



School District 19
(Revelstoke)

The Board of Education of
School District No. 19 (Revelstoke)
Regular Board Meeting
Tuesday, December 17th, 2024
3:00 p.m.

A G E N D A

1 CALL TO ORDER AND RECOGNITION OF TRADITIONAL TERRITORIES

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

Alan Chell

ATTENDANCE

Trustees: _____

Sr. Admin.: _____

Principals/Vice Principals: _____

REGRETS:

3 APPROVAL OF AGENDA:

4 APPROVAL OF MINUTES:

Regular Meeting of November 26th, 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) Superintendent's Memo to the Board – Draft Restriction of Personal Digital Device Policy for First Reading

8.1.2 SECRETARY TREASURER TISDALE – Nil

- A) Verbal Update – 2024/2025 Final Funding Allocation

8.2 **OTHER**

A) BAA Framework “Psychology 12”

8.3 **COMMITTEE REPORTS**

- A) DPAC Minutes of December 4th, 2024.
- B) Education Advisory Committee Minutes of December 3rd, 2024.
- C) Policy Committee Minutes of November 25th, 2024.

8.4 **TRUSTEE REPORTS**

A) Trustee Roundtable

8.5 **CORRESPONDENCE**

A) Letter from the Gold Trail School District (No. 74)

9 **FUTURE AGENDA ITEMS**

10 **PUBLIC QUESTION PERIOD**

11 **RECESS**

_____ TIME: _____



School District 19
(Revelstoke)

Revelstoke Board of Education

Regular Board Meeting November 26, 2024 Minutes

CALL TO ORDER

Trustee Chell called the meeting to order at 5:23 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.

WENDY ROTA

There are 4 nations that claim Revelstoke as their territory. I would like to take a moment to acknowledge and appreciate the connection that they hold with the land. During the Trustee Academy last week and at the BCSTA Branch meeting in October a feeling of connection to the land was fostered. I feel very lucky to live here.

ATTENDANCE

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

APPROVAL OF AGENDA

24: R-92 Allen/Rota

“THAT the agenda be approved as presented.”

CARRIED

APPROVAL OF MINUTES

24: R-93 Sasha/Jodie

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

CARRIED

DELEGATIONS - Nil

SPECIAL REPORTS - Nil

NEW BUSINESS

8.1 ADMINISTRATION REPORTS

SUPERINTENDENT KUBIK

8.1.1 Administration Reports: Superintendent Kubik

A) Superintendent's Administration Report to the Board

Superintendent Kubik presented her Administration Report highlighting:

- The Trustee Academy presentation by Shane Safir who was the keynote speaker on 'Imagining the Next Generation of Education'. The presentation spoke to Equity and Anti Racism through Street Data.
- Student Voice and Empathy interviews with students are continuing this year.
- The afternoon trip to CPE to visit the Sensory Room and kindergarten classes.

Superintendent Kubik's Administration Report was received as information.

B) Superintendent's Strategic Plan Report to the Board.

The indigenous website is now launched and schools/staff are utilizing the site for activity bookings and resources.

C) Superintendent's Memo to the Board – Middle Years Development Instrument (MDI) and Youth Development Instruments (YDI)

The data is student voice because it is data from student surveys. It is considered MAP data, and it helps to understand children and young people's social and emotional health and well-being from their own perspective. The Revelstoke School District students are consistently above the provincial average, however, we always take a deep dive to better help students.

During the BCSTA Trustee Academy last week Dr. Martin Guhn discussed the key takeaways for school trustees on the CHEQ/EDI, MDI, TDI and YDI.

SECRETARY TREASURER TISDALE

A) Verbal Update on the School Cash System

School Cash is the new system in the schools to receive payments for products such as school supplies. 24-38% of parents have signed on already. Another reminder will be sent to parents. The school secretarial staff have worked hard and have been the keys to the successful implementation.

8.2 OTHER

Policy 2.1 Procedural Bylaw

The policy was amended to update the meeting dates from Wednesdays to Tuesdays.

24: R-94 Allen/Sarah

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

CARRIED

School Learning Plan Presentations

Trustees expressed how wonderful it was to hear information about the schools and how the school year is going so far. They echoed that it was great that all of the principals were able to be in the same room during the presentations, it creates engagement between schools and allowed for information sharing. Each school seems to have the same theme of inclusivity, mental health awareness, numeracy, and literacy. Trustees noted that value of meeting students where they are at and how beneficial that has been for the students. The pro-D presentations provided to staff by the district were referenced often during the presentations which shows how beneficial these pro-D days are for the staff.

COMMITTEE REPORTS

District Parent Advisory Council Minutes of November 6th, 2024

Trustee Walsh presented the minutes noting:

- AHE had a very successful swag sale.
- BVE fable book fair was a great success.
- DPAC wrote a letter of support for the communication board grant application.
- EDG – 3 grade 7 students that are joining the AHE grade 7s for the school music program.

24: R-95 Sasha/Rota

“THAT the minutes of the District Parent Advisory Council meeting of November 6th, 2024, be received as presented.”

CARRIED

TRUSTEE REPORTS

British Columbia School Trustees' Association Trustee Academy

Highlights:

- Illumination
- Inspiring our kids
- Student voice
- It fostered a sense of pride in our district
- The Prince George presentation was on an inner-city school with many issues including attendance and discussed the steps that the school took to change the school culture. A theme during the presentation was that as an educator you need to check your ego at the door, its about the students not the teachers. Each child is unique in how they learn. Each student gave the teachers a report card which the teachers used as a tool to improve.
- Street Data was interesting to learn about

TRUSTEE ROUNDTABLE

A trustee suggested it might be nice to get student voice at these meetings in the future. An extra Policy meeting may need to be called prior to the December 17th board meeting. Students care strongly about the Policy and gave very mature responses. Their comments are taken into consideration. At the December 17th meeting the draft policy will be presented for first reading.

CORRESPONDENCE - Nil

PUBLIC QUESTION PERIOD

Trustee Chell invited members of the audience to ask questions related to items on the agenda. No questions were asked.

The Chair noted that the Community Christmas Concert will be held on December 8th and 9th at the Performing Arts Centre, tickets are available online.

ADJOURNMENT

The meeting adjourned at 6:13 p.m. on the motion of Trustee Chell.

CLOSED BOARD ITEMS

Chair

Secretary Treasurer

DATED: November 26th, 2024

DRAFT

Superintendent's Report to the Board - December 17th, 2024

Community Partner Engagement

Attended an online BCSSA Artificial Intelligence Update Presentation

Attended an online Sector call with BCPSEA

District Principal Wallach and I attended an online call to align Indigenous Education Council (IEC) invitations.

