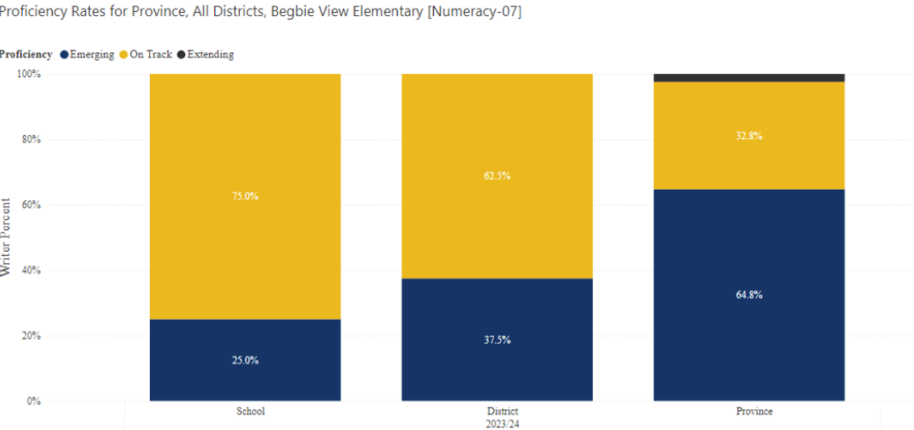
# Goal 3: Reconciliation Data Story

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

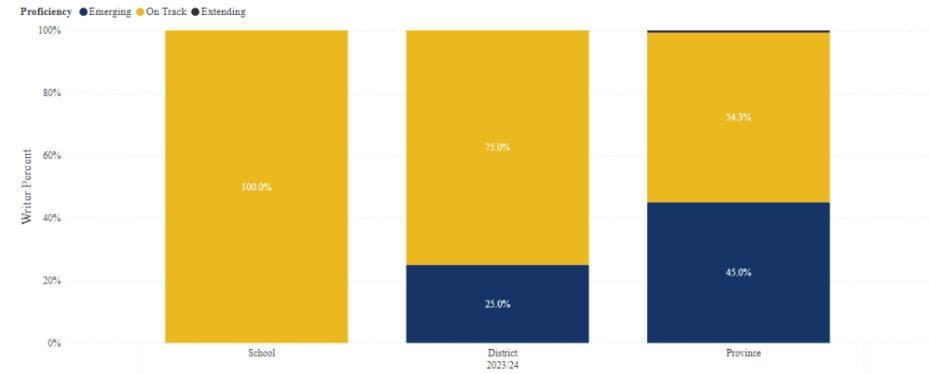


77.

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



Proficiency Rates for Province, All Districts, Begbie View Elementary [Literacy & Reading-07]



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



## Professional Learning:

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

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

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

Numeracy: District Numeracy Plan, Numeracy Residency with Kendra Jacobs, Coast Metro Math web resource, Math Workshop (Jennifer Lempp resource) structure, inquiry-based units (Cathy Fosnot resource), Thinking Classrooms (Peter Liljedahl), Mathematical Mindsets & YouCubed (Jo Boaler), and Numeracy Circles in Kindergarten with Susan Leslie. Continue to build connections through the BC Numeracy Network, Reggio-inspired Numeracy Network and BC Association of Mathematics Teachers. Ensure classroom schedules integrate a minimum of 15 minutes of Mathematics and Numeracy a day.

SD19 NUMERACY PLAN TIMELINE 2024-25			
	FOCUS AREAS	Mathematical Topic/Routine/ Instructional strategy	RESOURCES (Critical friends and/or reading materials)
Aug/ Sept	<ul style="list-style-type: none"> <li>Building a Community of Mathematicians</li> </ul>	<ul style="list-style-type: none"> <li>Studying of the Math Workshop Framework</li> </ul>	<ul style="list-style-type: none"> <li>Kendra Jacobs (SD 23)</li> <li>Reading: Math Workshop by Jennifer Lemp</li> <li>COAST METRO website: <a href="https://coastmetro.ca">https://coastmetro.ca</a></li> <li>BC Math Asso. <a href="https://www.bcamt.ca">https://www.bcamt.ca</a></li> </ul>
Oct/Nov /Dec	<ul style="list-style-type: none"> <li>Primary Counting Collections</li> <li>Intermediate: Multiplicative thinking</li> </ul>	<ul style="list-style-type: none"> <li>Residency Model for 6/7/8- Kendra Jacobs with focus on Multiplicative thinking and building common number sense basics to focus on smoother transitions from elementary to secondary (Oct 3, 4,5)</li> <li>Janice Nowakowski afterschool</li> </ul>	<ul style="list-style-type: none"> <li>Kendra Jacobs (SD 23)</li> <li>Janice Nowakowski (SD 38)</li> <li>Reading: Making Math Meaningful by Marlon Small</li> <li>COAST METRO website: <a href="https://coastmetro.ca">https://coastmetro.ca</a></li> <li>BC Math Asso. <a href="https://www.bcamt.ca">https://www.bcamt.ca</a></li> </ul>

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

### Alignment with the District Strategic Plan:

**BVE**

## Personalized Learning

- Explorations with variety and choice
- Importance of choice (many ways to share one's learning)
- Strength-based approach – our curriculum encourages multiple pathways to learning defined competencies, Teachers need training and practice to do this well

### Student – Centered Assessment

- Coordination between LST's + classroom teachers to understand
- Goal setting conferences and student-led interviews
- Circle of learning (from Kamloops) gives a student-friendly way to reflect on core competencies

## Indigenous Informed Pedagogy

- Local language integrated wherever we can
- Authentic, deep land acknowledgement
- Purposeful outdoor learning, connecting our learning to the land
- Building long term connections to Elders + knowledge keepers, getting to know and build trust with Indigenous communities

## Universal Design for Inclusion

- Teachers trained in low floor, high ceiling planning
- Support for new and early career teachers to differentiate

## Connections to Community & Real World Learning

- Math in our community
- Teacher developed local Trails Guide
- PAC involvement in school events, code of conduct development
- Community & Parent coaches helping teachers w/

### Technology Integration

- Students learning to be good digital citizens
- Learning to assess information critically (assess sources for reliability)
- Parents learning about supporting and modelling prudent use of social media
- Monthly district focus for Indig. Ed. gives teachers
- Librarian and district tech resource people (Kai, Michael)





# 2024-2025 Columbia Park Elementary School Learning Focus



1

LITERACY



2

NUMERACY



3

SOCIAL/EMOTION





# Our School Learning Story

At CPE, our foundation for academic success begins with a focus on learning readiness. A strong social-emotional foundational framework ensures we cultivate a positive, inclusive, and supportive environment, while also aligning with our behavioural and academic expectations. Our objective is to maintain school connectedness, promote meaningful and impactful learning experiences, and incorporate the First People's Principles of Learning. CPE values the importance of interconnectedness with each other, the community, and the environment, as we foster enthusiasm for life-long learning.