Attended the Social Development Committee meeting. Topics included Welcome week, BC REDIP FIT Grant (Oscar Street Servicing), ReDi Grants and staffing updates

Attended a Ministry Analytics online presentation with District Principal Wallach and District Vice Principal Haworth

Participated in a provincial superintendent call on Cyber Security

Attended the Revelstoke Early Childhood Development Committee. One highlight was the review of the CHEQ report. The CHEQ is a questionnaire completed by parents and caregivers at the start of the kindergarten school year. It helps teachers, school administrators and community partners to provide and improve targeted supports for children and families.



The CHEQ is used to:

- Develop district and community-wide programs and policies;
- Better understand the early experiences of children and families; and
- Improve classroom planning and school programming.

The CHEQ includes questions about children's experiences with language and numeracy, nutrition and sleep habit, activities at home and in the community, and access to and use of resources and services.

Vice Principal Ford and I attended a CHEQ Webinar hosted by UBC

Vice Principal Ford, District Principal Wallach and I attended the Thompson Okanagan Community of Practice for Compassionate Systems Leadership

Vice Principal Ford and I attended the Ray of Sunshine Day Care gathering

Attended the Parent/ Caregiver Online/RSS Library Series

When: December 10th 6:30-8:00pm

Where: RSS Library or

Virtual Link: Dec 10 Virtual Link

Mental Health: Worries and Anxiety – what is “normal”? with Hilla Shlomi, CYMH and Dr. Brett Batchelor



SD 19 District Meetings

Held regular meetings with:

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

Attended the November 25th Policy meeting. Information appears later in the agenda.

Attended DPAC meeting. Information appears later in the agenda.

Attended the Finance and Facilities meeting. Information appears later in the agenda.

Vice Principal Fransoo, Vice Principal Grimm, Principal Kenyon and I met to review staffing for students with designations.

Met with 2 staff members on the Strategic Plan

Commenced two Leadership meetings, a few highlights are as follows:

- Book club with District Vic Principal Haworth and Superintendent Kubik
- Mental Health Strategy/ BC Children's Hospital Mental Health strategy reflection project with District Principal Wallach
- CHEQ data with Vice Principal Ford
- Mini MyEd Insights session with District Vice Principal of Technology Haworth

Vice Principal Fransoo and I had 2 calls with a potential school psychologist

Vice Principal Haworth and I met to review Cyber Safety

Framework for Enhancing Student Learning

Participated in Career Day Networking session at RSS for Grade 11 students. Students circulated around tables to meet community members. The students shared their passions, and the community members shared their career pathway.

District Principal Wallach, Vice Principal Haworth, Vice Principal Fransoo, Vice Principal Ford and I met with the Framework team to review the Framework for Enhancing Student Learning Report

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

Attended the 2ed SEY2KT (Strengthening Early Years to Kindergarten Transition) meeting hosted by Vice Principal Ford.



Weekly meetings with District Principal Wallach, Vice Principal Ford, Vice Principal Fransoo and Vice Principal Haworth to review the learning agenda.

Attended the Indigenous Solstice Winter lunch.



School Visits

Engaged in various school activities, including:

- Pre-bell visit to AHE
- Visiting BVE to spend time in A. Harrison's grade 3 class. The class was full of mathematicians. I learnt how to be efficient in math!
- Attended the BVE Assembly
- Attended the RSS Leadership Class
- Lunch and Recess visits to BVE
- Attended with District Principal Wallach the CPE Rhythm *By Nature* final presentation.
- RSS visits for the breakfast program, hallway visits and administration visits.
- Attended RSS Concert Band. It was a fun performance with a Celtic Flair. The Community Band joined the students on stage for a reel or two!



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.

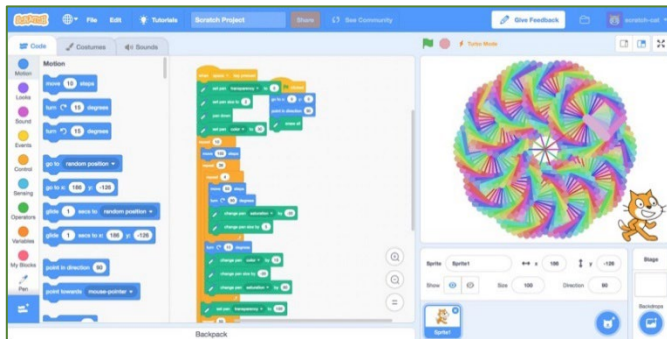


Student Learning Focus and Pathways We will create purposeful learning environments that incorporate the Core Competences into every facet of the curricula.

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.

Technology Intergration

In today's rapidly evolving digital landscape, providing our students and staff with direct opportunities to learn about and integrate technology is essential for fostering a thriving educational environment. As part of the work to support effective technology integration across the district, a number of initiatives are underway:



- Coding using the “Scratch” programming language (scratch.mit.edu) at all three elementary schools at the primary and intermediate levels. K-1 students use “Scratch Jr.” on district iPads, while students in Grade Two and up use the full Scratch application.
- Coding projects are done in concert with current curricular focus of the classroom to tightly weave the use of technology to amplify rather than isolate or segment student learning. Projects include topics such as probability in mathematics, developing mathematical arrays, movement of the planets around the sun, developing art projects using mathematical concepts.
- AfterSchool Hands-On Technology Sessions have been offered this year for our teacher-on-call staff in November and will continue with a session for district support staff in early January. Additional sessions during the school year will also focus on use Office 365 tools and other topics of interest to district staff. All district staff are welcome to all sessions regardless of focus.



By equipping students with the skills to engage with technology meaningfully—such as learning to code and harnessing digital tools—they become active participants in their learning journey, capable of designing, showcasing, and preserving their work in creative and impactful ways. Simultaneously, offering hands-on training for teachers and support staff ensures they are confident in utilizing and integrating technology into their instructional practices, enabling them to guide students effectively. This dual focus not only enhances the learning experience for students but also empowers educators to create innovative, technology-rich environments that inspire collaboration, critical thinking, and digital citizenship. Together, in conjunction with the technology integration pathway focus of the district Strategic Plan, these opportunities lay the foundation for a forward-thinking educational community where technology serves as a bridge to deeper understanding, creativity, and growth.