## Scanning

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

- With continued reflection and response to school assessment data, we see demonstrated growth in our students' developing literacy and numeracy skills.
- A re-invigorated emphasis on RAISE behaviour and continued use of school-wide behavioural support systems have contributed to students' understanding of behavioural expectations, with students demonstrating improved respect.
- Many students have a range of complex and diverse needs at our school. Direct teaching of strategies to manage big emotions, paired with modelling patience, respect, and inclusivity have contributed to a school culture where our students celebrate their uniqueness and embrace the diversity of their peers.
-

# Our Data Story:

## Focus:

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

### Literacy

- We continue to be committed to strengthening literacy programming and support amongst the primary grades. An assessment of school resources and capacity resulted in an increase in LST time dedicated to primary literacy support, in addition to the purchase of levelled readers and decodable books. The focus on phonological and phonemic awareness, and decoding skills programs implemented in the primary classrooms, provide the initial building blocks that are important to ensuring we reach our targeted literacy goals.
- We acknowledge the ongoing need for intermediate reading intervention, understanding that support is necessary beyond the primary grades as literacy gaps persist across all levels. Strong literacy skills underpin success in all subjects. We remain committed to individual targeted reading intervention, and to strengthening students' abilities to infer, question critically, and make connections in their reading.

### Numeracy

- We recognize the importance of emphasizing both basic numeracy skills and mental math proficiency. Our focus is on developing problem-solving abilities that foster perseverance. To achieve this, we've been gathering grade-level data through the Island Numeracy assessment, aiding teachers in evaluating students' progress and identifying areas where additional supports are required. This year, our teacher professional development sessions have focused on enhancing educators' mathematical thinking and reasoning strategies, while also providing the school and teachers with resources to support classroom learning.

### Social-Emotional

- CPE is committed to ensuring Social Emotional Learning is taught and our school has a strong focus on the importance of regulation, reflection and restorative practices. Students who need to, can work through behaviour and big emotions with supportive adults who help them regulate, understand, and take responsibility for their actions and initiate repair. Our approach is to foster student connectedness, kindness, and self-regulation strategies, which support students in becoming respectful, responsible and inclusive learners.
- As a school community, we will continue learning about the impact of the online world on students' relationships, behaviour, mental health, and overall well-being. We are committed to providing support and guidance to our students in navigating these aspects within our school community and we have clear expectations around technology use at school including implementing updated cellphone guidelines.

## Question:

If we prioritize student behaviour and enhancing instructional practice, will it result in greater student success both academically and behaviourally? We are defining academic success as persistence through problem-solving tasks across all subjects. Consequently, students will develop a stronger sense of ownership and confidence in their abilities as learners and we will see an increase in student achievement.

## Hunch:

In literacy, we believe if we conduct focused reading intervention, we will see positive progress in student reading levels in the primary grades. We also recognize that some students in intermediate levels also require reading intervention to improve decoding skills.

In numeracy, students are not yet progressing at levels we are expecting. Developing basic number sense needs to be a school focus moving forward. We recognize that in order to accomplish this, teachers require additional supports, resources and professional development to enhance instruction and accommodate diverse learners in the classroom.

## New Professional Learning:

(Summarize new areas for professional learning and how we will go about designing new learning for ourselves and our staff that will impact our learners.)

**Numeracy:** Instructional routines, Vertical learning, Loose parts, and shared numeracy language and resources.

**Literacy:** Phonemic awareness programs, providing levelled readers, writing frameworks using resources such as Adrienne Gear and Shifting the Balance.

**Assessment:** SD 19 CSL Document, District-Wide Assessments

**Social/Emotional:** Mental Health lead meeting with small and classroom groups to support SEL. Learning support teachers working in small and classroom groups to support SEL (TRIBES, We Thinkers, and PAUSE are examples of programs being used).

## Taking Action:

**Describe the actions that we propose to take related to our goals. What will we do more of, less of, or do differently to improve outcomes for our students?)**

Provide clear expectations in and around the school with a shared understanding by all staff and students. Daily review of our RAISE Behaviour on morning announcements and in classes.

Reinforce Social Emotional Learning and Mental Health using programs lead by Learning Support teachers.

Implement community -based programs for priority students such as gymnastics, swimming and consistent, daily lunches where required.

Incorporate technology for students requiring supports in collaboration with SET-BC to provide personal iPads and apps to support communication, literacy and numeracy skills.

Continue to build connections among staff and students using structures in place such as Explorations, whole school activities and buddy activities.

Provide support for implementation and evaluation of district wide assessments for Numeracy and Literacy

Use Assessment findings to drive instruction in Numeracy and Literacy.

Provide collaboration and mentorship time for teachers to focus on literacy and numeracy goals.

Implement numeracy lessons and units that focus on basic numeracy skills and emphasize real world problems that meet the diverse learning needs in the classrooms.

Use targeted resource time to focus on reading interventions for specific primary students.

Exploring phonics as the pillar of reading and providing new reading resources that continue to build over the next few years.

Focus LST time on the “push in” model rather than the traditional “pull out” model.

## Checking

**Have we made a difference? How do we know?**

**Reading: PM Benchmarks, Whole class reading assessments, FSA**

**Numeracy: K-3 Early Number Sense Assessment, Island Numeracy, FSA**

**Writing: School-Wide Write using BC Performance Standards, FSA**

**Social/Emotional: MDI, Student Learning Surveys (Gr. 5)**



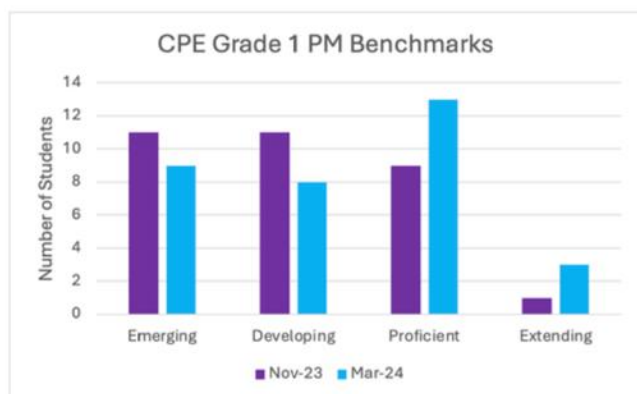
# Our Data Story:

## Literacy:

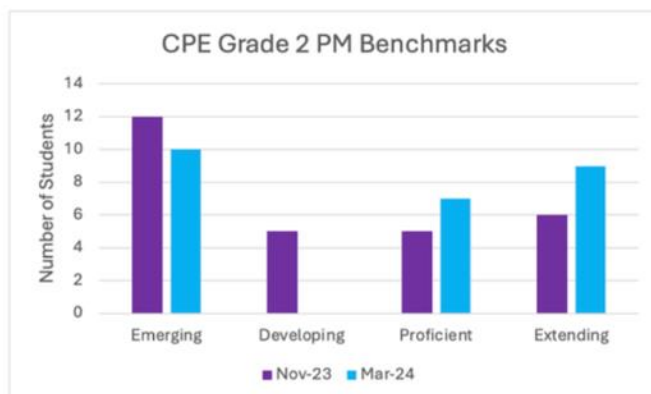
In recent months, our primary focus has been on improving reading skills among students in the early grades. We've used school assessments like PM benchmark data to identify struggling readers who need extra help. With assistance from our learning support teachers, we're providing support in two key areas: decoding (the process of reading) and comprehension (understanding what is read). Primary grade teachers are incorporating phonological awareness activities into their daily lessons to help all students, while intermediate teachers are teaching reading strategies like asking insightful questions, making connections to the text, and inferring the author's meaning.