Teaching both coding to students and providing hands-on tech training for teachers and support staff lays the foundation for a supporting the district Technology Integration Pathway by empowering learners with practical skills and tools to engage with information creatively and effectively. Coding is a critical component of this integration, as it helps students develop problem-solving, analytical thinking, and creativity. By learning coding, students gain the

ability to design innovative projects, such as interactive presentations, websites, and apps, which they can use to showcase their learning. This hands-on approach fosters a deeper connection with their educational content, transforming traditional learning into an active, engaging process that emphasizes creativity and long-term knowledge retention.

For district staff, receiving hands-on tech training ensures they are equipped to integrate technology seamlessly into their teaching strategies. Teachers and support staff can guide students in using digital tools to access credible information, organize their findings, and create unique projects that archive their progress. By having the skills to navigate and teach advanced technologies, educators can model effective digital practices for students, enhancing their ability to think critically and evaluate information responsibly. This alignment between teaching methods and technological tools ensures that students are not just passive consumers of information but active participants in their learning journey.

Our students and teachers benefit from a deeper understanding of responsible sourcing and usage of digital content. Through coding and tech training, they learn to identify reliable resources, avoid misinformation, and respect intellectual property. These lessons are essential in developing digital citizenship, as students learn to navigate the online world with integrity and ethical awareness. By fostering these habits early, schools help create a generation of learners who are not only tech-savvy but also mindful of their responsibilities as digital citizens.

The district strategic plan, and in particular the Technology Integration Pathway is being directly supported by technology initiatives currently underway in the district.



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

TO: All Trustees

FROM: Roberta Kubik, Superintendent of Schools

DATE: December 17th, 2024

ACTION: New Policy Restriction of Personal Digital
Devices for approval for First Reading



The Policy Review Committee has reviewed the new Restriction of Personal Digital Devices policy. The Committee has circulated the policy for feedback and made changes. The Committee wishes to put forward the final draft policy to the board for First Reading.

Recommendation:

“THAT the Revelstoke Board of Education approve the new Restriction of Personal Digital Devices policy for First Reading.”

Personal Digital Device Policy (Section 5 Health and Safety)

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

Elementary Schools: Restrictions on Personal Digital Devices

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

High School: Restrictions on Personal Digital Devices

For the high school, personal digital devices will not be used by students on school property during instructional time, including off-timetable courses. During instructional time, including the 10 min breaks between blocks, personal digital devices will not be used in any school spaces including: hallways, bathrooms, lockers, classrooms, indoor and outdoor common areas etc. The Board may consider a bell-to-bell restriction in the future.

- At this time, students in grades 8-12 may only use their devices in designated areas during these non-instructional times:
 - Before school starts at 8:45am
 - Between 11:35am- 12:25pm
 - After school ends at 3:10pm
- The high school administration will designate personal device free area(s) to give students during lunch time, a place to be that is free from personal digital device usage.
- Use of personal digital devices during school-sponsored events or extracurriculars will be at the discretion of the supervising teacher or designate.

Exceptions:

- Exceptions will be made for students with documented medical conditions that require the use of a personal digital device.

- Students with a documented educational need that outlines the necessity of a device for accessibility may also be given an exception. These accommodations will be reviewed and approved on a case-by-case basis by the School Based Teams or the individual school administrations.
- Students with approved accommodations are required to adhere to specific guidelines that ensure appropriate use of their devices during school hours.
- This policy applies to school-sponsored trips and activities. A school may make exceptions for specific out of town trips.

Guidelines:

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

Schools are expected to:

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

School hours should be dedicated to learning, personal growth, and fostering connections among students, peers, and adults. In recognizing the negative impact that misuse or overuse of personal digital devices can have on both education and mental health of students, the Revelstoke Board of Education is committed to creating a learning environment that offers a break from the pressures and distractions associated with constant access to these devices. It is the shared responsibility of district staff, caregivers and the community as a whole to promote awareness of the cognitive, social and mental health impacts of excessive device use.

Glossary

Personal Digital Device- includes but is not limited to cell phones, smart watches, smart glasses, portable gaming devices laptops/desktop computers and tablets/iPads.

School Day- Regular hours 8:30 a.m. - 2:30 p.m. – Elementary, 8:45 a.m. - 3:10 p.m. - High School.

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

December 17th, 2024 – BVE Christmas Concert (Matinee/Dress Rehearsal at 10:30 a.m., Evening Concert at 6:30 to 8:00 p.m.)

December 18th, 2024 – CPE Christmas Concert (Matinee/Dress Rehearsal at 1:00 to 2:00 p.m., Evening Concert at 6:30 p.m. to 7:30 p.m. – doors open at 6:00 p.m.)

December 19th, 2024 – AHE Christmas Concert (Matinee/Dress Rehearsal at 1:00 to 2:30 p.m., Evening Concert at 6:30 to 8:00 p.m.)

December 23rd, 2024, to January 5th, 2025 – Winter Break

January 6th, 2025 – Deadline to Register for the BCSTA Thompson Okanagan Branch Meeting (Email Amanda Prior to the Christmas Break)

January 21st, 2025 – Board Meeting

January 27th, 2025 – Policy Committee Meeting

January 28th, 2025 – Education Advisory Committee

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

January 30th to February 4th, 2025 – Ono Cho Visit to Revelstoke

January 30th to 31st, 2025 – BCPSEA AGM

February 14th, 2025 – Pro-D Day

February 17th, 2025 – Family Day

February 22nd, 2025 – BCSTA Provincial Council



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: School District 19 – Revelstoke	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 19
Developed by: Dana Reaume (Dawne Tomlinson SD #35 original and Kabotoff/Yamaoka/McInnes at @ SD #73)	Date Developed: November 2024
School Name: Revelstoke Secondary School	Principal’s Name: Greg Kenyon
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Psychology 12 - (YPSYC-12)	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

English 10, Socials 10, and Psychology 11 are recommended but not required

Special Training, Facilities or Equipment Required:

The teacher will possess three upper-level university courses in a related field or related teaching experience.

Course Synopsis:

Psychology 12 builds on the knowledge and tools gained in Psychology 11. The primary focus of this course is to extend students learning about human behaviour and mental processes across contexts, both private and public. It examines how theories have practical, real-life applications.

The course is designed with university/college bound students in mind and includes lessons and discussions about how the study of Psychology can help one in the future.

Goals and Rationale:

The goal is to introduce students to the how and why of human thought and behaviour with an emphasis on regularly connecting what they have learned to their daily lives. With a student-centered approach, Psychology 12 allows students the chance to discuss, whys and hows of human behaviour, it is only natural that they should look at their own thoughts and behaviours in order to understand the concepts. An understanding of early experiences and their impact on human development or trajectories leads to an enhanced understanding of self and others, allowing for a more thoughtful, responsive approach to real-world challenges, small and large.