### PM Benchmark Data 2023-24

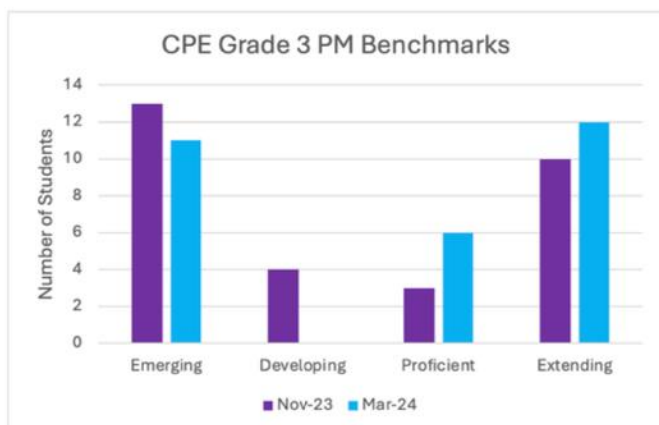
#### Grade 1



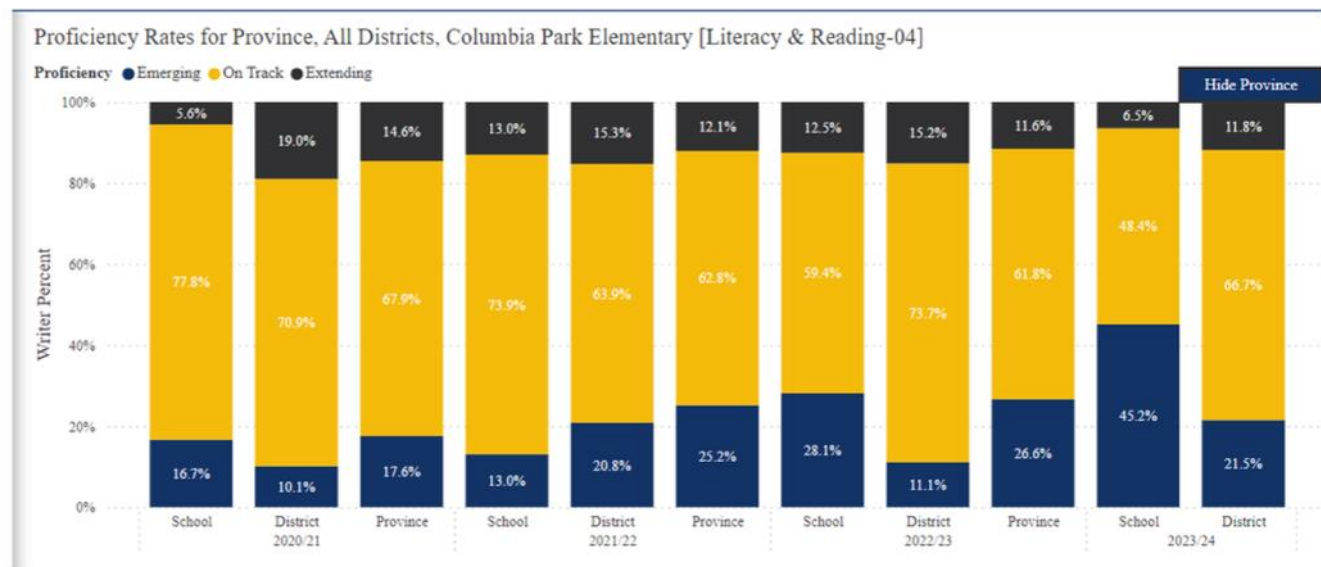
#### Grade 2



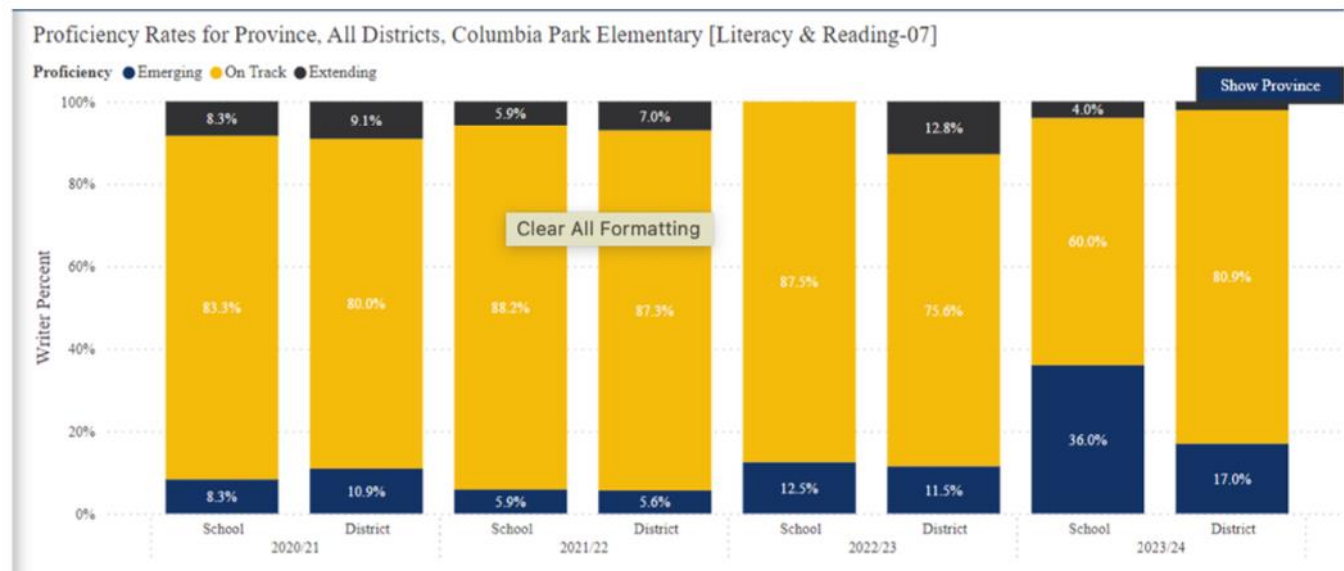
#### Grade 3



## Grade 4 FSA Literacy 2020 to 2024



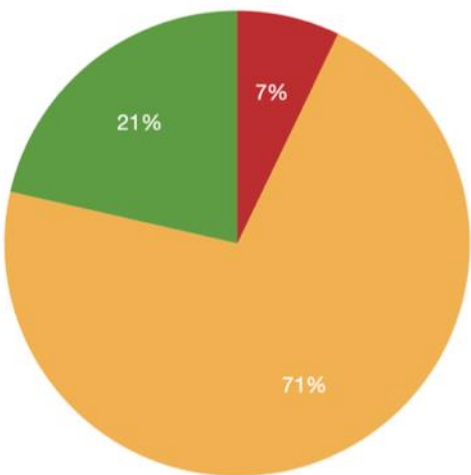
## Grade 7 FSA Literacy 2020 to 2024



# Grade 6 Non-Fiction Reading Assessment - Fall 2023



Emerging    Developing    Proficient    Extending

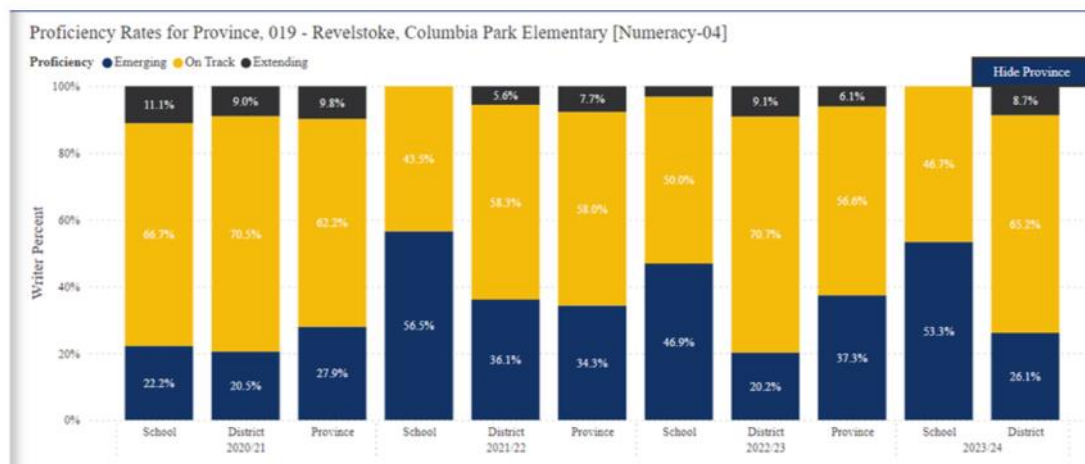


	# of Students
Emerging	2
Developing	20
Proficient	6
Extending	0

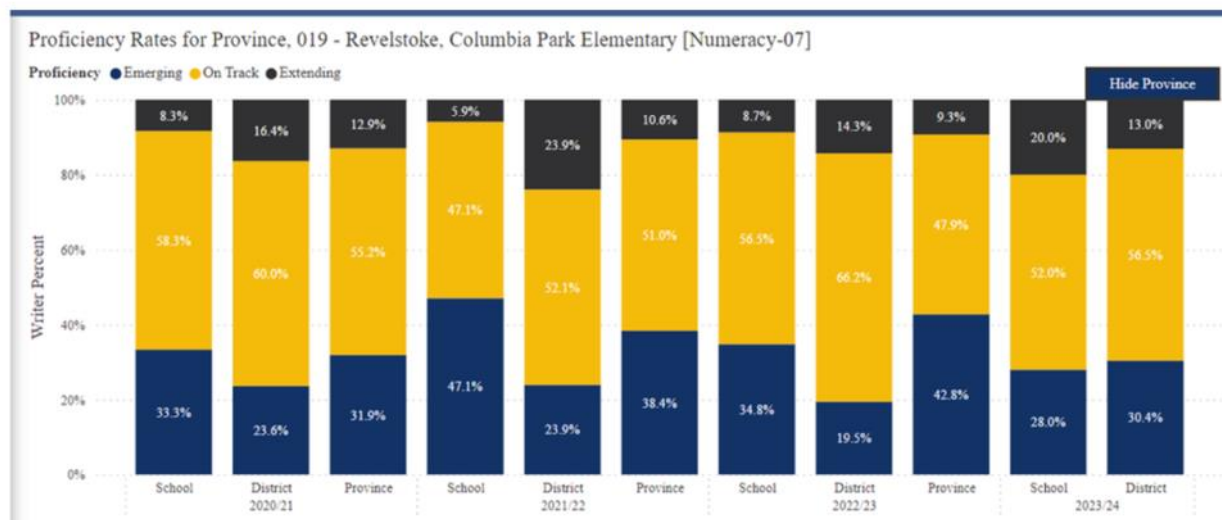
## Numeracy:

Moving forward, our school is prioritizing the development of fundamental number sense skills. We understand the significance of both basic numeracy and mental math proficiency. Our goal is to nurture problem-solving abilities that encourage perseverance. To accomplish this, we will consistently assess students' progress and pinpoint areas needing extra support. Throughout this year, our teacher collaboration sessions have concentrated on improving educators' mathematical thinking and reasoning strategies. Additionally, we've been equipping both the school and teachers with resources to enhance classroom learning.

## Grade 4 FSA Numeracy 2020-2024



## Grade 7 FSA Numeracy 2020-2024



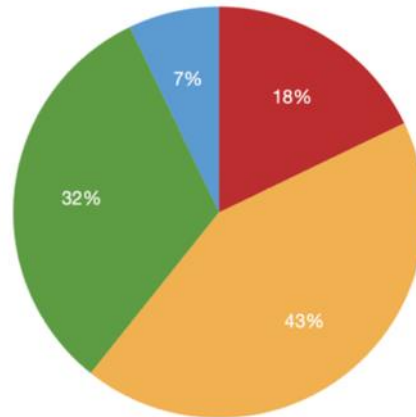


## Grade 3 Early Number Sense Assessment - Fall 2023



	# of Students
Emerging	5