An understanding of self and where one fits in the larger context is more important today than ever before. Students are faced with an enormous amount of pressure to compete and succeed in school and beyond. The changing landscape of learners in the post- secondary world has helped to contribute to that pressure. We know also from recent neuroscience research that influences of technology, social media (and related activities) are changing the teenage brain (Rosen, Whaling, Rab, Carrier & Cheever, 2013). Further research shows that there is a high positive correlation to increased levels of mental illness and disorders due to this changing landscape. It is therefore imperative that if we are to teach Psychology that we must help our students understand what is happening in their brains and how, due to its plasticity, they can change their own brains.

Given this context, this course will focus on continually fostering a sense of self and cultural identity. Teens will be able to appreciate their own role in their learning and be empowered through their learning to see that their perceptions of their own abilities and, in contrast, their inabilities (self-doubts and anxieties) are actually the result of a changing world. Further, they will learn that they have the power to change their thoughts and behaviours through discussions, research and presentations.

Students can apply the skills they learn in Psychology to a wide range of post-secondary programs or in future careers. The disciplines within Psychology develop students' abilities to think critically, analytically and solve problems. Students will have opportunities to conduct quantitative and qualitative research and learn how to collect and interpret data. They will learn to communicate their findings through a variety of methods such as written reports, oral presentations, graphics, and statistics. Studying human interactions and the relationship between humans and the environment can lead to a variety of different careers, such as ones in medicine, the arts, research, marketing, law, and public service.

Students will have opportunities to explore and better understand their own identity, perspectives, and values as well as develop the competencies that encourage active, informed citizenship. They will develop the ability to think critically, examine their own biases and assumptions, consider different perspectives and ideas with an open mind, and disagree respectfully with those who have different opinions or points of view.

Students are expected to:

- develop an understanding of the interaction between humans and the environment, and its biological, psychological, and social influences

- develop the competencies needed for participation in society: considering multiple perspectives, respecting different values and points of view, gathering and critically analyzing information, making informed decisions, and effectively communicating their views
- develop an understanding of the connections between the past, present, and future and the people, events, and trends that have shaped the development and evolution of societies, especially our own.
- develop an understanding of how thoughts and behaviours are made at the level of the individual and the group.
- create and respond to research in the field using inquiry, critical thinking, and problem-solving skills to deepen their awareness of self, others, and the world.
- recognize the value of a variety of cultural perspectives and explore current and past practices to form their own identity and cultural heritage, as well as those of others.
- Pursue a lifelong interest in the field and empower them to navigate life challenges and be successful in their future endeavours.

Aboriginal Worldviews and Perspectives:

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors – In psychology students will be asked regularly to discuss how what they are learning can contribute to their mental health and that of others.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Reaction and reflection journals allow students to take the time to deeply think about course contents and the classroom context in Psychology. Discussions are directed in a collaborative, Socratic manner rather than being competitive or conflictual in nature. In addition, truly understanding various memory models and the applied psychology study practices that have been derived from this field, makes a student more self-aware and can lead to better academic performance.

Learning involves recognizing the consequences of one's actions. In the study of communication and social behavior, things like Maslow's Hierarchy of needs, the concept of the social agent, communication and interaction in relationships, students will reflect upon not only their own actions but also those of their entourage in applying these principles to their daily lives.

BIG IDEAS

<p>We can best understand human behavior if we view it from three levels - the biological, cognitive, and social-cultural</p>	<p>The field of psychology supports thinking that examines assumptions weighs evidence, and tests conclusions.</p>	<p>Human behavior can only be fully understood if the social context in which the behavior occurred is considered</p>	<p>Studies in psychology respect a strict ethical code and can encompass both qualitative and quantitative research methods</p>
---	--	---	---

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Gather, Interpret and Analyze and Critical Thinking Skills – Students are introduced to qualitative research studies and the concept of ecological validity.</p> <p>Evaluate and Apply research methods in psychology, respecting ethical guidelines and best practices in human science research (with an introduction into abnormal, developmental and sports psychology and multilateral studies)</p> <p>Communicate Ideas Effectively – Students can demonstrate the ability to interpret data from both theorists in the field and of their own studies, making connections to both prior knowledge and potential future impact</p> <p>Demonstrate Self-Awareness – Students can discuss cognitive processes such as problem solving, memory, language and attention. They will understand that their mental processes guide their behavior</p> <p>Communication and Critical Thinking Skills – Students can discuss topics that elicit diverse reactions, accepting, identifying and sometimes defending their own viewpoint as well as those that differ thus contributing to a collaborative, safe environment rich in the exchange of ideas</p>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Students can identify and evaluate research studies as well as value multilateral and ethnographic studies. They will be introduced to transcription and analysis of qualitative data. • Students understand that human beings are information processors, that the mind can be studied scientifically by developing theories then using a number of scientific research methods, and that cognitive processes are influenced by social and cultural factors. • Students can explain and apply the schema theory (Bartlett), cultural schemas, their influence on memory • Students can compare and contrast memory models which may include: Atkinson & Shiffrin (1968) Multistore Model, Baddely & Hitch (1974) Working Memory Model, Working Memory Test Battery of Pickering & Gathercole (2001) and biological factors such as lesioning, hippocampus and amygdala in PTSD, Clive Wearing and amnesia,

Communication and Critical Thinking Skills – In the study of social influence, cultural norms, stereotyping, discrimination (Robbers' Cave Exp) students will learn to analyze media and interpersonal communications for mal-intent.

Freud's idea of repression, Loftus (2002) idea of false memory, Brown & Kulik (1977) Flashbulb memory

- Students can explain **the cognitive and biological factors that interact with emotion** such as Lazarus & Folkman (1988) threat appraisal, Festinger and the social comparison theory, Rotter and the level of aspiration theory, Johnson & Kruger (2006) happiness and wealth
- Students understand that **human beings are social beings who have a basic need to belong, that culture influences behaviour, and that humans have an individual identity and a social self**
- Students can explain **attribution theory** and how it applies to their daily lives (school, sports, personal goals), motivation
- Students can identify **the social identity theory, social representation theory, stereotyping (Hart) and social categorization, social learning theory, compliance and conformity (Asch) in social behaviour**
- Students will self-direct a study of a specific area of **social influence** (radicalization in terrorist organizations, media bias, cyberbullying, racism as part of PBL)
- Students will self-direct a study of **disorders, patterns and treatment** as part of PBL
- Students will examine **basic developmental psychology theorists** Piaget, Vygotsky, Wertheimer/Schoon, attachment theory, Erickson's stages of development
- Students will be introduced to **health psychology** – mindfulness and meditation, treatments for various disorders, stress

Big Ideas – Elaborations

The field of psychology supports thinking that examines assumptions, weighs evidence, and tests conclusions.