Developing	12
Proficient	9
Extending	2

● Emerging ● Developing ● Proficient ● Extending

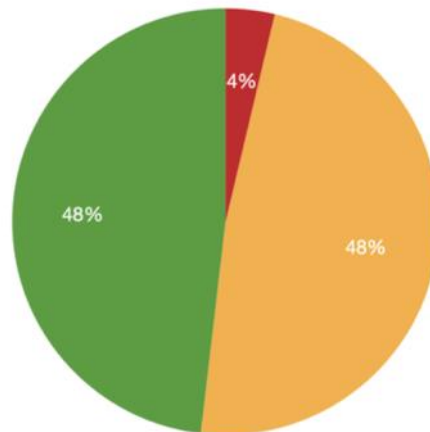


## Grade 6 Island Numeracy Assessment - Fall 2023



	# of Students
Emerging	1
Developing	13
Proficient	13
Extending	0

● Emerging ● Developing ● Proficient ● Extending



# Social Emotional Learning:

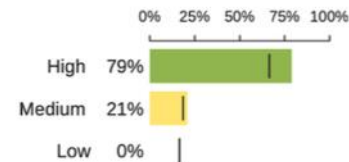
We focus on Social Emotional Learning to build strong connections among students, promote kindness, and teach self-regulation skills. Our school strives to create an environment where students feel connected to adults, fostering a positive climate and a sense of belonging. This encourages students to feel happy and empathetic towards helping others.



## 2023-2024 MDI Grade 5

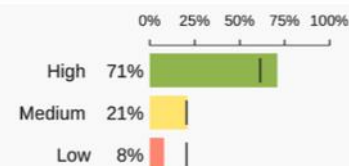
### SCHOOL CLIMATE

The overall tone of the school environment, including the way teachers and students interact and how students treat each other. e.g., "People care about each other in this school."



### SCHOOL BELONGING

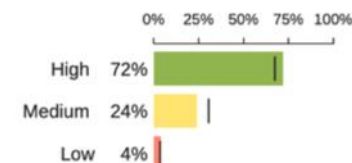
School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school."



## Connection to adults in school:

### ADULTS AT SCHOOL

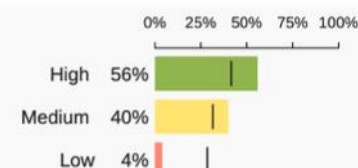
Assesses the quality of relationships children have with the adults they interact with at school. e.g., "At my school there is an adult who believes I will be a success."