- Students will be exposed to studies using various research methods: case studies, surveys, observation, correlational studies, experimentation, longitudinal studies etc.
- Understanding the limits and strengths of case studies is central to exercising caution when discussing human behaviour – i.e. focus on small participant group or sample can allow a more in-depth analysis but limits the applicability of the conclusions to the general population

Curricular Competencies – Elaborations

Gather, Interpret and Analyze and Critical Thinking Skills – Students can use critical thinking to evaluate and interpret psychological studies Comparing and contrasting Magnetic Resonance Imaging, EEG (electroencephalogram), PETPositron Emission Tomography and fMRI functional Magnetic Resonance images used in studies and examining the value of multi-lateral studies

Evaluate and Apply research methods in psychology, respecting ethical guidelines and best practices in human science research.

Communicate Ideas Effectively – Students can demonstrate the ability to interpret data from both theorists in the field and of their own studies, making connections to both prior knowledge and potential future impact

Demonstrate Self-Awareness – Students can discuss how the world we live in is full of potentially positive and negative influences, stressors and messages. Becoming a more critical evaluator of media, interpersonal communication and social influence can help students to become more resilient, more aware and more prepared to manage their daily challenges.

Communication and Critical Thinking Skills – Students can discuss topics that elicit diverse reactions, accepting, identifying and sometimes defending their own viewpoint as well as those that differ thus contributing to a collaborative, safe environment rich in the exchange of ideas Using individual student thought journals, Socratic seminars and general question and answer sessions, psychology students have the opportunity to explore a wide variety of controversial issues. Interacting with both the teacher and their peers. Learning to respect oneself and others is part of the process in the daily exchange of ideas as well as in formal communication activities like fishbowl discussions and brainstorming.

Content – Elaborations

- research methods in qualitative data and studies that encompass multiple facets of human behaviour regarding cognition, emotions and mental processes
- Cognitive psychology represents cognitive psychology, cognitive science, cognitive neuropsychology and cognitive neuroscience. Topics such as memory, perception, artificial intelligence, amnesia and social cognition are studied.
- mental representations guide behaviour, mental processes can be scientifically investigated

Content – Elaborations

- schema theory with reference to research studies, two models or theories of one cognitive process (for example, memory, perception, language, decision-making) with reference to research studies
- how cognitive and biological factors interact in emotion (for example, two factor theory, arousal theory, Lazarus' theory of appraisal), hormones and the endocrine system and behaviour
- how emotion may affect cognitive process (for example, state-dependent memory, flashbulb memory, affective filters)
- social and cultural environment influences individual behaviour; we want connectedness with, and a sense of belonging to others; we construct our conceptions of the individual and social self) (Maslow's hierarchy of needs)
- errors in attributions (ex: fundamental attribution error, illusory correlation, self-serving bias).
- Social identity theory, stereotypes, and their effect on behaviour, social norms
- Social learning theory, compliance techniques (ex; lowballing, foot in the door, reciprocity), conforming to group norms (ex: culture, groupthink, risky shift, minority influence), cultural norms, the role of two cultural dimensions on behaviour (ex; individualism/collectivism).
- power distance, uncertainty avoidance, Confucian dynamism, masculinity/femininity "emic" and "etic" concepts
- focus on groups of disorders: anxiety (for example, agoraphobia), affective (for example, depression), eating (for example, bulimia)
- Evaluate theories of cognitive development (for example, Piaget, Bruner, Vygotsky, brain development
- theories), social and environmental variables (for example, parenting, educational environment, poverty, diet) may affect cognitive development.
- Social development, attachment in childhood and its role in the subsequent formation of relationships, potential effects of deprivation or trauma in childhood on later development, resilience, strategies to build resilience.
- Identity development, formation and development of gender roles, cultural variations in gender roles, adolescence, relationship between physical change and development of identity during adolescence (for example, Erikson's identity crisis, Marcia).
- Describe stressors, physiological, psychological and social aspects of stress, strategies for coping with stress (for example, stress inoculation therapy, hardiness training, mindfulness, yoga and meditation).

Recommended Instructional Components:

- Encourage students to think creatively and critically, communicate skillfully, and demonstrate care for self and others
- Acknowledge the social nature of learning
- Tailor flexible groupings to enhance engagement and learning
- Allow for both physical and virtual collaboration
- Support the personal aspect to learning
- Differentiate content, processes, and products
- Promote risk-taking, wonder and curiosity
- Build connections across and within areas of knowledge
- Embed formative assessment practices such as learning intentions, criteria, questions, descriptive feedback, self and peer- assessment
- Inspire and stretch student thinking

- Promote student engagement
- Reflect on the relationships between emotion, motivation and cognition
- Connect learning to the local and global communities
- Provide opportunities for students to share learning and reflect
- Utilize technologies and other tools in purposeful ways
- Involve explicit and intentional teaching
- Make learning visible, open, and transparent.

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

A variety of evaluation and assessment tools can be used with this curriculum (Quizlet, learning journals, evidence journals, worksheets, quizzes, tests, PBL, oral presentations, Socratic seminars, labs and essays). Care should be taken to appeal to a wide variety of learning styles and where possible, give students the ability to show what they know in multiple formats. Also, it should be acknowledged that assessment *for* and *as* learning (formative) should be used mainly to the benefit of the learning, generating marks mainly from assessments of learning (summative).

Learning Resources:

Suggested textbook: Openstax Psychology “Download for free at <http://cnx.org/content/col11629/latest/>.” © 2014 Rice University. Textbook content produced by OpenStax College is licensed under a Creative Commons Attribution 4.0 International License. Other suggested online resources: Khan Academy videos (on most topics) Crash Course Psychology video series many resources for the course already generated and shared activities on sites like Quizlet and Kahoot. Additional learning resources may include: Ted Talks, BigThink.com, Asapscience.co, Scientific American mind online subscription, Psychologytoday.com, 16personalities.com, and AT Test- implicit.harvard.edu.

Additional Information:

Psychology 12, a natural progression in the secondary study of Psychology, will deepen students’ ability to understand how we are creatures formed by both nature and nurture. It is an academic elective that can be an enormous point of support and an outlet for students to discuss current issues in their personal lives and in the world around them.