Social and emotional skills involve students knowing, understanding, and handling emotions well, dealing with stress positively, and staying hopeful. They also mean caring about others, keeping good relationships, and making smart choices in personal and social situations.

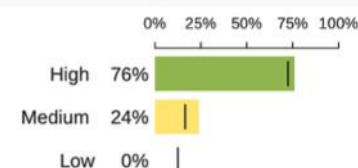
### PROSOCIAL BEHAVIOUR

Prosocial behaviour refers to actions that benefit others. e.g., "I helped someone who was hurt."



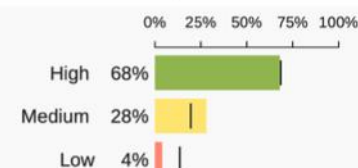
### SELF-ESTEEM

Self-esteem refers to a person's sense of self-worth. e.g., "A lot of things about me are good."



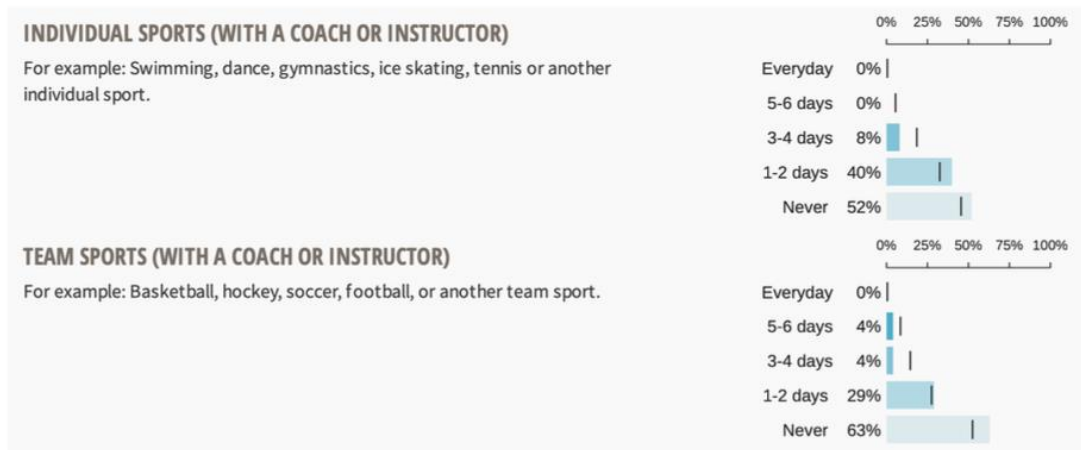
### HAPPINESS

Happiness refers to how content or satisfied children are with their lives. e.g., "I am happy with my life."



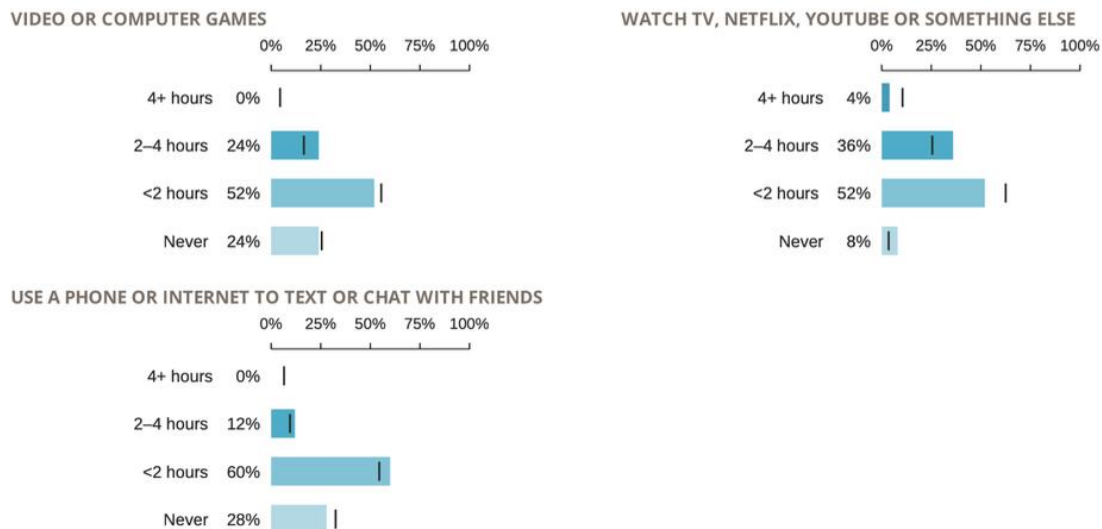
## Next steps in Social Emotional Learning:

How can we encourage younger grade students to participate more in after-school physical activities? While the school district prioritizes extracurricular sports for grades 6 and 7, data suggests a need to inform students and families about community activities and possibly expand after-school options for grade 5. We also acknowledge the importance of ongoing conversations about screen time and social media use, both with students and by providing information and sessions for parents.



## Screen time use in a week:

Children were asked how many hours per day they spent doing activities on a screen in a normal week.





# Our School, Parents, and Community

CPE strives to have a vibrant and enriching learning environment. With our updated SD19 Strategic Plan helping to guide our way, the school continues to foster a sense of belonging and strong connections, evident as soon as you walk through the front doors. We pride ourselves in our inclusivity and boast a strong school spirit with activities like buddy reading, whole-school assemblies, Craft Fairs, Sports Day, dances, primary and intermediate explorations.



Our CPE Parent Advisory Council continues to be a strong supporter of our school with effective monthly meetings and engaging fundraising activities to help support all that happens at our school. Many parents are active participants, volunteering to help make school days fun and educational. They also organize events such as the Holiday Craft Fair, the Winter Carnival, and monthly hot lunches.







# REVELSTOKE SECONDARY

## School Learning Plan

### 2024-2025 (November 26, 2024)



## School Focus

1

Literacy



2

Numeracy



3

Social/Emotional



## Our School Learning Story:

In our school, the academic success of students is woven together with their social and emotional well-being. We know that students who feel understood, respected, and connected are more engaged and motivated to learn. By emphasizing social emotional learning, we create a foundation where students can best learn. Our dedication to the First Peoples Principles of Learning further strengthens this foundation, promoting a culture of respect, community, and holistic growth. Together, these elements create a school learning story where every student has the opportunity to be themselves, be heard, and be successful.



## Scanning:

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

At RSS, we pride ourselves on the close connections we've built with students, based on trust and respect. Students know that staff care and that we're always willing to help in their learning. Staff are skilled at assessing student abilities and student challenges which helps us support them effectively. With the work done in past years, we're seeing improvements in students' resiliency and coping skills. Many students love and appreciate the outdoors, and most of them like our school, feeling safe and valued here. Students care about what staff think of them and their work, and they often seek feedback to improve. However, like many in the province, our students struggle with anxiety and mental health, too little sleep, and they have worries about their broader future. RSS has implemented a broad digital device policy that follows the Ministerial Order. Our students use the 'phone hotels' generously donated by a parent to house digital devices during instructional time. Teachers and students are noticing a much improved learning environment as a result.