School District 19
(Revelstoke)

Revelstoke Board of Education
District Parent Advisory Council Meeting
December 4th, 2024

Minutes

1. **Call to Order and Acknowledgement**

Call to order 12:02 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), Austin Luciw (BVE), Roberta Kubik (Superintendent), Mireille Dufour (CSF), Courtney Pinkenburg (CPE), Sasha-Emily Walsh (School Board Trustee), Emily Grady (BVE), Courtney Beruschi (AHE)

Regrets: Amy McGiven (AHE), Courtney Beruschi (AHE), Stacey Lamont (BVE), Angela Korsa (CSF)

3. **Agenda Additions**

- Item 9.1 – BCCPAC Summit Update
- Item 9.2 – RMR Program
- Item 9.3 – Review feedback about Chair
- Item 9.4 – Mountain West

4. **Adoption of the Agenda**

Agenda for adoption as amended to include the additions above.

Moved by A. Luciw

Seconded by C. Poirier

THAT the agenda be adopted as amended to include items: 9.1 BCCPAC Summit Update, 9.2 RMR Program, 9.3 Review Feedback About Chair, and 9.4 Mountain West.

CARRIED

5. **Review of Minutes Dated November 6th, 2024**

Accepted as presented – no errors or omissions.

Moved by C. Poirier

Seconded by A. Luciw

THAT the minutes dated November 6th, 2024, be adopted as presented.

CARRIED

6. **Correspondence - Nil**

7. **Treasurer's Report**

- Fund in the Regular Account
\$ _____
- Funds in the Gaming Account
\$ _____

No treasurer present to report on the funds available. Committee questioned who has signing authority.

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

7.1 FSA Data Review

- Above average across the province
- Efforts are being made in Numeracy as this globally has dipped
- Integrate math skills and questions into whole school day experience
- Career engagement and education for students to better have knowledge for future jobs
- High school students to engage with grade 5-7's to talk about fears/questions moving to high school
- Spoke to empathy interviews from "Street Data" for student engagement.

FSA data will be attached to the last page of these minutes.

7.2 DRAFT Personal Digital Device Policy Verbal Update

- This policy will be presented to the board on December 17th, 2024, after circulation
- 345 responses to help the draft policy
- October 22nd community meeting with students/parents and staff
- RSS engagement, specific survey, student leadership group meeting, staff engagement
- Changes being brought forward by the Policy committee to the December 17th board meeting where the final draft will be reviewed and a possible first reading

9. **Old Business - Nil**

10. **New Business**

9.1 BCCPAC Summit

- Hard virtually to interact, mostly just presentations
- Numeracy dropping numbers and draft cell phone policies
- Need more space – building, portables and training and staff retention
- DPAC advocacy committee – it is needed or are we already doing it as DPAC members
- Take advocacy back to PAC to outline why we meet and how to better voice needs

9.2 RMR Program

- Advocating for Grade 6 – flat rate for all kids regardless of lift passes/equipment
- Sense of belonging, experience, ability to try other sports
- DPAC to write letter to RMR for advocacy and availability

9.3 Review Feedback about Chair

- Timely meetings
- What is best to hear, unique, fundraising for PAC
- Update lists from PAC and touch on key highlights

9.4 Mountain West

- Principals to reach out to Mountain West Photography
- Local option – integration with school
- February – Follow-up on topic.

11. **PAC News**

AHE

- No one was present to update for AHE

BVE

- Fable book fair
- New shovels for students
- Cookies and milk for the last day of school
- Perogies for sale - \$30 for 180 perogies, \$15 for 90 – email kitchen@community-connections.ca
- Drum sessions and performance – paid for by art starts grant

CPE

- Scholastic Book Fair
- Calendars at the Christmas concert
- Garden beds help by parent
- Movie day
- Holiday pop-up shop/craft store
- Cardboard gingerbread house fundraiser – December contest

EDG

- Movie day in the portables
- Coffee fundraiser with Holm went great.

RSS

- Green thumb theatre performed “About a Girl” based on the Reena Virk story. In 1997, she was lured, beaten, and killed by a group of teens in Saanich. The whole school participated and experienced themes about anti-racism, inclusion and upstander behavior. It was very powerful.
- Halloween was a great success. Vast majority of students and staff dresses up. The Rec Leadership class organized a great week of school-wide events and ended with costume judging. The Haunted House, a joint effort between Leadership and Drama classes, was a raving success with lineups out the door!
- “Take Our Children to Work Day” was very well organized by the Career Ed. team. Grade 9 students participated.

- Remembrance Day Ceremonies were held on November 7th. Students from the History class read perspectives on the importance of the act of remembrance for the ceremony.
- Mid-term report cards were sent out the week of November 18th. A hard copy was sent home with students as well.
- School cash online is now live.
- Collette Poirier will be the second DPAC representative for RSS.
- Parents brought up a query about revitalizing the old outdoor volleyball courts at the high school and the possibility of building of building a teenager playground. Also, in addition to the school-wide lunches that occur every couple of months, it was suggested that a sushi lunch could be explored where students would put in an order form similar to what has been done in elementary schools. Greg Kenyon will look into these suggestions.
- Greg Kenyon will connect with the company about the concerns.
- Music concerts are December 4th and 5th.
- Digital Device and School Culture Presentations to grades 8-10 on December 10th.
- Caregiver series on Anxiety and Mental Health with YMH clinician Hilla Shlomi and GP Dr. Batchelor. In person at the RSS Library at 6:30 Pm or you can join online.
- School Dance on December 12th
- Holiday Theme Week December 9th – 13th
- Tentative Fun Activities TBD for last day of school on December 20th starting at 1:30 pm.
- No funding requests.

12. **Adjourned:**

Meeting ended at 12:57 pm.