## Focus:

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

### Literacy

The English Team is examining a school-wide literacy screening assessment for our grade 8 students. Using the results of our proposed literacy assessment will better help teachers use formative assessment to understand where students are in their literacy and to hone in on best practices to help students who may be struggling in their reading and writing. A grade 9 assessment is under consideration as well. Teaching staff will focus on Critical and Reflective Thinking competency skills throughout all curricular areas to support Literacy.

### Numeracy

We are at the beginnings of using more school-based data to help learn and inform our instructional practices.

At RSS we have a proportionally high number of teachers who are provincially credentialed markers of the Grade 10 Numeracy Assessment. Their understanding of current numeracy practices and assessment is helping to guide improved numeracy instruction. In addition, our newfound SD19 Numeracy Plan is further helping to guide our instructional practice. RSS is focusing on effective Communication competency skills to ensure that all students are able to demonstrate their learning in Numeracy (and will support Literacy as well).

### Social Emotional Learning

Belonging and a feeling of safety are key markers in the social-emotional health of RSS. Continuing to focus on Social Emotional Learning and Mental Health education will reinforce the foundation that will lead to student success. An inclusive and welcoming environment will be supported with initiatives that include anti-racism, recognition of privilege, and understanding inclusive practices. The Green Thumb Theater presentation, "About A Girl" is a very good example of these initiatives. This is congruent with building skills in Personal Awareness and Responsibility competencies.



## Question:

If we prioritize creating inclusivity, building resilience, and addressing mental health, will it allow students to be more successful in their studies and reach their full potential. A greater emphasis on community, relationships, and respect for all forms of knowing and learning are some of tenets of the First Peoples Principles of Learning. Will a stronger emphasis on this also help students to reach their full potential?

## Hunch:

The new focus on Literacy and Numeracy Assessments will equip teachers with the ability to identify skills gaps, personalize learning and better inform intervention programs. The newly implemented provincial Proficiency Scales will no longer reduce a student's learning to a single score; the scales will emphasize a student's strengths and areas of growth which helps build a more positive attitude toward learning and success. We wonder if a more intentional focus on anti-racism, identifying privilege and inclusive practices will improve school belonging and feelings of safety.

## Professional Learning:

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

**NUMERACY:** Follow the suggestions in the SD19 Numeracy Plan Timeline for 2024-2025 which, for example, includes focussing on building smoother transitions from elementary to secondary school by learning about the Residency Model from Kendra Jacobs (Oct 3,4,5<sup>th</sup>). Several other Professional Learning Opportunities are listed, many of which involve the notion of balanced numeracy (using math skills and strategies to engage in everyday life and solve real world problems).

**LITERACY:** Seek out professional development opportunities for teachers to better incorporate Writing Across the Curriculum.

**SOCIAL/EMOTIONAL:** As well as seeking out ProD opportunities on SEL, continue the learning and collaborating that happens among teachers using structures such as our Mental Health and Wellness Fair, the Preventure program in grade 8, and the grade 9 Mental Health Literacy programs. Training in Anti-Racism approaches as well as examining privilege are sought after for staff.



## Taking Action:

**Describe the actions that we propose to take related to our goals. What will we do more of, less of, or do differently to improve student learning?**

Use various avenues and events to examine anti-racism, privilege and inclusiveness throughout the school

Work on learning how to best deliver and utilize literacy and numeracy screening assessments in grade 8 and grade 9

Work to increase both the junior and senior book club participation

Improve the communication of events to students, parents, and staff

Improve overall awareness of the core competencies for students, staff, and parents



# Checking:

## Have we made a difference? How do we know?

**LITERACY:** Annual goal of being at or above provincial average on the grade 10 and 12 BC Ministry of Education Literacy Assessment

**NUMERACY:** Annual goal of being at or above provincial average on the grade 10 BC Ministry of Education Numeracy Assessment

**SOCIAL/EMOTIONAL:** Monitor results of the Middle Years Development Index (gr8), Student Learning Survey (gr 10,12), Youth Development Index (gr11).

## Data Story:

2023-2024 MDI – Grade 8's

### WELL-BEING INDEX

The Well-being Index combines MDI measures relating to children's physical health and social and emotional development that are of critical importance during the middle years. These are: Optimism, Happiness, Self-Esteem, Absence of Sadness and General Health.

Scores from these five measures are combined and reported by three categories of well-being, providing a holistic summary of children's mental and physical health.

#### MEASURES

Optimism  
Happiness  
Self-Esteem  
Absence of Sadness  
General Health



#### High Well-being (Thriving)

Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.



#### Medium Well-being

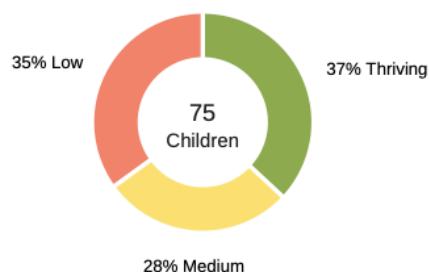
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.



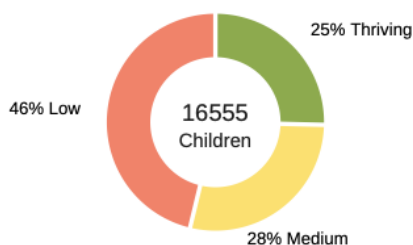
#### Low Well-being

Children who score in the low range on at least 1 of the 5 measures of well-being.

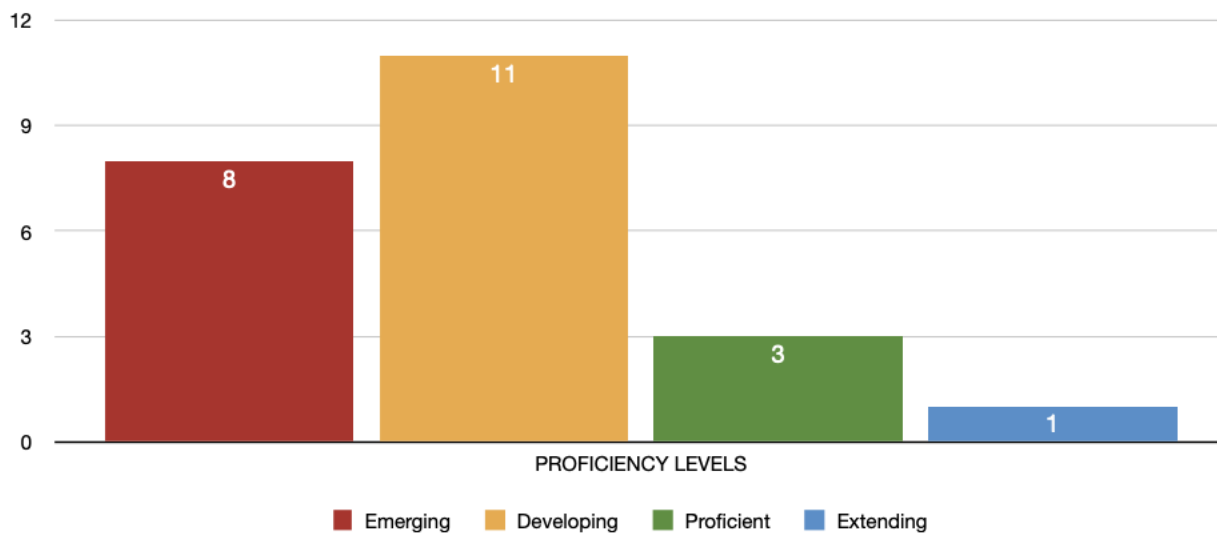
#### REVELSTOKE



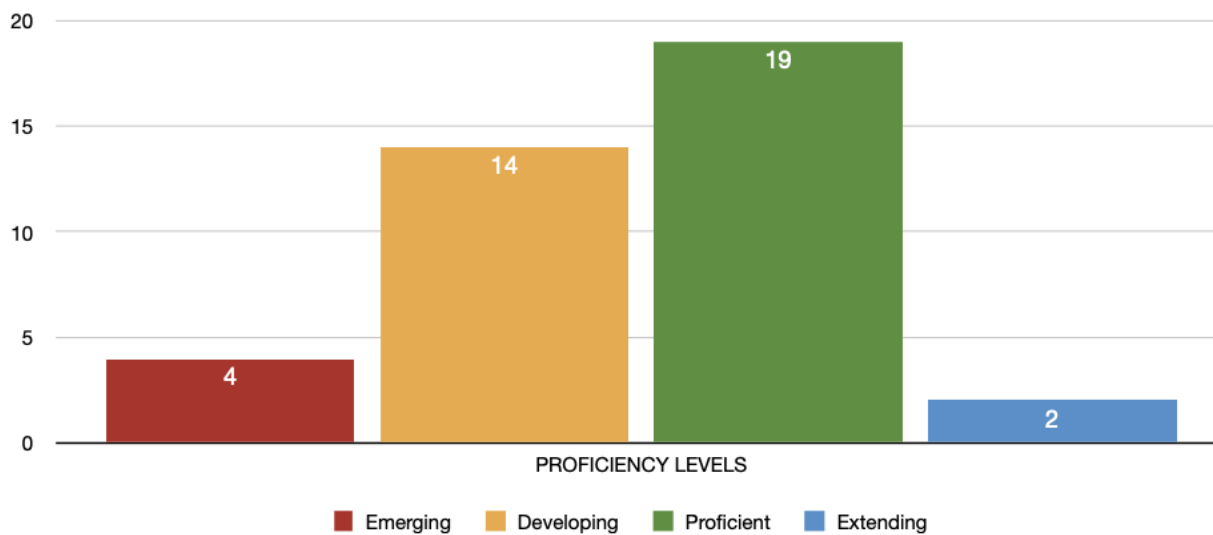
#### ALL PARTICIPATING SCHOOLS



### RSS GR. 8 ISLAND NUMERACY- NUMBER SENSE ASSESSMENT- SEM 1 2023

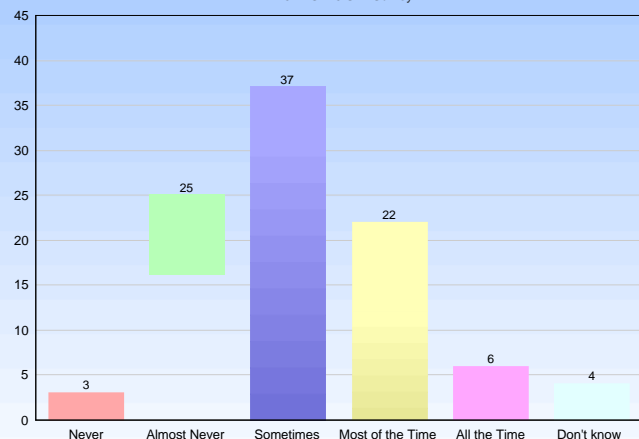


### RSS GR. 8 LITERACY ASSESSMENT- SEM 1 2023

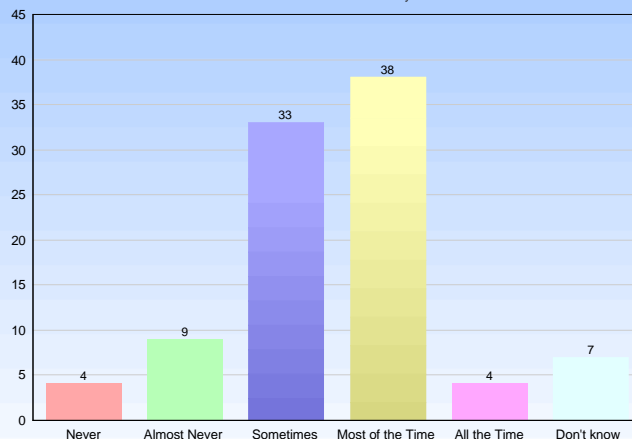


**2024 Ministry of Education Student  
Learning Survey – Grade 10's**

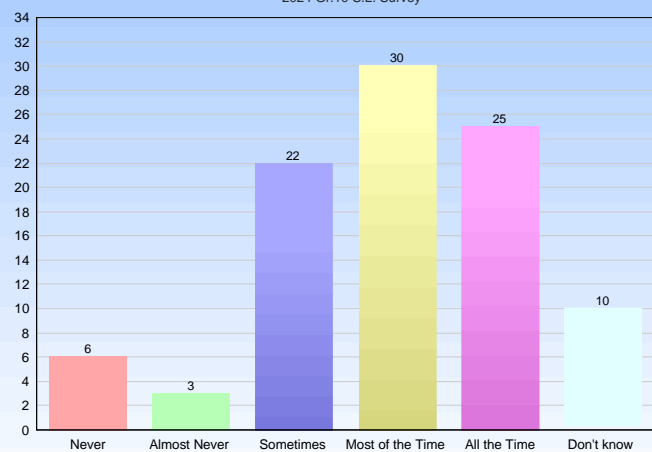
**Do You Like School?**  
2024 Gr.10 S.L. Survey



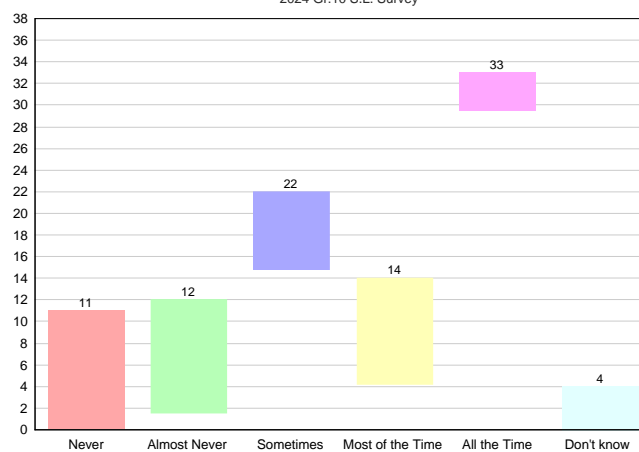
**Do Adults at RSS Treat All Students Fairly?**  
2024 Gr.10 S.L. Survey



**How Often Are You Able to Access Healthy Food from School When You Are Hungry?**  
2024 Gr.10 S.L. Survey



**Does School Make You Stressed or Anxious?**  
2024 Gr.10 S.L. Survey





## SUMMARY: STRENGTHS & AREAS OF FOCUS |

We have highlighted some areas that differ between your school or district and the average of all participating districts. Please note that these areas may not be related to students' school experiences. Students' experiences with friends, family, and community, and access to assets such as nutritious food, green space, secure housing, extracurricular activities, and safe neighbourhoods may contribute to the differences reported here. Schools may use this information to help better understand the strengths and challenges faced by their students. Note: If the sentence states "trended towards..." it means it was a trend in the data but not a statistically significant difference (which can be influenced by sample size).