Next meeting dates:

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

- February 5th, 2025
- March 5th, 2025
- May 7th, 2025
- June 4th, 2025

Overview of FESL Provincial Data

Equity Lens Highlights

- Indigenous students met or exceeded FSA literacy expectations at a rate higher than non-Indigenous students in three of the past five years at grade 4, two of the past five years in grade 7, and in one of the past five years in grade 10.
- While data cannot be made public, our internal review showed that Indigenous students in grade 10 met or exceeded numeracy expectations at a higher rate than non-Indigenous students for the past four years. In grades 4 and 7, Indigenous students met or exceeded FSA numeracy expectations at a rate equal or higher than non-Indigenous students in three of the five years.
- Grade 10 Numeracy Grade assessment – Students with Designations performed higher than All Resident Student
- Grade 11 to 12 transition rates Students with Designation above provincial average.
- Grade 10 to 11 transition rates for Students with Designation and Indigenous Students above provincial average
- Students with Designations and Indigenous Students above provincial average with 2 or more adults who care
- Students with Designation above provincial average with transition rate to BC Post Secondary Institutions within 3 years

Intellectual Development

Literacy

- Grade 4 FSA - All Resident student above provincial average / Indigenous masked
- Grade 7 FSA - Designated and Indigenous students and All Resident Students above provincial average
- Grade 10 Grad Assessment Literacy – Students with Designations and All Resident Students above provincial average

Numeracy

- Grade 4 FSA and Grade 7 FSA – All Resident above provincial average
- Grade 10 Grad Numeracy assessment – Students with Designation and Indigenous Students and All Resident Students above provincial average

Transition Rates

- Grade 10 to 11 transition rates for Students with Designation, Indigenous Students and All Resident Students above provincial average

- Grade 11 to 12 transition rates Students with Designation and All Resident Students above provincial average. Indigenous masked

Human and Social Development

Feel Welcome, Safe, and Connected

- All Resident student in grade 3, 7 and 10 above provincial average

Sense of Belonging

- Students with Designations and All Resident Student above provincial average

Two or more Adults Care

- Students with Designations, Indigenous Students and All Residents Students above provincial average

Career Development

Achieved Dogwood within 5 years

- Students with Designations, Indigenous Students and All Residents Students above provincial average

Transition rate to BC Post Secondary Institutions

- Students with Designations and All Resident student below provincial average. Of note is that students from Revelstoke go to Alberta or east for PSI or work a year to enhance finance for PSI away from home

Transition rate to BC Post Secondary Institutions within 3 years

- Students with Designation above provincial average. All Resident student below provincial average

Stretches

- Overall literacy rates for "All Resident Students" are higher than those for students with designations. While support ratios are high and students with diverse abilities have excellent levels of support, further collaboration needs to address the reason for the challenges still seen. Through the work done with the Learning Support teams, it has highlighted the need for differentiated classroom instruction.
- Indigenous Students Student reported below Student with Designations and All Residents Student for a Sense of Belonging

Moving Forward

Intellectual Development

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

Human and Social Development:

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

Career Development

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



School District 19
(Revelstoke)

School District 19 (Revelstoke)

**Minutes of the Education Advisory Committee Meeting
Held on Tuesday, December 3rd, 2024
at the School Board Office at 3:30 PM.**

PRESENT:	Sasha-Emily Walsh, Trustee
	Wendy Rota, Trustee
	Quinn Castillo, Parent
	Michael Haworth, District Vice-Principal Technology
	Jason Stevens, RTA President
	Roberta Kubik, Superintendent
	Danica Kernaghan, Grade 8 Student
	Alba Cumming, Grade 8 Student
	Nika Hill-Wheeler, Grade 8 Student
	Sam Dellow, Grade 10 Student
	Autumn Baechler, Grade 10 Student
	Jett Roche, Grade 10 Student
	Cash McKay, Grade 10 Student
	Lucas Nicoll, Grade 10 Student
	Clifford Edwards, Grade 10 Student
	Connor Mandel, Grade 10 Student
	Levi Maloney, Grade 10 Student
	Liam Bolton, Grade 10 Student
	Ethan Greenberg, Grade 10 Student
	Kimberly Poirier, Grade 12 Student
	Avery Cochrane, Grade 12 Student
	Isobel Wilson, Grade 12 Student
	Mya Manson, Grade 12 Student
ABSENT:	Melonie Jensen, Parent
	Mandy McQuarrie, Parent
	Steph Melnyx, Parent
	Jeff Acton, Parent
	Greg Kenyon, Principal RSS
	Celes Lucius, CUPE President

1. CALL TO ORDER

Meeting called to order at 3:30 pm.

2. ACKNOWLEDGEMENT

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

3. ADDITIONS TO THE AGENDA

Roundtable and Introductions.

4. ADOPTION OF THE AGENDA

The agenda was adopted as amended to include item 6a) Roundtable and Introductions.

5. ADOPTION OF THE MINUTES

The minutes dated October 29th, 2024, were adopted as presented.

6. ROUNDTABLE AND INTRODUCTIONS

The committee went around the table to introduce themselves.

Superintendent Kubik discussed the Strategic Plan and Pathways and how the structure is designed to incorporate student voice. It is designed to inquire, to see what works and what needs to be improved or let go of, and what we need more of in schools.

First roundtable topics included:

- Outside activities for lunch
- Fuse ball
- Chess club – build on it
- Play sports outdoors at lunch
- There is a focus on boy sports (volleyball/basketball) would like other activities.
- More extra-curricular activities
- School wide activities – grades 8-12 together
- Debate Team

Students broke out into working groups to discuss ideas and came up with the following:

- Encourage arts program – more art communities
- Grade 8 would like a resource block to catch up, they are not used to due dates
- School Sports – options other than Volleyball and Basketball
- Too much paper – integrate technology
- Improve school communication
- Promote a suggestion box at the office/library/main entrance
- When decisions are made, ask students
- We are headed in a good direction with lunch time activities.
- We are STEM centered – what about humanities
- When we play board games we could invite new people to play
- Have the grade 10's talk with the grade 7's, plus when they reach grade 8 – still have conversations about what it is like in grade 8 with the grade 10's
- Bring back activities like the Elizabethan fest to focus on humanities
- In CLK – have more ways for one to match their passions, personality to future employment training we do have BLUE PRINT but we want another resource.
- Work on school community with students like mingling throughout the grades
- School wide connections with the Elementary schools
- Learn about Self Development
- Have a talent show - bring back the follies
- Out a poster on the wall and students can add what the school needs.
- We have Instagram/Facebook/Twitter/Grad Page

The committee discussed the suggestions for coming meetings. The new structure of the committee is to strengthen student voice and to inquire works, what do we need more of, what do we need to get go of.

Students noted that they want more connection, but that they are segregated in grades, efforts need to be made to connect grades both within students themselves and with activities. Students noted they look forward to the meeting on January 28th, 2025.

7. NEW BUSINESS

a. Original Structure & Discussion on New Structure

The committee reviewed the original structure of the committee and discussed the new structure.

b. MDI & YDI Local Data

Superintendent Kubik reviewed the MDI & YDI local data with the committee.

c. Parent Caregiver Series – Link

The committee discussed the upcoming Parent Caregiver Series on Mental Health: Worries and Anxiety – what is normal? The series will take place in the RSS library or virtually on December 10th at 6:30 to 8:30 pm.