### STRENGTHS

1. Students trended toward being more likely to report participation in art lessons at school in your district compared with students in other districts (39% vs. 25%)
2. Students trended toward being less likely to rate their social media use as '3 or more hours/day' in your district compared with students in other districts (23% vs. 36%)
3. Students trended toward being more likely to rate their perception about mental health support in schools as 'high' in your district compared with students in other districts (64% vs. 50%)

### AREAS OF FOCUS

1. Students trended toward being more likely to rate victimization/bullying as 'high' in your district compared with students in other districts (>2% vs. 2%)
2. Students trended toward being less likely to report participation in volunteering at school in your district compared with students in other districts (9% vs. 24%)
3. Students trended toward being more likely to rate their externalizing behaviour (aggression) as 'high' in your district compared with students in other districts (>3% vs. 3%)



**School District 19**  
(Revelstoke)

## Revelstoke Board of Education

### District Parent Advisory Council Meeting November 6<sup>th</sup>, 2024

#### Minutes

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1. **Call to Order and Acknowledgement**

Call to order 12:00 pm

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

2. **Attendance**

Britt Hunchak (RSS), Colette Poirier (CPE), Stacey Lamont (BVE), Austin Luciw (BVE), Roberta Kubik (Superintendent), Mireille Dufour (CSF), Courtney Pinkenburg (CPE), Amy McGiven (AHE), Sasha-Emily Walsh (School Board Trustee), Emily Grady (BVE)

Regrets: Erica Fairley (RSS), Angela Korsa (CSF), Courtney Beruschi (AHE)

3. **Agenda Additions - Nil**

4. **Review of Minutes Dated October 2<sup>nd</sup>, 2024**

Accepted as presented – no errors or omissions.

**Moved** by Poirier

**Seconded** by Luciw

**THAT** the minutes dated October 2<sup>nd</sup>, 2024, be adopted as presented.

5. **Correspondence - Nil**

6. **Treasurer's Report**

- Fund in the Regular Account  
\$2036.62
- Funds in the Gaming Account  
\$217.39

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

8. **Old Business – Nil**

9. **New Business**

9.1 Draft Personal Digital Device Policy

The Board thanked the school community for the online submissions and in person submissions from the spring of 2024 to the fall of 2024. The Board received over 300

responses to help inform the draft restriction of personal digital device policy. The policy is anticipated to be adopted in December. The Policy Committee will decide when the policy will become effective and when enforcement will begin.

#### 9.2 Hannah Beach Possible Funding

The cost of a Hannah Beach series is \$3600.00. Once the gaming grant is verified the DPAC will look at the funds available.

#### 9.3 FSA Data Overview

This item has been moved to the next meeting.

#### 9.4 Election

Committee members were appointment to the following positions:

- Austin Lucio – Secretary
- Sasha-Emily Walsh – Chair
- Colette Poirier – Vice Chair
- No one was appointed as the Treasurer – this item will go to PAC.

#### 9.5 AGM

The committee noted that they are happy to see that the EDG are attending the AGM. The BCCPAC conference will be held online on November 30<sup>th</sup>, 2024. Links to the conference will be emailed out.

#### 9.6 Silverwinds

School District Account, discounts are still available for all school and district supplies.

### 10. **PAC News**

#### AHE

- Swag sold – Hoodies/Crewnecks sold for \$80
- Purdy's Fundraiser
- 2 New Mud Kitchens
- School Pet Guinea Pig named spice
- PAC Dog Beds for kids to sit on the floor.
- PAC Christmas Performance Supported
- Grade 3 & Grade 6 creating art for Ski

#### BVE

- Pizza Day – November 27<sup>th</sup>
- Fable Book Fair November 20<sup>th</sup> & 21<sup>st</sup>
- Green Christmas callout for volunteers and wrapping donations
- Letter of support for communication board
- Purdy's fundraiser online

#### CPE

- Leadership group spooky dance
- Parade costume – October 31<sup>st</sup>

- Hot Lunch – November 1<sup>st</sup> (went great)
- Mountain west photos – Discuss at next meeting
- Badminton Started
- Run Club wrapped up
- Purdy's fundraiser – back to paper form
- Book fair over ½ days
- Sex health – Jess Wislowsill
- Pizza Day – November 7<sup>th</sup>
- Library Fundraiser sold at the Christmas Concert

### EDG

- 3 Grade 7 Students in AHE music lessons
- Ideas for Grade 7 to remain in EDG, did Idea Factory and might do a student exchange.
- K and Grade 1 swim lessons for 4 weeks.
- Pro-D on November 18<sup>th</sup>, arena rented for kids.
- Christmas Party
  - Details to be finalized December 20<sup>th</sup> at community center.
- Sending PAC to provincial council in November
- Holm Coffee Fundraiser
  - Golden, Rossland and Nelson are all selling Holm Coffee. Kids designed the stickers for the bag. Fundraiser going until November 27<sup>th</sup>.

### RSS

- Assemblies on building positive school culture and anti-racism were held for all grades on October 1<sup>st</sup> as there were some negative incidents that happened recently in the school. It was apparent that some students don't understand the concept of privilege. The school is working towards a better understanding of this.
- RCMP presented to all grades on harm reduction and Halloween safety tips on October 23<sup>rd</sup>.
- Early dismissal days were on October 23<sup>rd</sup>, and 24<sup>th</sup> for Student Learning Conferences.
- RSS Sports teams are continuing:
  - The x-country team won the zone and valley championships and are going to provincials.
  - The swim team is sending several athletes to Provincials as well.
  - RSS Junior Last Spike Volleyball tournament was held on October 25<sup>th</sup> and 26<sup>th</sup>
- PAC elections were held:
  - Chair – Melonie Jensen
  - Vice Chair – Shelley Bird
  - Treasurer – Vanessa Morrow
  - Secretary – Christie Brugger
  - DPAC Reps – Britt Hunchak & one vacant seat
- Email will be going out soon to all parents letting them know that the KEVV system for payment is ready for parents to register (this will provide parents to pay for fees with credit/debit)
- Parent Series:
  - November 22<sup>nd</sup> – How's and Why's of Sex Education (for parents of elementary school aged children) – 6:30-8PM
  - December 10 – Worries and Anxieties – 6:30-8PM
  - January 14 – Understanding Sexual Teen Health – 6:30-8PM



- February 11 – Cell Phones and Youth (Hannah Beech) – 6:30-8PM
- March 11 – Understanding Adolescents from the Inside Out (Hannah Beech) – 6:30-8 PM
- April 8 – Reclaiming Play (Hannah Beech) – 6:30-8PM
- Funding Requests:
  - Transportation for X-Country Team for Provincials (\$350 Approved)
  - Transportation for Swim Team for Provincials (Up to \$350 Approved)
- RSS Haunted House was a huge success – Leadership Team & Drama Class

11. **Adjourned: 1:03 pm**

**Next meeting dates:**

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

- December 4<sup>th</sup>, 2024
- February 5<sup>th</sup>, 2025
- March 5<sup>th</sup>, 2025
- May 7<sup>th</sup>, 2025
- June 4<sup>th</sup>, 2025