8. UPCOMING MEETING DATES

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

- January 28th, 2025
- February 25th, 2025
- April 29th, 2025
- May 20th, 2025

9. ADJOURNMENT

The meeting ended at 4:30 pm.

Purpose

The Education Committee strives to align its mission with the British Columbia Revised Curriculum by centering student voice and creating meaningful, inclusive, and future-focused learning environments. Its purpose is to:

1. **Empower Student Agency:** Foster personalized learning pathways that encourage independent thought, reflective thinking, and curiosity. Students will build confidence, resilience, and perseverance through opportunities to identify strengths and learn from challenges, sparking a lifelong joy for learning.
2. **Promote Student-Centered Assessment:** Advance innovative, real-world assessments that allow students to showcase their knowledge and progress through reflective cycles, driving both personal growth and instructional improvement.
3. **Embed Indigenous-Informed Pedagogy:** Honor the principles of Truth and Reconciliation by incorporating land-based, experiential learning and Indigenous Ways of Knowing. This approach enhances social-emotional wellness, cultural identity, and connections to self, family, and community.
4. **Ensure Universal Design for Inclusion:** Create safe and inclusive environments where every student can express their academic, personal, and social needs, seeing their identities reflected in the learning process. Amplifying student voice and choice cultivates a positive and productive culture of curiosity and exploration.
5. **Build Community and Real-World Connections:** Connect students with their local and global communities through authentic, collaborative experiences. By engaging with diverse perspectives, students deepen their understanding and ability to effect positive change.
6. **Integrate Technology Thoughtfully:** Equip students with the skills to access, design, and archive their learning responsibly while fostering digital citizenship and mental well-being.
7. **Focus on Future-Ready Learning:** Prepare students to navigate the next steps in their lives as educated, resilient citizens, equipped with the skills, self-worth, and pathways necessary for a fulfilling future. Core Competencies will be woven into every facet of learning, ensuring alignment with the BC curriculum's goals for holistic development.

This purpose reflects a modernized and comprehensive approach to education, aligning with BC's curriculum priorities and the realities of today's learners.

Names for Committee

1. **Student Voice Collective**
2. **Pathways to Learning Committee**
3. **Learners' Leadership Council**
4. **Future-Ready Forum**
5. **Inclusion and Innovation Council**
6. **Empowered Learners Alliance**
7. **Student Success Network**
8. **Voices for Learning Leadership Group**
9. **BC Learners Advisory Board**
10. **Catalyst for Learning Council**
11. **Thriving Minds Committee**
12. **The Learning Visionaries Council**

These names highlight the committee's focus on student voice, learning innovation, inclusion, and future-readiness.

Here are more suggestions to spark ideas:

1. **Voices in Action Council**
2. **Learners First Advisory Group**
3. **Students Shaping Learning Committee**
4. **The Inspiration Collective**
5. **Next Generation Leaders Council**
6. **Collaborative Futures Network**
7. **Connected Minds Forum**
8. **Student-Led Learning Forum**
9. **Transforming Education Together**
10. **The Change Makers Council**
11. **Learning Impact Network**
12. **Vision for Learning Collective**
13. **Equity and Excellence Forum**
14. **Innovators in Learning Network**
15. **Agents of Learning Alliance**
16. **Purposeful Learning Council**
17. **The Inclusive Learning Roundtable**
18. **BC Student Voice Alliance**
19. **The Possibilities Network**
20. **The Learner-Centered Collective**

These options emphasize collaboration, innovation, inclusion, and student leadership.



School District 19
(Revelstoke)

Revelstoke Board of Education Policy Review Committee November 25th, 2024 Minutes

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

Attendance:

Trustee Zimmer, Trustee Allen, RTA President Stevens, Superintendent Kubik, CUPE Representative McNutt, Principal Representative McDowell

Regrets:

CUPE Representative McNutt, Secretary Treasurer Tisdale

1. CALL TO ORDER

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

2. ADDITIONS TO THE AGENDA

3. ADOPTION OF THE MINUTES

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

4. STATUS OF POLICIES

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

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

5. REVIEW OF POLICIES

a. 1.1 Guiding Principals

The committee will review the guiding principles policy at the January 27th, 2025, meeting.

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

The committee addressed the Draft Restriction of Personal Digital Devices Policy and reviewed the feedback from the community consultation meeting on October 22nd. Committee members agreed to update some of the terminology in the policy as noted by the community feedback. The updated draft policy will be presented to the Board of Education at the November 5th, 2024, meeting for review. The Board may then recommend the draft policy be circulated for further feedback. All policy feedback will be attached to the November 25th Policy Committee agenda for review.

Next steps can be found below:

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

c. 4.1 Fiscal Management Goals

Committee members will review the Fiscal Management Goals policy at a future meeting in the New Year.

d. 4.7 Facilities

The committee will review the Facilities policy at a future meeting in the New Year.

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

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

7. ADJOURNMENT

Meeting adjourned at 5:03 PM.



School District No. 74 (Gold Trail)

Our Goals: Success ♦ Reconciliation ♦ Team ♦ Communication ♦ Sustainability

November 6, 2024

School District No. 19 (Revelstoke)
P.O. Bag 5800
501 – 11th Street
Revelstoke, B.C.
V0E 2S0

VIA EMAIL: sbo@sd19.bc.ca

Attention: Board Chair & Superintendent

Dear Board Chair Chell and Superintendent Kubik:

At its November 5, 2024 Board of Education Meetings, trustees had an opportunity to discuss the recent Thompson-Okanagan Branch Meeting held in Revelstoke in October 2024. The overwhelming feedback was that the meeting was well organized, informative, and provided great value to its participants.

The Board asked that we write to your District to extend its sincere appreciation for hosting. We know full well the work that is involved in planning and executing events like this and the Board wanted to acknowledge your efforts and say *THANK YOU!*

The Board also recognizes the collaborative efforts of team and asks that you extend its appreciation to supporting staff whose involvement was integral to the success of the meeting.

Trustees were also very grateful for the beautiful beaded lanyards that they received and wore them proudly at the BCSTA Trustee Academy.

Sincerely,

THE BOARD OF EDUCATION

LARRY CASPER
Co-Chair

CARMEN RANTA
Co-Chair

Gold Trail respectfully acknowledges that the land on which we gather is the unceded and traditional territory of the Nlaka'pamux, St'át'imc and Secwépemc First Peoples.